



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Youngsville Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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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 X

Name of non-profit organization under which charter will be organized or operated: *Youngsville Academy Charter School, Inc*

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-Franklin County Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Youngsville Academy Charter School, Inc

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes: X

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02	140
Second Year	K,01,02,03	200
Third Year	K,01,02,03,04	260
Fourth Year	K,01,02,03,04,05	320
Fifth Year	K,01,02,03,04,05	340
Sixth Year	K,01,02,03,04,05	360
Seventh Year	K,01,02,03,04,05	360
Eight Year	K,01,02,03,04,05	360
Ninth Year	K,01,02,03,04,05	360
Tenth Year	K,01,02,03,04,05	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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

youngsvillea
Signature

Founder
Title

youngsvillea
Printed Name

12/05/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Youngsville Academy seeks to provide an education that encompasses and builds the whole student, mentally, bodily and emotionally. Research driven Direct Instruction techniques will be incorporated throughout the curriculum to achieve growth in basic skills, cognitive skills and affective skills.

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

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

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.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The initial projected enrollment of the charter school is 140 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 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 do not provide more than one sample survey form).*

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

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

The Youngsville Academy Charter School will meet all six of the legislated purposes for Charter Schools. We have highlighted the ways we will meet the first and second legislative purpose below:

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 veteran teachers and administration remain an integral part of Direct Instruction education. Youngsville Academy will also use the North Carolina Teacher Evaluation process 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 to 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.

2. Hold schools accountable for meeting measurable student achievement results.

Youngsville Academy will serve the local area as a Kindergarten through Fifth Grade school. We are confident that we can exceed the performance of local K-5 schools within the Franklin LEA, even while seeking to target a higher percentage of academically at-risk students. Through the implementation of a Direct Instruction program, Youngsville Academy students will exceed beyond expectation. The two basic principles of Direct Instruction are that 1. All teachers can succeed in giving their students the knowledge base and tools needed to succeed when they are shown effective instructional techniques and given proven materials and 2. All children can learn when taught effectively despite personal background or past history. When the methods and techniques of Direct Instruction are adopted at a school, the students perform measurably beyond that of their peers in alternative programs. It is our goal that graduates of Youngsville Academy will go on to be top of their class at whichever schools they continue their education.

Continued in Appendix T

Goals for the Proposed Charter School:

1. *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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

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.

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

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.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

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

Youngsville Academy is a Direct Instruction (DI) school. DI 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 DI 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 DI 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 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 student progress and academic needs because clearly planned, proven lessons are provided for them. The teachers 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. 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. 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 in Kindergarten and First Grade, find it difficult

to remain in the same position for too long. DI 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 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 DI curriculum to ensure that concepts and skills are being mastered. Student progress is assessed daily within each lesson, independent work is checked for knowledge of content, and cumulative assessments are given in order to test for mastery.

Student knowledge, self-esteem, behavior, and social skills increase when they are instructed using developmentally appropriate methods as they are with DI.

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

- * 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>

K-5 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 student 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 students 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 the elementary division the school would ultimately serve.*
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 individual student academic need even within one classroom resulting in superior mastery of content across the student population. Depending on academic need, grade levels and 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 schools 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 educational 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 in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below 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 2015-2016 the academic calendar will be as follows:

Track 1: July 27 September 25

September 1: Labor Day / No School

Track 2: October 19 December 18

November 11: Veterans Day / No School

November 27-28: Thanksgiving / No School

Track 3: January 20 March 26

February 16: Washingtons Birthday / No School

Track 4: Wednesday April 21 Friday June 14

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 19 & 20. 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 students abilities to retain knowledge between academic tracks.

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:*
 - a) *Methods for identifying ELL students.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
 - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

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

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.

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), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

1. 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. 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. 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.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

1. The schools 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 students 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. 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. 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 students teacher will be responsible for implementing program

modifications and supports for IEPs.

Possible IEP services, which are dependent on the individual students 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. IDEA Sec. 300.34 provides information about related services that, if beneficial, must be available for students 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 schools budget.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1. 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 schools 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.

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.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*

2. *A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
3. *An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
4. *Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Youngsville Academy intends to hold its students to the highest possible standards of conduct by creating and maintaining a safe and caring learning environment that encourages self-discipline and positive behavior. Even so, we are aware that from time to time behaviors will be exhibited that are outside the stated, expected code of conduct. Youngsville Academy will handle student discipline in a tier system. The Teachers are primarily responsible for maintaining discipline within the classroom. Our founder 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. Most disciplinary issues should be resolved by our teachers without further escalation, and it is our goal to empower our teachers with the tools and training to achieve this. 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 will be vigilant to ensure that the proper chain of escalation is followed.

In keeping with the mission of Youngsville Academy that emphasizes the building up of its students mentally, bodily and emotionally, and Youngsville Academy's educational plan that focuses on academic and character development, intervention will be appropriate to the individual and the situation. Included in the student handbook, the code of conduct will serve as a clear, consistent set of expectations for student behavior. The rights and responsibilities of students are contained therein; interventions and consequences for those who engage in inappropriate behavior are outlined as well.

Our educational program, Direct Instruction, is most successful for students who attend school regularly; therefore, every effort will be made to reduce the loss of any instructional time by utilizing various preventive and corrective disciplinary strategies: posting the code of conduct; teaching and monitoring behavior expectations, reinforcing positive behaviors of students, and offering, for most behavioral infractions, alternatives to suspensions, for example, conference with parent(s)/legal guardian(s), behavior essay, behavior contract, and detention.

As a K-5 school, many disciplinary issues provide an opportunity for a "teachable moment" and will not call for a suspension or expulsion. While repeat violations may escalate to the point of suspension and/or expulsion, only the most serious of offenses, such as the possession, use, or transport of a firearm on the school grounds or at any school event, will be grounds for immediate expulsion.

Disciplinary Action for students with disabilities as identified by the state of North Carolina guidelines will conform to procedures governing programs and services for Children with special needs as adopted by the State Board of Education and Federal regulations. If the procedures manual

does not fully address a particular issue, the Principal, in conjunction with the Exceptional Children Staff will develop any necessary protocols consistent with state and federal laws.

Part III of the student handbook presents the grievance procedures for when a student is suspended or expelled should a parent or guardian be interested in challenging any action taken by the school.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Youngsville Academy Charter School, Inc

Mailing Address: Larry D. Henson

City/State/Zip: Wake Forest NC 27587

Street Address: 2505 Forest Lake Court

Phone: 919-880-5717

Fax: 919-443-1133

Name of registered agent and address: Larry D. Henson
2505 Forest Lake Court
Wake Forest, NC 27587

FEDERAL TAX ID:

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 E)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Barbara Riley	Member	FRANKLIN	Attorney

Jim McElwee	Member	WAKE	Engineer, (Ret.)
Margaret Schmitz	Member	WAKE	Enrolled Agent
Patricia Warren	Member	WAKE	Educator
Gerry Schuetz	Member	WAKE	CPA, CFO
Larry Henson	Founder, Member, Ex Officio	WAKE	Headmaster, Veritas Preparatory School

Please provide the following in this location of the APPLICATION:

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

The Board of Directors of Youngsville Academy will uphold and serve to fulfill the charter schools mission, philosophy, and goals. The Board will help build partnerships among educators, parents, and the community. The Boards 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.

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

The 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 boards responsibility to make sure that all plans and commitments provide a benefit to the school as a whole and are executed effectively.

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

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 as the number one reason for charter school failure is financial.

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

The Board will meet at least quarterly.

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

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.

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

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.

7. *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.

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

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 Directors 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.

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

Parents, students, visitors and staff members may use the grievance process. Grievants may also file claims in other forms as permitted by state and federal law.

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, or the school principal. No grievant is required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Within Sixty (60) calendar days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the Board of Directors. Grievants may use the Grievance Form, which will be available online from the school website or from the school principal. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance.

The Board of Directors will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this

process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the Board of Directors shall respond in writing to the grievant. The Response shall summarize the course of the investigation; determine the validity of the grievance, and the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. 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 I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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.

X 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.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix M, 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, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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.

- 4. 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 teachers 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.

- 5. 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 designed to be competitive and will be re-evaluated annually to stay competitive.

The salary for teachers is designed to increase at a faster, yet sustainable, rate than public schools and other schools in the vicinity. This is intended to help the school attract and retain qualified teachers.

- 6. 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 sixty 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 sixty (60) 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.

- 7. 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.

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

Direct Instruction was originally designed for special needs and at-risk populations. In most cases, students with special needs will be able to remain in their elementary classrooms. Direct Instruction has 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 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. Students in the higher performing math group, for example, would 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.

In addition to the core content teachers, we will utilize our teacher assistants and EC teachers for "pull-out" classes and electives.

- 9. 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

- * Bachelors Degree or Higher from an accredited college or university
- * Ability to obtain a North Carolina Standard Professional 2 (SP2) Professional Educators License
- * Minimum of five years of experience in educational leadership.
- * 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

- * Bachelors Degree or Higher from an accredited college or university
- * Able to obtain a North Carolina Standard Professional 2 (SP2) Professional Educators License
- * Minimum of three years of experience in educational leadership.
- * 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
- * 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

- * Associates Degree or Higher from an accredited college or university
- * Minimum of one year of applicable experience.
- * 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

- * Associates Degree or Higher from an accredited college or university
- * Minimum of one year of applicable experience.
- * 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

- * Masters Degree or Higher from an accredited college or university
- * At least five years of experience in applicable accounting
- * 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

- * Bachelors 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
- * 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

- * Bachelors 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
- * 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

EC Teachers

- * Bachelors Degree or Higher from an accredited college or university
- * NC Elementary Teaching Licensure
- * Two or more years of applicable experience
- * 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

- * High School Diploma / Equivalent or Higher
- * Two or more years of applicable experience

- * 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

- * High School Diploma / Equivalent or Higher
- * Two years of applicable experience
- * Valid Bus Licensure
- * 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

- * Minimum of 5 years Direct Instruction experience
- * 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. The school has identified and budgeted for a Direct Instruction coach to assist with 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 Educations 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 educators 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. *Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

Professional Development of teachers at Youngsville Academy is highly encouraged. The goal of professional development is to improve student learning and achievement through organizational development and professional

learning. 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. Teachers are encouraged to grow professionally and apply their skills in their classrooms.

Core components of Youngsville Academys educational professional development plan for teachers and the faculty as a whole:

1. Teacher evaluations - Youngsville Academy will use the North Carolina Teacher Evaluation process to evaluate teachers (twice per year) .
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 conferences will be strongly promoted.
4. Onsite educational training Instruction training and educational workshops will be offered regularly to provide further professional development.
5. Licensure Youngsville Academy will aid licensed teachers in maintaining requirements necessary to renew their license while making sure educators that seek a 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 3rd 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 charter school in a neighboring town 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 140 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.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

1. 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. 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 the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

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

* Open Enrollment/Application Period: Nov. 1st to March 31st

* Lottery (if required): April 16th

* Notification of admission/wait-listing status: Mailed April 21st

o If waitlisted, families will be notified of their position on waitlist.

Note: A March cutoff to allows 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.

* On the afternoon of the lottery, 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.

* Youngsville Academy will give enrollment priority to siblings of currently enrolled students admitted 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 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 is selected, then all of the multiple birth siblings shall be admitted.

* 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.

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. These lists will be completely transparent.

In cases of withdrawals, not including suspensions, and transfers, the families forfeit their seat at the school and must 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.

5. Clear policies and procedures for student withdrawals and transfers. Policies for Withdrawals and Transfers are based upon the NC DPIs 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 Absence Reason is a suspension, (2) when Absence Reason is medical Fragile or Teacher-in-Treatment, and (3) when withdrawal is the result of the students death. If withdrawing a student after the last day present causes absences to remain after the withdrawal, those absences will be removed.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Franklin County Schools
- LEA #2 Wake County Schools
- LEA #3 Granville County Schools

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.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 350	LEA 920	LEA 390	LEA 350	LEA 920	LEA 390	LEA 350	LEA 920	LEA 390	LEA 350	LEA 920	LEA 390	LEA 350	LEA 920	LEA 390
Kindergarten	36	18	6	36	18	6	36	18	6	36	18	6	36	18	6
Grade 01	24	12	4	36	18	6	36	18	6	36	18	6	36	18	6
Grade 02	24	12	4	24	12	4	36	18	6	36	18	6	36	18	6
Grade 03	0	0	0	24	12	4	24	12	4	36	18	6	36	18	6
Grade 04	0	0	0	0	0	0	24	12	4	24	12	4	36	18	6
Grade 05	0	0	0	0	0	0	0	0	0	24	12	4	24	12	4
	84	42	14	120	60	20	156	78	26	192	96	32	204	102	34
	140			200			260			320			340		

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.

Access to healthy meals, other than those brought from home, will be available to economically disadvantaged students via local food services. The school will work with these food services to ensure affordable nutritious options. Discounted rates for quantity discounts will be pursued.

According to the USDA, children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

We have budgeted funds to allow eligible students to receive free and reduced lunch. We believe that proper nutrition is important for academic achievement.

Youngsville Academy will not have a school cafeteria, thereby saving costs associated with food service personnel and equipment that can be shifted into providing lunches for students with financial need.

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.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,638.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$1,250,000		\$1,625.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$2,387.00
Total Cost			\$8,163.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

youngsvillea 11/24/2013

 (Board Chair Signature) (Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. 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.*

Classrooms, office space, and restrooms are the only immediate spatial needs of the school. Youngsville Academy is prepared to use portable classrooms, offices, and restrooms as a temporary facilities solution if necessary, though unanticipated. Adequate funding is provided in the budget to cover the cost of temporary facility solutions.

If temporary facilities are used, none of the programs/offerings of the school will be affected.

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 2015-16

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 350 - Franklin County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,246.79	84	\$440,730.36
Local Funds	\$1,413.00	84	\$118,692.00
Federal EC Funds	\$3,743.48	4	\$14,973.92
Totals			\$574,396.28

LEA #2 920 - Wake County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,539.11	42	\$190,642.62
Local Funds	\$1,950.00	42	\$81,900.00
Federal EC Funds	\$3,743.48	2	\$7,486.96
Totals			\$280,029.58

LEA #3 390 - Granville County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,135.90	14	\$71,902.60
Local Funds	\$1,400.00	14	\$19,600.00
Federal EC Funds	\$3,743.48	1	\$3,743.48
Totals			\$95,246.08

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$703,276	\$1,024,773	\$1,332,205	\$1,639,636	\$1,742,114
-Local Per Pupil Funds	\$220,192	\$320,851	\$417,107	\$513,362	\$545,477
-Exceptional Children Federal Funds	\$26,204	\$37,434	\$48,665	\$59,896	\$63,639
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$100,000	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,049,672	\$1,383,058	\$1,797,977	\$2,212,894	\$2,351,230

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$67,000	\$67,000	1	\$69,000	\$69,000	1	\$71,000	\$71,000	1	\$73,000	\$73,000
Assistant Administrator	1	\$40,000	\$40,000	1	\$41,500	\$41,500	2	\$43,000	\$86,000	2	\$44,500	\$89,000	2	\$46,000	\$92,000
Finance Officer	1	\$22,000	\$22,000	1	\$22,000	\$22,000	1	\$22,000	\$22,000	1	\$22,000	\$22,000	1	\$22,000	\$22,000
Clerical	1	\$27,500	\$27,500	1	\$28,500	\$28,500	2	\$29,500	\$59,000	2	\$30,500	\$61,000	2	\$31,500	\$63,000
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$12,000	\$12,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$24,000	\$24,000	1	\$24,500	\$24,500
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	2	\$15,000	\$30,000	2	\$15,500	\$31,000
A - Total Admin and Support:	5	\$166,500	\$166,500	5	\$174,000	\$174,000	7	\$178,500	\$251,000	9	\$207,000	\$297,000	9	\$212,500	\$305,500
Instructional Personnel:															
Core Content Teacher(s)	7	\$35,000	\$245,000	10	\$36,500	\$365,000	13	\$38,000	\$494,000	16	\$39,500	\$632,000	17	\$41,000	\$697,000
Electives/Specialty Teacher(s)	1	\$27,500	\$27,500	1	\$28,500	\$28,500	2	\$29,500	\$59,000	2	\$30,500	\$61,000	2	\$31,500	\$63,000
Exceptional Children Teacher(s)	1	\$35,000	\$35,000	1	\$36,500	\$36,500	1	\$38,000	\$38,000	2	\$39,500	\$79,000	2	\$41,000	\$82,000
Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	2	\$27,500	\$55,000	3	\$28,500	\$85,500	4	\$29,500	\$118,000	4	\$30,500	\$122,000	4	\$31,500	\$126,000
B - Total Instructional Personnel:	11	\$125,000	\$362,500	15	\$130,000	\$515,500	20	\$135,000	\$709,000	24	\$140,000	\$894,000	25	\$145,000	\$968,000
A+B = C - Total Admin, Support and Instructional	16	\$291,500	\$529,000	20	\$304,000	\$689,500	27	\$313,500	\$960,000	33	\$347,000	\$1,191,000	34	\$357,500	\$1,273,500

Personnel:															
Administrative & Support Benefits															
Health Insurance	3	\$4,800	\$14,400	3	\$5,000	\$15,000	5	\$5,200	\$26,000	5	\$5,400	\$27,000	5	\$5,600	\$28,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	3	\$300	\$900	3	\$300	\$900	5	\$300	\$1,500	5	\$300	\$1,500	5	\$300	\$1,500
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	5	\$483	\$2,415	5	\$505	\$2,525	7	\$520	\$3,640	9	\$479	\$4,311	9	\$492	\$4,428
Social Security	5	\$2,064	\$10,320	5	\$2,158	\$10,790	7	\$2,223	\$15,561	9	\$2,046	\$18,414	9	\$2,105	\$18,945
D - Total Admin and Support Benefits:	16	\$7,647	\$28,035	16	\$7,963	\$29,215	24	\$8,243	\$46,701	28	\$8,225	\$51,225	28	\$8,497	\$52,873
Instructional Personnel Benefits:															
Health Insurance	15	\$4,800	\$72,000	19	\$5,000	\$95,000	26	\$5,200	\$135,200	32	\$5,400	\$172,800	33	\$5,600	\$184,800
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	15	\$1,405	\$21,075	19	\$1,598	\$30,362	26	\$1,628	\$42,328	32	\$1,686	\$53,952	33	\$1,796	\$59,268
Disability	15	\$125	\$1,875	19	\$125	\$2,375	26	\$125	\$3,250	32	\$125	\$4,000	33	\$125	\$4,125
Medicare	15	\$329	\$4,935	19	\$374	\$7,106	26	\$381	\$9,906	32	\$394	\$12,608	33	\$420	\$13,860
Life Insurance	15	\$300	\$4,500	19	\$300	\$5,700	26	\$300	\$7,800	32	\$300	\$9,600	33	\$300	\$9,900
E - Total Instructional Personnel Benefits:	75	\$6,959	\$104,385	95	\$7,397	\$140,543	130	\$7,634	\$198,484	160	\$7,905	\$252,960	165	\$8,241	\$271,953
D+E = F - Total Personnel Benefits	91	\$14,606	\$132,420	111	\$15,360	\$169,758	154	\$15,877	\$245,185	188	\$16,130	\$304,185	193	\$16,738	\$324,826
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	21	\$372,562	\$194,535	21	\$486,763	\$203,215	31	\$518,743	\$297,701	37	\$571,925	\$348,225	37	\$594,197	\$358,373
B+E = H - Total Instructional Personnel (Salary & Benefits)	86	\$194,459	\$466,885	110	\$194,397	\$656,043	150	\$209,134	\$907,484	184	\$223,905	\$1,146,960	190	\$238,741	\$1,239,953

Youngsville Academy

G+H = J - TOTAL PERSONNEL	107	\$567,021	\$661,420	131	\$681,160	\$859,258	181	\$727,877	\$1,205,185	221	\$795,830	\$1,495,185	227	\$832,938	\$1,598,326
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Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$5,000	\$6,500	\$7,500	\$8,500	\$9,500
	Paper	\$1,000	\$1,250	\$1,500	\$1,750	\$2,000
	Computers & Software	\$6,000	\$8,000	\$10,000	\$12,000	\$14,000
	Communications & Telephone	\$4,000	\$4,500	\$5,000	\$5,500	\$6,000
	Copier leases	\$2,000	\$2,250	\$2,600	\$2,950	\$3,400
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$2,000	\$2,500	\$3,500	\$4,500	\$5,500
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$90,000	\$160,000	\$160,000	\$160,000	\$160,000
	Maintenance	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
	Custodial Supplies	\$2,000	\$2,500	\$3,500	\$4,000	\$4,500
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$13,215	\$14,500	\$16,000	\$17,500	\$19,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$5,000	\$6,500	\$8,000	\$8,500	\$9,000
	Gas	\$5,000	\$6,500	\$8,000	\$8,500	\$9,000
	Water/Sewer	\$4,500	\$5,500	\$6,500	\$7,500	\$8,000
	Trash	\$2,000	\$2,200	\$2,400	\$2,600	\$2,800
Transportation	Buses	\$0	\$0	\$0	\$50,000	\$50,000
	Gas	\$0	\$0	\$0	\$4,500	\$5,500
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$5,500	\$6,500
Other	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$16,200	\$21,600	\$27,000	\$32,400	\$38,000
	Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Other	\$25,000	\$40,000	\$50,000	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$198,415	\$304,800	\$332,000	\$356,700	\$373,200
	Instructional:					
Instructional Contract	Staff Development	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Classroom Technology	Software	\$4,500	\$5,500	\$6,500	\$7,500	\$8,500
Books and Supplies	Instructional Materials	\$5,000	\$6,000	\$7,000	\$8,000	\$9,000

	Curriculum/Texts	\$30,000	\$20,000	\$25,000	\$30,000	\$35,000
	Copy Paper	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
	Testing Supplies	\$6,000	\$8,000	\$10,000	\$12,000	\$14,000
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$62,500	\$57,000	\$66,500	\$76,000	\$85,500
	K+L = M - TOTAL OPERATIONS	\$260,915	\$361,800	\$398,500	\$432,700	\$458,700

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$661,420	\$859,258	\$1,205,185	\$1,495,185	\$1,598,326
M - TOTAL OPERATIONS	\$260,915	\$361,800	\$398,500	\$432,700	\$458,700
J+ M =N TOTAL EXPENDITURES	\$922,335	\$1,221,058	\$1,603,685	\$1,927,885	\$2,057,026
Z - TOTAL REVENUE	\$1,049,672	\$1,383,058	\$1,797,977	\$2,212,894	\$2,351,230
Z - N = SURPLUS / (DEFICIT)	\$127,337	\$162,000	\$194,292	\$285,009	\$294,204

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

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

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

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 we calculated a projected demand that is 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. 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.

A school twice this size was considered but we ultimately decided to go with this size in order to better focus on each individual in the smaller setting.

With no changes to the budget, the break even point for year one permits an enrollment of 124 (out of 140). If enrollment does not meet targets, there are several areas that could be readily reduced (i.e. an initial loan payment that can be deferred to year two) to permit a lower break-even point. This said, we are confident in the enrollment numbers that we have projected due to the amount of demand in the area.

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

We have secured a loan that 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 the use of volunteers if possible as income and contract dependent employees are much easier to keep focused on the mission.

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

In the first year of operation, the school has secured a \$100,000 loan (documentation provided) to cover start-up costs. The budget for year one projects a \$122,378 fund balance, which factors in an initial payment towards the start-up loan that can be deferred until year two if necessary.

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

16:1 (Not including Teacher Assistants)

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

Most services will be performed by school personnel. School accounting will be managed through ISIS Enterprise Management software. The founder of the school has already managed schools with very low overhead support, making all purchases for the schools and utilizing contracted services for handling payables and payroll. The board, which includes a CPA, will assist the school in selecting a part time accountant for the school. The board is prepared to utilize contract services to work with and coach staff if needed. We look to the Board of Directors to consult us and to approve any and all contractors hired by the school. Any expenditure or commitment over \$10,000 will require Board approval.

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

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.

In the fourth year we will be in a position to add, and have included in the budget, four bus runs to economically disadvantaged areas within a 10 mile radius of the school.

Youngsville Academy plans to lease a temporary facility during the first two years of operation. We have worked to identify suitable vacant facilities within close proximity to downtown Youngsville and will enter into leasing negotiations with facilities that are located within a 2.2 mile radius of downtown Youngsville upon approval of the Charter. The budget has been built to accommodate flexibility in facilities as we move to a permanent home.

- 4. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

We have an aggressive plan to establish a \$1,000,000 general fund balance by year 5. The 5-year average contribution to the general fund balance is 13.2% of expenditures. The school will develop the fund balance by

maintaining our mission-focus and the desire to quickly establish financial stability.

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

Youngsville Academy's school operations are solely reliant upon the LEA and State for its financial needs. Federal funds are built in, but are not required to meet the budget needs of any given year. Donations and Federal funds will allow us increased flexibility in enhancing the offerings of the school.

7. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends

The budget does not anticipate nor rely upon receiving other assets. We have seen opportunities for securing donated assets and assets at extremely discounted prices. Once the Charter is approved we may be able to take advantage of similar opportunities, which would result in an unplanned improvement to the budget.

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

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

The Board of Directors for Youngsville Academy; which includes a CPA, an Enrolled Agent, an Attorney, and a member who is the Finance Chair at a non-profit organization - is committed to maintaining a controlled environment and will establish and effectively communicate written policies and procedures, a code of ethics, and standards of conduct. The school will foster a control environment which encourages:

- * The highest levels of integrity and personal and professional leadership.
- * A leadership philosophy and operating style which promote internal control throughout the organization.
- * An assignment of authority and responsibility which ensures the highest possible level of accountability.
- * Communication to employees that fraud (embezzlements, stealing, etc.) and conflicts of interest will not be tolerated.
- * Communications that school policies and procedures are important and will be followed.
- * Make employees fully aware of their responsibilities.
- * Make employees aware of school policies and procedures.
- * Encourage self-monitoring of operations and job performance on an on-going basis.

As much as possible, segregation of duties is an internal control principle which will be utilized to provide effective control; it reduces the risk of erroneous and inappropriate transactions. In general, the approval function, the accounting/reconciling function, and the asset custody function should be separated among employees. Segregation of duties is a deterrent to fraud because it would require collusion with another person to perpetrate a fraudulent act.

Specific examples of segregation of duties are as follows:

- * The person who requisitions the purchase of goods or services should not be the person who approves the purchase.
- * The person who approves the purchase of goods or services should not be the person who reconciles the financial reports.
- * The person who approves the purchase of goods or services should not be able to obtain custody of checks.
- * The person who maintains and reconciles the accounting records should not be able to obtain custody of checks.
- * The person who opens the mail and prepares a listing of checks received should not be the person who makes the deposit.
- * The person who opens the mail and prepares a listing of checks received should not be the person who maintains the accounts receivable accounting records.

Adherence to policies and procedures will be confirmed by both internal and external audit.

Provide any known or possible related party transactions (relationship, description of transaction and

estimated dollars involved)

There are no transactions identified that would impact any parties associated with the creation of Youngsville Academy with the exception of the commitment for a start-up loan of \$100,000.00 from Larry Henson.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

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

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

youngsvillea

Date: 12/05/2013

Applicant Signature:

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

Print/Type Name: youngsvillea

Board Position: Founder

Signature: _____

Date: 12/06/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

