





Organization Information

Organization Name *

Institute for the Development of Young Leaders - Wake

Telephone

9193089731

Fax

Address

4300 South Miami Boulevard

Unit/Suite

Zip Code

27703

City

Durham

State

North Carolina



Primary Contact Name *

Yvette Munroe

Opening Year *

2026

Is Management Organization Used

☐ Yes ☒ No

Primary Contact Relation To Board *

CEO

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

yvette.munroe@theidylschool.org

Management Organization Phone

Primary Contact Phone *

9193089731

Management Organization Email

Primary Contact Address *

4300 South Miami Boulevard

Unit/Suite *

Zip Code *

27703

City *

Durham

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Dr. Jennifer Rounds-Bryant	839 Woodgrove Dt	27703	jennifer.rounds-bryant@mail.waldenu.edu	Governance; Education; Community Engagement
Dr. Christy Walker	346 Westgrove Court	27703	christywalker57@gmail.com	Governance; Education; Budget Management
Renee McKenzie	1037 Red Wing Dr	27703	renee.mckenzie@bcbsnc.com	Operations; Compliance; Risk Analysis



Name	Street Address	Zip Code	Email	Expertise
Jasmine Benner	11 Dansey Circle	27713	jasbe414@gmail.com	Operations; Risk Management; Resource Allocation
Latoya Williams	51 Ripple Way	27520	toyaisbless@yahoo.com	HR Strategy; Compliance; Governance
Dr. Christopher Edwards	3503-D Century Oaks Dr	27713	christopheredwards@nc.rr.com	Governance; Data-Driven Decision Making; Financial Oversight



1. Application Contact Information

Q1.Name of Proposed Charter School

Institute for the Development of Young Leaders - Wake

Applicant Comments :

For the purposes of this application, the original charter school, Institute for the Development of Young Leaders, will be referred to as the 'Flagship School,' and the proposed replication, Institute for the Development of Young Leaders- Wake, will be referred to as the 'Proposed School.'"

Q2.Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

(919) 475-9725

Q3.Geographic County in which charter school will reside

Wake County

Q4.LEA/District Name

Wake County Schools

Q5.Zip code for the proposed school site, if known

27604

Q6.Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

- a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or
- b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.



☒ Yes

☐ No

Q7. Give the name of the third-party consultant or CSO:

Goodall Consulting

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

Fee: \$25,000

Fee has already been paid by the school.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

Goodall Consulting assisted in providing comprehensive support in preparing, drafting, and submitting the Charter School Replication Application. Assistance includes writing, editing, and assembling the application, ensuring compliance with state regulations, and collaborating with stakeholders. Goodall Consulting also integrated data and evidence and enhanced operational functions. Additionally, Goodall Consulting facilitated board meetings, developed marketing strategies, analyzed data, and supported facility procurement for the new school.

Post-submission, Goodall Consulting will continue to monitor the application, advocate for approval, conduct mock interviews, and assist with revisions based on CSRB feedback. Goodall Consulting also will provide strategic planning for post-approval operations, including financial planning, facility identification, and staffing considerations. Further services include board training, regulatory guidance, and community engagement efforts. The assistance will conclude upon the approval of the application by the Charter School Review Board.

Q10. Projected School Opening Month

August 2026

Q11. Will this school operate on a year-round schedule?

☐ Yes (Year-Round)

☒ No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE



VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

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Resources



Enrollment Summary...

Applicant Evidence :



Enrollment Summary...

Uploaded on **4/24/2025**

by **Alicia Soto**

Bazemore

Q13.At full capacity, what is your estimated student enrollment and grade spans?

K-8 ; 450 students

Q14.Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

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Resources



Enrollment Demogra...

Applicant Evidence :



Enrollment Demogra...

Uploaded on **4/23/2025**

by **Alicia Soto**

Bazemore



Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



This school application is being submitted for a K–8 program. In year one, enrollment will be open to students in kindergarten through sixth grade. Kindergarten and sixth grade will serve as anchoring entry grade levels, creating natural cohorts at the lower and upper ends of the academic spectrum. This application includes an initial enrollment of approximately 350 students in grades K–6. The school will grow by adding one grade level each year, ultimately serving approximately 450 students in grades kindergarten through eighth grade by Year 5. This model supports healthy, strategic growth while ensuring academic and operational stability during the early years of operation.

The decision to begin with K–6 is based on two key factors: (1) the developmental need for consistent elementary programming across early grades, and (2) the demand from families with middle-grade students seeking an alternative learning environment. Including sixth grade in Year 1 not only allows the school to begin building a robust middle grades program from the start, but also meets the needs of families looking for continuity and community before the transition to middle school.

The Proposed School's growth plan is firmly grounded in demonstrated community demand and projected population trends. Wake County—and the surrounding areas of Durham and Johnston counties—continue to experience some of the fastest population growth in North Carolina. According to recent U.S. Census data and Wake County's own projections, the area is expected to grow by over 100,000 residents in the next five years, with a significant proportion of that growth consisting of families with school-age children. This trend supports the sustainability of our K–8 model and enrollment targets.

Community response to the Proposed School's vision has been overwhelmingly positive. In just one week, over 370 families completed the Intent to Enroll form. These responses indicate substantial demand across all elementary and middle grade levels. The proposed school received enrollment interest from 1,436 students—over 410% of our Year 1 enrollment goal and 319% greater than the eventual target of 450 students. This widespread enthusiasm is not only a testament to the quality of the school's program but also a clear indicator that the proposed growth plan is conservative and realistic.

Further analysis of the Intent to Enroll data reveals that:

-

80.7% of respondents currently attend school in Wake County, with an additional 10.2% from Durham County.

-

The remaining 9.1% include preschoolers, homeschoolers, and students from Johnston and other counties—suggesting interest from a wide range of educational backgrounds and locations.

-

Demand is particularly high in lower and upper elementary grades, with 151 kindergartners, 189 first graders, and 270 third graders among those expressing interest.



-

Sixth grade interest is strong as well, with 203 students identifying it as their intended entry point.

To ensure that the demographic projections accurately reflect the likely composition of the Proposed School's future student population, the Proposed School used an average based on data from Wake County, Durham County, and the Flagship School's community. These sources were considered according to the geographic distribution of families who responded to the Intent to Enroll survey: 81% of respondents currently attend school in Wake County, 10% in Durham County, and the remaining 9% represent a mix of preschool, homeschool, other counties, and other educational settings.

This intentional approach allowed the Proposed School to create a more nuanced and realistic projection of who they expects to serve, ensuring that the operational, academic, and staffing plans are reflective of the communities with the highest demonstrated interest in the Proposed School.

To further validate the projections and engage with the local community, members of the Flagship School canvassed neighborhoods within a 10-mile radius of the Proposed School site. Community outreach included door-to-door engagement, flyer distribution, social media campaigns, and direct conversations with families. School leaders and staff also hosted an interest event at the proposed location, which gave families the opportunity to learn about the school, meet members of the founding team, and express their intent to enroll. The enthusiastic response from families living in close proximity to the Proposed School site reinforced the demand demonstrated in the broader enrollment survey and affirmed that the Proposed School's model is aligned with local needs and priorities.

Together, this averaged demographic methodology and robust community engagement strategy provide a strong foundation for building a community-rooted K-8 school.

Finally, community buy-in is not limited to enrollment alone. Over 90% of families expressed a willingness to join an outreach team to help spread the word about the Proposed School. This level of community engagement is both rare and encouraging, and it further reinforces the viability and momentum behind the growth plan.

Taken together, the data underscores that the initial enrollment plan and phased growth model are not only responsive to community needs, but also aligned with demographic trends and long-term sustainability in Wake County and the broader region.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ I certify
- ☐ I do not certify



Q17.Explanation (optional)

Section



Julie Whetzel

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18.Organization Type

- ☒ Non-Profit Corporation
- ☐ Municipality

Q19.Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Institute for the Development of Young Leaders - Wake

Q20.Has the organization applied for 501(c)(3) non-profit status?

- ☐ Yes
- ☒ No

Applicant Comments :

The school will begin the process to apply for 501(c)(3) status upon approval of the application by the Charter School Review Board.

Q21.The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 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.

- ☐ Yes
- ☒ No



Applicant Comments :

The school will begin the process to apply for 501(c)(3) status upon approval of the application by the Charter School Review Board.

Q22. [Attach as Appendix F Federal Documentation of Tax-Exempt Status](#)

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Applicant Evidence :



EIN 33 4655791.pdf

Uploaded on **4/20/2025**

by **Alicia Soto**

Bazemore

Q23. [Name of Registered Agent and Address](#)

- [As listed with the NC Secretary of State](#)

Yvette Munroe

Q24. [Federal Tax ID](#)

33-4655791



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

☒ Yes

☐ No

Q27. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

☒ Yes

☐ No

Q28. Is the facility identified by the applicant feasible for opening on an accelerated schedule?

☒ Yes

☐ No

Q29. Demonstrate in narrative form, that the facility identified by the applicant is feasible for opening on an accelerated schedule.



The facility identified is highly feasible for opening on an accelerated schedule due to its history as a former charter school and the existing infrastructure that supported an Educational Certificate of Occupancy (ECO). The property was previously outfitted to meet educational facility requirements, including appropriate ingress and egress points, fire suppression systems, ADA-compliant accessibility, and necessary plumbing and electrical capacity to support classrooms, administrative offices, and communal spaces. These essential components remain intact, ensuring a seamless transition for a new educational program.



Additionally, the current owner has invested in strategic cosmetic upgrades, helping to mitigate and reverse signs of property distress. These improvements enhance the overall environment while maintaining the structural integrity and compliance standards required for educational use. Given that the facility has already been configured for a school setting and retains its ECO-compliant infrastructure, minimal modifications are needed to make it operational.

With the foundational elements in place, the facility is primed for a swift launch, allowing the applicant to expedite the setup process, secure necessary approvals, and welcome students on an accelerated timeline.

Q30. Attach as Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

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Applicant Evidence :

	
3211 Bramer PSA.pdf	3211 Bramer Dr - Flye...
Uploaded on 4/24/2025 by Alicia Soto Bazemore	Uploaded on 4/11/2025 by Alicia Soto Bazemore

Q31. The State Board shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year: (1) whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area;

(2) whether local, state, or national nonprofit partnerships have committed to assisting the school;

(3) whether the school will contribute to potential for economic and educational development of the region;



(4) whether an organization that has experience in creating public schools is mentoring the applicant;
(5) whether obstacles to educational reform efforts leave chartering as an available option;
(6) whether an existing charter school board has agreed to mentor the applicant;
(7) whether the nonprofit corporation has existed for more than two years; and
(8) whether the proposed board has previously operated or currently operates a public charter school. Please confirm that you understand the above accelerated factors.

☒ Yes

☐ No

Q32.Factor (1) Describe your school's unique mission and educational program.



The Proposed School will offer a rigorous, child-centered education that fosters student success by empowering learners to take ownership of their academic journey, develop the confidence and skills to lead, and thrive through holistic support for their wellness and community. This is a replication of the Flagship School's offering.

The Proposed School will be a safe and inspiring environment for children who have been overlooked, underestimated, or underserved—a place where their academic, emotional, behavioral, social, familial, and mental health needs are not only recognized but compassionately addressed. The learning community will be rooted in trust, joy, and purposeful engagement, where students who were once at risk of falling behind become confident, curious, and capable leaders of their own learning. Supported by empathetic educators and a responsive, child-centered model, the school will be a place of healing, growth, and transformation—where every child is empowered to thrive, contribute, and shape their future with clarity and courage.

The team at the Institute for the Development of Young Leaders believes that leaders are made, not born—and that leadership is a set of learnable, observable behaviors that every child can develop with the right support. The program weaves leadership development into every aspect of the school experience through project-based learning, service opportunities, and culturally responsive teaching. Students engage in real-world applications of their learning that build self-awareness, communication, and decision-making skills—preparing them to lead in both academic and personal contexts.

The academic model is rooted in three key pillars:

1. Project-based learning for academic mastery,
2. Service learning for leadership development, and
3. Embedded cognitive-behavioral supports for emotional wellness and self-regulation.

In this deeply supportive environment, students are not passive recipients of information—they are active participants in their growth. Culturally responsive teaching affirms student identity, values their lived experiences, and fosters a sense of belonging. Students engage with a curriculum that reflects both their realities and their aspirations, while developing the analytical and collaborative skills needed to lead in diverse communities.

What will set the Proposed School apart in Wake county is its unwavering commitment to addressing the whole child. While traditional schools often treat academics, social development, and emotional well-being as separate domains, the Proposed School integrates them into a cohesive, holistic approach. Within the first 30 days of enrollment, staff will conduct **comprehensive academic and functional needs assessments** for each student to identify any potential barriers to success. Once identified, staff will collaborate with all stakeholders to develop strategies that mitigate these barriers and implement the necessary supports. Through personalized mentoring, mindfulness practices, trauma-informed teaching strategies, and continuous family engagement, students will be equipped not only with the academic skills to succeed, but also with the emotional resilience to thrive.



The Institute for the Development of Young Leaders- Wake is not simply another school—it is a transformational learning environment that offers a safe, affirming alternative for families seeking something more than the conventional classroom model. The Proposed School will serve students who have struggled to find success in traditional settings by offering:

- A **student-driven approach** that honors choice, autonomy, and voice;
- A **leadership-focused curriculum** that cultivates purpose, accountability, and resilience;
- A **therapeutic and healing-centered culture** where emotional wellness is prioritized alongside academic achievement;
- **Expanded learning opportunities**, including extended-day support, weekend programming, and summer enrichment;
- **Family-inclusive structures** that welcome parent participation in school decisions and empower caregivers as partners in student growth.

Through these distinctive offerings, the Proposed School fills a gap in the current educational landscape of Wake County, creating pathways for students who need more than traditional instruction—they need connection, compassion, and a curriculum that sees them as whole people with incredible gifts. At the heart of the model is a commitment to mentorship-based education, where students are supported by educators who serve not only as teachers, but as coaches and role models—individuals who embody empathy, curiosity, and integrity.

By seeing themselves reflected in trusted adults who believe in their brilliance and hold them to high expectations, students at the Proposed School are given a powerful and affirming alternative to the models of success (or survival) often available in their immediate circles. These consistent, compassionate relationships don't just enrich the student experience—they reshape students' self-concept, broaden their sense of what is possible, and inspire them to pursue futures they may not have believed were accessible. Through this intentional modeling, the Proposed School aims to change the narrative for every child served—from one of underachievement, disconnection, or dropping out, to one of confident leadership, academic excellence, and lifelong impact. In doing so, the school elevates outcomes not only for individual students, but for Wake County and North Carolina as a whole.

It's relevant to recognize that three years ago, the closure of Torchlight Academy left a significant gap in Wake County's educational landscape. Torchlight served many families who sought an alternative to traditional public schools—families who valued a personalized, supportive learning environment where their children could feel seen, supported, and successful. Its closure left many without a viable choice that met their academic expectations for growth. The absence of that option created not just a logistical challenge, but also a loss of trust and belonging for students and families who had once felt a belonging within that community.

The Institute for the Development of Young Leaders- Wake was born from a desire to restore a sense of opportunity, dignity, and empowerment for families in Wake County. The Proposed School aims to bring restoration, renewal, and rightful access to high-quality education back to the families who once



sought choice and hope in schools like Torchlight. The commitment to restoration goes beyond the classroom to building trust with the broader educational community, including the state and local stakeholders who invest in and regulate public education. Through collaboration, consistency, and care, The Institute for the Development of Young Leaders- Wake seeks to not only meet the unique need for a high growth charter, but also strengthen public confidence in what's possible when the right mission meets responsible stewardship.

The Institute for the Development of Young Leaders- Wake is not simply filling a space left behind—it aims to reignite the flame of possibility for families who deserve a better educational choice. This choice will be built to live out its purpose and fulfill its promise—offering a stable, empowering, and enduring educational experience to the families of Wake County and to the state of North Carolina at large.

Q33.Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.

The following partnerships are currently committed to assisting the Flagship School and will carry over to the Proposed School.

Leaders Building Leaders has played a critical role in strengthening the Flagship School's leadership through targeted coaching and professional development.

Mentors Raising Mentors has been a valuable partner in supporting the Flagship School's students' social and emotional development. Their mentoring programs and character-building initiatives have enhanced student engagement, reduced behavioral incidents, and fostered a greater sense of belonging within the school community.

WorkPlace Care has helped the Flagship School develop a more trauma-informed and relationship-centered school culture. Their guidance has equipped our staff with the tools to better understand and support students' emotional needs, leading to a healthier, more connected learning environment for everyone on campus.

Q34.Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.



Wake County, North Carolina, has consistently ranked among the fastest-growing counties in the state. With a population that now exceeds 1.15 million, the region continues to experience rapid expansion in both residential and commercial sectors. The Research Triangle Park, top-tier universities, and a robust job market have made Wake County a magnet for families seeking opportunity and stability. However, despite this impressive growth, educational disparities remain—particularly in underserved communities and among economically disadvantaged student populations.

Currently there is a lack of schools that serve many of these underserved families, therefore resulting in a gap in accessible, culturally responsive, and academically rigorous educational options in the area. There is a clear need for support and empowerment for students who historically have been left behind in traditional educational settings. Its closure left hundreds of students and their families with limited alternatives.

The replication of The Institute for the Development of Young Leaders offers a direct and intentional response to that gap. By providing a high-quality educational option in this region, the Proposed School is not only addressing an immediate community need but also laying the groundwork for long-term educational and economic development.

Educational Impact:

The school model is built on the pillars of academic excellence, leadership development, and personalized instruction—particularly for students who have historically been underserved by traditional public education. The Proposed School will focus intentionally on meeting the needs of low-income and minority students, providing an environment where each child is supported, challenged, and positioned to thrive.

Through a rigorous curriculum rooted in literacy, numeracy, and 21st-century skills, the Proposed School will prepare students not only for academic success but for meaningful futures in postsecondary education and the workforce. This approach ensures that students graduate with the competencies needed to lead, adapt, and contribute in a rapidly changing world.

This academic foundation is paired with a holistic, data-informed instructional model that integrates social-emotional learning, culturally responsive teaching, and strong family partnerships. By doing so, the Proposed School will create conditions for higher academic growth and close persistent gaps in student outcomes.

Ultimately, the Proposed School's goal is to ensure that all students—regardless of background—have access to a high-quality education that equips them with the knowledge, confidence, and character to succeed. The Flagship School's results show that this is not just an aspiration, but an achievable and measurable reality.

Economic Impact:

Quality public schools are a key driver of local economic vitality. Replicating the Flagship's high-growth



charter school in Wake County supports workforce development by nurturing future professionals, entrepreneurs, and civic leaders. Wake County is part of one of the fastest-growing regions in North Carolina, with job growth increasing by over 11% in the past five years alone. As this growth continues, the demand for reliable educational options that support both families and the workforce will only intensify.

Parents benefit economically when their children have access to safe, supportive, and effective educational environments that allow them to maintain consistent employment and avoid costly alternative arrangements. For the corporations and businesses that employ these parents—including Wake County's major employers like WakeMed, SAS, and Red Hat—this translates into a more stable, focused, and productive workforce. According to the U.S. Chamber of Commerce Foundation, employee absenteeism due to childcare-related issues costs U.S. businesses over \$3 billion annually. By offering families dependable, high-quality educational options, the Proposed School will help mitigate these losses and enhances local productivity.

The Proposed School will directly employ between 30 and 50 staff members including, teachers, instructional assistants, operational staff, counselors, and administrative staff. Several local stakeholders who support this initiative are educators and staff who were displaced by previous school closures. Their involvement brings both continuity and renewed purpose to the community. The Proposed School's operations will also drive increased investment in local goods, services and facilities—generating substantial local economic activity annually.

This model is intentionally designed to engage and empower students in ways that foster leadership, personal agency, and long-term goal setting. Research from the American Institutes for Research has shown that students who participate in leadership-focused and character education programs are 40% more likely to graduate on time and significantly less likely to require social services as adults. As students leave the Proposed School's program more prepared to pursue college, careers, and community impact, they are less likely to rely on traditional social supports such as welfare, unemployment, or public assistance.

This reduction in dependency allows tax dollars to be redirected toward other public needs. In North Carolina, over \$6 billion is spent annually on health and human services. Even modest reductions in future reliance on these programs result in significant fiscal savings that can be reallocated to infrastructure, healthcare, affordable housing, or emergency services—enhancing quality of life for the broader population.

The school's partnerships with local businesses, nonprofits, and postsecondary institutions further strengthen community integration and open long-term pathways for students. These connections create a reinforcing cycle of educational advancement, economic mobility, and community well-being that positions Wake County for a strong and inclusive future.

Broader Regional Benefits:



Replication of the Flagship School aligns with Wake County's broader strategic goals around economic mobility and community revitalization. The Proposed School's commitment to restorative educational justice supports the upward mobility of students who are most in need—an outcome that benefits the entire region. By implementing a trusted and effective educational option, the Proposed School offers families confidence in the charter sector of the public education system, which in turn encourages civic engagement and community cohesion.

In summary, the accelerated replication of the Institute for the Development of Young Leaders stands to significantly contribute to both educational renewal and economic growth in Wake County. By implementing a proven, high-growth model to an area impacted by limited access, the Proposed School provides families with a stable, student-centered environment that supports academic success and community development. The Institute for the Development of Young Leaders- Wake will help ensure that all students—regardless of background—have the opportunity to thrive and participate in the region's continued progress.

Q35. Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.

The Flagship School maintains close and ongoing relationships with several schools and organizations that actively support and strengthen their work. Among their most trusted collaborators are **Goodall Consulting**, **Swinson Consulting**, and **RELAY Graduate School of Education**. These relationship will carry over to the Proposed School.

Goodall Consulting has provided strategic guidance in areas such as board development, compliance, and school operations as well as strategic data analysis. Their hands-on support has helped the Flagship School navigate key decision-making processes and sustain effective governance practices.

Swinson Consulting has been instrumental in offering academic coaching and instructional leadership support. Their team brings deep expertise in curriculum design and implementation, which has contributed to the growth of the Flagship School's instructional team and the refinement of our academic model.

RELAY Graduate School of Education has served as a valuable resource for developing teacher capacity and promoting research-based instructional practices. Through professional learning and mentorship opportunities, RELAY has helped elevate the quality of teaching and learning across our school.

These partnerships have provided essential insights, expert coaching, and consistent mentorship—ensuring that the school remains grounded in best practices while continuously improving.

Q36. Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.



Wake County Public Schools, despite its size and resources, has struggled to meet the unique needs of many students, particularly Black, Hispanic, and multilingual learners. The data from the NC Report Card for the 2023-2024 school year highlights significant achievement gaps among these subgroups. In math, 61.5% of Black students, 58.7% of Hispanic students, 61.8% of economically disadvantaged students, and 67.2% of multilingual learners were not proficient on the Math EOG, with only 6.5% of the Hispanic subgroup scoring above a level 4. In reading, 59.5% of Black students, 62.6% of Hispanic students, 63% of economically disadvantaged students, and 79.5% of multilingual learners were not proficient on the Reading EOG. No students in the EDS or ML subgroup scored higher than a level 4 on the Reading EOG. In science, 46.2% of Black and Hispanic students and 63.5% of multilingual learners were not proficient on the Science EOG, with none scoring above a level 4. These alarming statistics indicate that the instructional approaches prevalent in Wake County schools are not meeting the needs of these students.

The Proposed School's approach, which includes comprehensive academic and functional needs assessments for each student and utilizes a coach-mentor instructional model, has proven far more successful in supporting both academic and personal growth within the current community at the Flagship School. This model fosters deeper connections, provides individualized attention, and ensures a more responsive approach to the diverse needs of students—qualities that Wake County Schools, with its traditional structure, is not equipped to effectively implement.

Since the closure of Torchlight, families in the area have found themselves without a charter option that truly reflects their educational values and priorities. The two closest remaining charter schools—Raleigh Oak Charter and Doral Academy—offer distinct approaches, but neither fills the gap left for families seeking a high-growth, child-centered, and leadership-focused learning environment.

Raleigh Oak Charter offers a Waldorf-inspired model rooted in nature-based education. While this model serves a specific educational philosophy, it does not prioritize accelerated academic growth or structured leadership development—key components of what our families value.

Doral Academy, meanwhile, is a replication of a Miami-based school that specializes in STEAM education. While its emphasis on science and technology is important, the model is more standardized and content-driven, with less focus on whole-child development, autonomy, or the cultivation of student leadership. It also represents a newer presence in North Carolina, in contrast to our program which has already demonstrated success here.

Unlike both schools aforementioned, the Proposed School's program has a proven track record of exceeding academic growth expectations and deep local roots —something neither of the other schools has achieved to date. While both schools have met growth measures, their models tend to attract and serve student populations that do not necessarily require accelerated growth. The Proposed School's approach, by contrast, is designed specifically to support students who need and deserve more individualized attention, more leadership development, and more academic momentum.



The absence of a charter option offering this kind of responsive, growth-focused, and student-led education in this area highlights the urgent need for a new school to serve families who are still searching for a truly high-quality choice.

Q37.Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.

While the Proposed School does not currently have another mentor, the existing board brings over a decade of successful governance experience operating the Flagship School's charter school in Durham. This long-standing track record demonstrates their capacity to lead and sustain a well-performing school. That said, the Proposed School remains open and eager to collaborate with other school boards and education leaders to ensure continued success and growth. The Proposed School recognizes the value of shared knowledge and is committed to ongoing learning and improvement through partnerships and peer support.

Q38.Factor (7) Describe whether the nonprofit corporation has existed for more than two years.

The Institute for the Development of Young Leaders- Wake received has not existed for more than 2 years.

Q39.Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?

The current board of the Proposed School has successfully governed and operated the Institute for the Development of Young Leaders (The Flagship School) since 2012 when the original application was submitted. This experience has equipped the board with a strong understanding of the academic, operational, and financial responsibilities necessary for sustaining a high-quality educational environment. In their 12 years of continuous operation, the Flagship School has maintained full compliance with all applicable state and federal laws, rules, and policies, with no findings of financial or operational noncompliance.



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

☐ Yes

☒ No



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q57. Do you want this application to be considered for standard or fast-track replication?

- ☐ Standard
- ☒ Fast-Track
- ☐ No, this is not a replication

Q63. Please provide the name and the state of the charter school being replicated under



Fast-Track.

The Institute for the Development of Young Leaders ; North Carolina

Q64.Fast Track Replication Eligibility Criteria

Per General Statute § 115C-218.3 (https://www.ncleg.gov/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_115c.html), the fast-track replication process adopted by the State Board of Education shall, at a minimum, require a board of directors of a charter school to demonstrate one of the following in order to qualify for fast-track replication:

(1) The board of directors operates charter schools and can demonstrate both of the following: a. The majority of charter schools in this State governed by the board of directors has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located. b. The board of directors can provide three years of financially sound audits for each school it governs. (2) The board of directors agrees to contract with an education management organization or charter management organization that can demonstrate both of the following: a. The majority of the charter schools in this State managed by the organization has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located. b. The organization can provide three years of financially sound audits for each school it governs. Applicant: Please confirm that you understand the eligibility criteria outlined above.

☒ Yes

☐ No

Q65.Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Applicant must show that the majority of charter schools in this State governed by the board of directors has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located. If partnering with an EMO or CMO, the applicant must show that the majority of the charter schools in this State managed by the organization has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located.

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Applicant Evidence :



Appendix A3.1_Replic...

Uploaded on **4/11/2025**

by **Alicia Soto**

Bazemore



Flagship School Histo...

Uploaded on **4/24/2025**

by **Alicia Soto**

Bazemore

Q66. Describe which academic qualifications the non-profit board has met that qualify them for replication.



Over the past three academic years, the Institute for the Development of Young Leaders (The Flagship School) has consistently demonstrated strong student academic outcomes that meet or exceed those of the local school administrative unit (LEA), particularly when compared to schools serving similar student populations. This must be understood in the context of the distinct demographics our school serves. The LEA's student population does not reflect the same proportion of high-risk students as the Flagship School, making a direct comparison less reflective of students' actual achievements. To provide a more accurate benchmark, data has been included from the past three years for five elementary and middle schools that more closely reflect the local district placement of the Flagship School's student population (See Appendix A3.1). The attached historical growth data also supports the high-growth model's effectiveness.

The Flagship School's performance rating score for the past 3 years has surpassed the average performance rating score of the elementary and middle schools which enroll predominantly high-risk student populations similar to theirs by a minimum of 4 points and increased by a minimum of 2 points each consecutive year. In the 2023-24 school year, the Flagship School has outperformed the average performance score of these comparable schools by 8.8 points.

Additionally, The Flagship school ranked in the top 20% of comparable schools for academic growth. In 2024, the Institute for the Development of Young Leaders was recognized among the Top 10 charter schools in North Carolina for growth, securing fourth place while consistently achieving an "Exceeding Growth" designation. Notably, for the past eight school years, the Flagship School has met or exceeded growth expectations, demonstrating a sustained commitment to academic progress and student success.

For the past 3 years, the Institute for the Development of Young Leaders has outperformed comparable district schools serving similar student populations in key academic areas, exceeding their average scores by the following:

- Math Proficiency: +8.7
- Math College and Career Readiness: +6.9
- Reading Proficiency: +5.3
- Reading College and Career Readiness: +1.09
- Science Proficiency: +10.6
- Science Career and College Readiness: +11.7
- ML Proficiency: +13.2

Additionally, the Flagship School's Math and Reading EOG proficiency has consistently surpassed that of these comparable district schools for the past three years, while their ML proficiency has remained higher than both the LEA and state during the same period.

Notably, the Flagship School's Science EOG performance (in proficiency and college and career readiness) has grown by nearly 30 points over the past three years, exceeding Durham County averages for the past two consecutive years and currently surpassing those of the LEA as well as the



State.

Despite the demographic differences between the broader LEA and the Flagship School, students enrolled at the Institute for the Development of Young Leaders continue to make measurable academic progress, demonstrating the effectiveness of the targeted interventions, data-driven instructional practices, and student-centered approach. By maintaining and exceeding performance benchmarks in multiple key areas, a comprehensive analysis of the comparable school data demonstrates that students assigned to district schools serving predominantly at-risk populations are more likely to achieve greater academic outcomes at the Institute for the Development of Young Leaders than at their designated local district school. In consideration of that, we believe that the Institute for the Development of Young Leaders fulfills the requirement that they achieve academic outcomes equal to or greater than those of the local school administrative unit. The Proposed School has also fulfilled the requirement of meeting or exceeding growth for the past three years according to the NC Accountability Model as well as according to internal data (attached in this application).

Q67. The applicant can provide three years of financially sound audits for each school it governs.

☒ Yes

☐ No



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

☐ Yes

☒ No



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

☐ Yes

☒ No



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

☐ Yes

☒ No



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Our mission is to provide a relevant child-centered education for historically underserved children by empowering students to take ownership of their learning and developing their skills to lead while supporting their wellness and community.

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



We envision a school where every child is seen, heard, and valued—where learning is joyful, purposeful, and rooted in each student's unique identity and strengths. In our thriving community, students confidently take the lead in their learning, supported by educators who honor their experiences, remove barriers to success, and serve as mentors and coaches, modeling leadership through empathy, curiosity, and integrity. This approach fosters meaningful relationships and cultivates a culture of belonging that enriches both student experience and outcomes.

As we live out our mission, our school will be known not only for cultivating curious minds, compassionate hearts, and courageous voices—but for embedding the principles of **IDYL: Integrity, Determination, Yearning to Learn, and Leadership** into everything we do. We will stand as a trailblazer in the field of education: a trusted model for how to engage, empower, and transform outcomes for students navigating systemic, social, and economic barriers. Our work will set the standard for what's possible when schools put the whole child at the center—and nurture the values that help them thrive.

Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



According to the mission statement, the Institute for the Development of Young Leaders- Wake is committed to serving historically underserved students with a particular focus on Economically Disadvantaged Students (EDS).

The Proposed School will make every effort to mirror the broader demographics of Wake County. In alignment with the mission statement, the Proposed School also believes that it will serve proportionally more Economically Disadvantaged Students (EDS) than are currently served in the Wake county as this is the current reality for the Flagship School in Durham County. For this reason, the estimated demographics represent an average between Wake County's current statistics and the current enrollment at the Flagship School.

Demographic Category	Estimated
American Indian or Alaska Native	0.2%
Asian	5.0%
Black or African American	34%
Hispanic	24%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	16.7%
White	20%

While Wake County's current free and reduced lunch percentage is 26%, the Proposed School anticipate serving a significantly higher proportion of EDS students—potentially upwards of 50%, based on the Flagship School's current enrollment, the Proposed School's model, and intended community partnerships.

The Institute for the Development of Young Leaders- Wake plans to have an EC population of 12% which closely mirrors Wake County LEA. While Wake County's current ML population is 13%, the Proposed School expects to serve proportionally more ML students—potentially upwards of 20%, based on an average of the Flagship School's current enrollment and Wake County's ML population.



Q115. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Despite the size and resources of Wake County Public Schools, data from the 2023–2024 NC School Report Card highlight persistent and troubling achievement gaps among historically underserved students. As mentioned previously, 61.8% of economically disadvantaged students, and 67.2% of multilingual learners did not demonstrate proficiency. In reading, the numbers are similarly stark, with more than 60% of students in historically underserved subgroups and 79.5% of multilingual learners scoring below proficiency. These gaps reflect not only academic disparities but also a need for more holistic and responsive educational models.

The Institute for the Development of Young Leaders – Wake offers a personalized, relationship-driven alternative to the one-size-fits-all approach prevalent in Wake County. Rooted in a whole child model and project-based learning, the Proposed School integrates rigorous academics with emotional and therapeutic supports to meet students' full range of needs. Through individualized assessments, a coach-mentor framework, and trauma-informed practices, the Proposed School will provide targeted instruction, foster belonging, and promote high academic growth—especially for students who have been historically underserved. This model replicates The Flagship School which has a proven record of filling critical gaps with a data-driven, student-centered model designed for real, measurable impact.

Q116. 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 in grades 9-12).

The Institute for the Development of Young Leaders – Wake projects a total enrollment of 450 students in grades K–8. According to NC Report Card data, Wake County Public Schools serves approximately 97,241 students in grades K–8. As such, the Proposed school would represent only about 0.5% of the district's average daily membership (ADM).

Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



The Institute for the Development of Young Leaders- Wake is intentionally designed to serve students through a whole child approach, integrating both rigorous academics and emotional well-being supports. What sets the Proposed School apart is a therapeutic, relationship-based model that incorporates trauma-informed practices, personalized learning, and strong mentorship. Each student will be known deeply, supported emotionally, and challenged academically.

Rather than relying on a one-size-fits-all instructional model, the Proposed School will use individualized academic and functional needs assessments to inform flexible instruction and supports. The coach-mentor framework ensures students receive timely, meaningful feedback and care, while fostering a sense of belonging and high expectations. This design allows for high growth and intentional gap-closing—especially for students who have historically been underserved in the traditional system.

The Institute for the Development of Young Leaders- Wake will not simply replicate what already exists—it will actively address what is not working for too many students in Wake County and surrounding areas. The Proposed School's commitment to quality education, in practice and outcomes, is backed by a data-driven and student-centered model that positions them to provide real and measurable alternatives for families seeking a more personalized, supportive, and effective public education option.

Q118. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



The Institute for the Development of Young Leaders has been developing meaningful relationships since 2012 when the original application was submitted. For the past decade the Flagship School has sustained relationships with local, regional, and national stakeholders. Additionally the support for the Proposed School within the local community has been overwhelming. Parents, teachers, business owners, real estate developers, have demonstrated support for the Proposed School in Wake County. The following letters of support have been received:

APG Advisors - Jim Anthony

Mentor Raising Mentors Behavioral Health Services, PLLC - Jhazmere Preston

NC Association for Public Charter Schools- Rhonda Dillingham

Leaders Building Leaders- Dr. Tom Miller

Flagship School leaders have conducted weekend canvassing events in April 2025 visiting apartment communities and other neighborhoods within a 10 mile radius of the proposed location in the 27604 zip code area of Wake County. These canvassing events focused on signed commitments through our Intent to Enroll form. These efforts were conducted at different apartment and single family communities to ensure socio-economic and racial diversity. Through these community events, online marketing, the school's community recruitment committee, and the business partnerships, the Proposed School was able to obtain 386 intent to enroll forms as of April 16, 2025.




Q119. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- 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).

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Applicant Evidence :

			
IDYL Wake- I2E Form ...	Evidence of Support -...	IDYL Wake: Intent to ...	IDYL Wake Letters of ...
Uploaded on 4/17/2025 by Alicia Soto Bazemore	Uploaded on 4/17/2025 by Alicia Soto Bazemore	Uploaded on 4/17/2025 by Alicia Soto Bazemore	Uploaded on 4/24/2025 by Alicia Soto Bazemore

9.2. Purposes of the Proposed Charter School

Q120. **Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:**

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

Q121. **Provide a brief narrative to coincide with each applicable legislative purpose(s).**



1. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system:

Wake County Schools currently has no charter school options that specifically prioritize historically underserved and primarily EDS students with a therapeutic, relationship-based model that incorporates trauma-informed practices, personalized learning, and strong mentorship.

2. Improving student learning:

With over 60% of economically disadvantaged students scoring below proficiency in reading alone, these outcomes point to systemic challenges that traditional models have yet to resolve. Over the past three years, the Flagship School's performance rating has consistently exceeded the average scores of elementary and middle schools serving predominantly high-risk and historically underserved student populations within the LEA. We attribute this success to a holistic, student-centered approach that prioritizes academic rigor, personalized support, and culturally responsive teaching practices which will be replicated in the Proposed School. The Proposed School embodies the legislative vision of improving student learning for all—especially those too often left behind.

3. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:

The legislative purpose of increasing learning opportunities for all students—particularly those who are **at-risk**—is central to the Proposed School's mission and model. Too often, gifted students who are also economically disadvantaged are overlooked in traditional settings, their potential stifled by mitigating circumstances such as limited access to enrichment, inconsistent academic support, or social-emotional challenges. These barriers are rarely addressed in one-size-fits-all classrooms.

The Institute for the Development of Young Leaders- Wake is designed to meet the needs of both at-risk and gifted learners by providing an educational environment that is flexible, personalized, and responsive. Through differentiated instruction, project-based learning, and built-in time for both acceleration and intervention, our model ensures that students can move at a pace that reflects their readiness, not their label. For gifted students facing economic hardship, this means access to deeper learning experiences without being held back by systemic limitations. For all students, it means learning pathways that are both rigorous and supportive—ensuring that every learner is seen, stretched, and set up to thrive.

4. Encourage the use of different and innovative teaching methods

The Institute for the Development of Young Leaders-Wake embraces the legislative purpose of encouraging different and innovative teaching methods by intentionally designing a learning environment that responds to students' individual strengths, challenges, and interests. Central to this approach is the comprehensive academic and functional needs assessment, which allows school staff to identify not only where students are academically, but what barriers they face, and what supports



will help them succeed. This data-driven foundation enables the Proposed School to tailor instruction in meaningful ways from the very start.

Building on this personalized framework, the K–8 project-based learning (PBL) model serves as a powerful, school-wide tool for deepening engagement and advancing mastery. PBL at the Proposed School is not an add-on—it is a fully integrated instructional approach that encourages students to explore real-world problems, collaborate with peers, and apply their learning in creative, relevant, and rigorous ways. Whether designing solutions to community issues or presenting research-backed proposals, students are challenged to think critically, communicate effectively, and take ownership of their learning journey.

By utilizing facilitative learning to wrap students into a therapeutic approach, The Institute for the Development of Young Leaders- Wake is ensuring every learner has access to experiences that are not only innovative but transformative.

This approach redefines the role of the teacher as not only an academic instructor, but as a coach, mentor, and guide in a student-centered learning environment. The innovative teaching methods employed—ranging from project-based learning to student-led conferences and integrated SEL—require and foster deep professional learning. Teachers benefit not only from the autonomy to lead their classrooms with creativity and intention, but also from a robust professional development structure that enhances their instructional toolkit, leadership capacity, and long-term career growth. In this way, the school becomes a dynamic learning community not just for students, but for educators as well—fulfilling the legislative purpose by advancing both innovation and the professionalization of teaching.

9.3. Goals for the Proposed Charter School

Q122. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



Academic Goals

Goal 1: Accelerated Growth in Core Subjects

Each year, a minimum of 80% of students will demonstrate at least 150% academic growth in both reading and math, as measured by i-Ready diagnostic assessments comparing Beginning of Year (BOY) and End of Year (EOY) performance. *This goal replicates current data results from the Flagship School.*

Goal 2: Grade-Level Proficiency Over Time

At least 80% of students enrolled for three or more consecutive years will be performing at or above grade level by the end of their third year, based on i-Ready diagnostic results, standards-based internal summative assessments, and/or state summative assessments such as End-of-Grade (EOG) tests.

Goal 3: Competitive Proficiency for Underserved Students

The Proposed School will perform at or above the average proficiency rates of the LEA schools with similar economically disadvantaged (EDS) demographics where students would be enrolled due to district placement. A minimum of 50% of EDS and underserved students will demonstrate proficiency on EOG assessments, with at least 25% meeting college and career readiness standards.

Strategies for Academic Goal Achievement:

- The Proposed School will administer i-Ready diagnostics three times per year and analyze data to inform targeted instruction and intervention.
- Teachers will receive ongoing professional development in data-driven instruction, small-group differentiation, and standards-aligned curriculum implementation.
- A Multi-Tiered System of Support (MTSS) will be implemented to provide additional academic support to students performing below expectations.
- The leadership team will conduct quarterly academic reviews with the governing board to ensure alignment with goals.

Operational Goals

Goal 1: Maintain Strong Daily Attendance

The Proposed School will achieve and maintain a minimum average daily attendance rate of 93% starting in Year 1.

Goal 2: Student Retention

The Proposed School will retain at least 85% of enrolled students year over year, resulting in an annual attrition rate not exceeding 15%.

Goal 3: Teacher Retention and Satisfaction

At least 90% of highly qualified teachers will be retained each school year.

Goal 4: Parent Satisfaction

The Proposed School will achieve a minimum parent satisfaction rate of 85% based on bi-annual family surveys.



Strategies for Operational Goal Achievement:

- Attendance and enrollment will be tracked using Infinite Campus. The Proposed School will reinforce attendance expectations in the student and family handbook, at school-wide events, and during one-on-one parent conferences.
- Student support staff and administrators will follow up on attendance concerns promptly through outreach and intervention.
- Family engagement initiatives, community events, and personalized student experiences will support high student retention.
- Teachers will receive mentoring, competitive compensation, leadership development opportunities, and regular feedback to promote job satisfaction and retention.
- Parent satisfaction surveys will be administered each fall and spring semester. The leadership team will review and act upon feedback during seasonal planning periods and report survey results to the board.

Financial Goals

Goal 1: Transparent Financial Reporting

The Proposed School will publish a comprehensive annual financial report on its website to ensure public transparency.

Goal 2: Unqualified Audit Opinion

The Proposed School will receive an unqualified (clean) audit opinion annually, with no material weaknesses or findings.

Goal 3: Timely Reporting and Compliance

All financial reports, including annual submissions to the Office of Charter Schools and other regulatory agencies, will be submitted by the required deadlines.

Goal 4: Positive Year-End Fund Balance

Annual Financial reports will document financial resources at or above the budgetary needs as recorded, documented and verified by audits of financial statements.

Strategies for Financial Goal Achievement:

- Monthly budget updates will be reviewed by the board and presented at board meetings to ensure fiscal transparency and alignment.
- The Business Manager will maintain complete and accurate records of all financial transactions, including check copies, payroll records, and reconciliation logs.
- The CEO will assign financial compliance tasks appropriately and collaborate with the board chair to ensure timely submission and board votes on relevant policies.
- The CEO and Treasurer will review monthly revenue and expense reports, assess financial performance against projections, and explore cost-saving or revenue-generating opportunities.
- The school will engage a reputable external auditor annually and respond immediately to any audit recommendations.



Governance Goals

Goal 1: Board Attendance and Engagement

The governing board will hold a minimum of one meeting per month, with an average board member attendance rate of 80% or higher.

Goal 2: Annual Policy Review and Updates

The Board will review board policies annually with input from the CEO, school leadership, and stakeholders. Updated policies will be submitted to the Office of Charter Schools each year, as required.

Goal 3: Annual Board Training

All board members will complete at least eight hours of in-person or virtual governance training each year, as required by North Carolina law.

Strategies for Governance Goal Achievement:

- The Board will track attendance and training hours, with oversight provided by the board chair.
- The Board will meet at least monthly and collaborate with the CEO and Principal to ensure governance decisions are informed by school data and operations.
- Board agendas will include time for policy review, strategic discussion, and progress monitoring.
- External facilitators or partner organizations may be used to provide high-quality training sessions and policy development support as needed.

Communication of Progress to the Governing Board and Stakeholders

The Proposed School's leadership team will provide the governing board with monthly updates that include academic progress, financial statements, operational data, and policy-related needs. The Board will review fiscal reports monthly, and ensure compliance with training and oversight responsibilities.

Progress will also be shared with school families and community stakeholders via monthly newsletters, monthly Parent Action Committee meetings, community forums, and family conferences.

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



The board will maintain active oversight of the school's progress toward fulfilling its mission by monitoring the attainment of clearly defined academic, operational, financial, and governance goals. The school leadership, including the CEO and Principal, will provide regular and timely updates to the board that include progress toward key performance indicators, student achievement data, enrollment and retention trends, financial summaries, and qualitative feedback on student and family experience.

These updates will be delivered through formal presentations and reports that align with the goals outlined in the school's strategic plan and mission-driven initiatives. By receiving consistent, mission-aligned data, the board will be well-positioned to evaluate the school's effectiveness and provide strategic direction when needed.

All board members will complete a minimum of eight hours of governance training each year supporting their understanding of appropriate governance. Members will also be encouraged to pursue learning opportunities related to the school's curriculum, leadership development program, and updates provided by the Department of Public Instruction.

Through these structures, the board will remain informed, engaged, and empowered to support the school's ongoing success and fidelity to its mission



10. Educational Plan

10.1. Instructional Program

Q124. 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



Instructional Program Overview

The Institute for the Development of Young Leaders- Wake instructional program is grounded in the North Carolina Standard Course of Study and delivered through a child-centered, dual framework of direct instruction and project-based learning (PBL) model that promotes skill acquisition and meaningful-real word application. Foundational to this model is a robust Comprehensive Academic and Functional Needs Assessment (CAFNA), which ensures each student receives the targeted academic, behavioral, and executive functioning supports necessary to thrive. This innovative and therapeutic approach is designed to close persistent academic achievement gaps—particularly among economically disadvantaged students (EDS) in Wake County, where recent data continues to show significant disparities in proficiency levels across core subjects. The Proposed School's mission is rooted in the belief that every student can achieve high growth when provided with meaningful, engaging, and personalized learning experiences that cultivate both academic excellence and emotional well-being.

Foundational Framework: Comprehensive Academic and Functional Needs Assessment

The Proposed School begins each year—and monitors throughout the year—with a Comprehensive Academic and Functional Needs Assessment (CAFNA). This tool evaluates:

- Academic proficiency and skill gaps
- Executive functioning and organizational capacity
- Social-emotional and behavioral needs
- Access to resources and supports outside the classroom

The results of this assessment inform individualized supports and accommodations that allow students to fully access core content and engage deeply with the learning process. Examples of support include and are not limited to mentor coaching, functional supports, targeted interventions, access to social work or therapeutic support, and personalized academic scaffolding.

CAFNA is not a standalone process—it is interwoven into the instructional model, ensuring that functional needs do not become learning barriers, and that all students can focus on mastery and real-world application.

Major Instructional Methods

Direct Instruction: “I Do, We Do, You Do”



The Proposed School will utilize a structured gradual release of responsibility model in all core subjects—literacy, math, science, and social studies—to provide clarity, consistency, and access to rigorous academic content. The instructional approach follows the “I Do, We Do, You Do” framework:

-

I Do: Teachers deliver explicit, focused instruction, modeling both content and metacognitive strategies. Lessons include academic vocabulary, clearly defined objectives, and visual aids or manipulatives as needed.

-

We Do: Teachers and students practice the skill together. This collaborative stage allows for real-time feedback, clarification, and differentiation based on student readiness and understanding.

-

You Do: Students independently demonstrate mastery through targeted practice, reflection, and assessment. Teachers monitor progress and use data to inform reteaching or enrichment.

This approach is especially beneficial for students with learning gaps, as it provides scaffolding, structure, and repeated opportunities for success.

Project-Based Learning (PBL)

A cornerstone of the Proposed School’s instructional design is project-based learning (PBL), in which students engage in four main interdisciplinary learning experiences each year—one per quarter, with components that tie to each core content area. These projects are cross-curricular in nature, integrating subjects such as reading, writing, math, science, arts, history, and social studies into a single, cohesive experience that mirrors how children naturally encounter knowledge in the real world: not in isolated silos, but as interconnected domains.

These projects are designed to:

-

Integrate multiple subjects into a single **active, hands-on experience**

-

Connect academic learning to **real-world issues and community engagement**

-

Foster deeper understanding through **authentic inquiry and problem-solving**

Projects are developed around essential questions and require students to examine common skills, concepts, and ideas across disciplines, including literacy, math, science, arts, social studies, and leadership. Each project culminates in a public product or presentation that demonstrates mastery through application and impact.



Students use a variety of resources—beyond textbooks—including community experts, fieldwork, interviews, digital tools, and professional networks. Through this process, students develop their critical thinking, creativity, collaboration, and communication skills.

Instructional Model Integration

The strength of the Proposed School's instructional program lies in the intentional integration of direct instruction and PBL. These two models are used in sequence and harmony to reinforce each other:

-

Direct instruction builds a foundation of core academic skills and knowledge

-

Project-based learning allows for synthesis and transfer of that knowledge in applied, interdisciplinary settings

Additionally, CAFNA-based supports ensure readiness and access to rigorous content, reducing cognitive overload. By combining explicit instruction with interdisciplinary exploration, the Proposed School creates a holistic learning experience that honors the whole child, supports individual needs, and cultivates deep and lasting understanding.

Assessment Strategies

The Proposed School will employ a layered assessment strategy to measure both academic proficiency and growth, as well as the effectiveness of supports and instruction:

-

Formative assessments during direct instruction phases guide pacing and scaffolding

-

Performance assessments and rubrics are used in project-based tasks to evaluate synthesis and application

-

Benchmark assessments, such as iReady Growth, are administered throughout the year to track student progress

-

CAFNA data is reviewed and updated regularly to refine interventions and supports

-

Student self-assessments and reflections encourage metacognition and ownership of learning

All assessments are used to inform instruction, identify areas for targeted intervention or acceleration, and ensure students are on track to meet both grade-level expectations and individualized growth



targets.

Alignment with Targeted Student Needs

The Proposed School's instructional model is specifically designed to respond to the persistent achievement and opportunity gaps in Wake County, especially among economically disadvantaged students. Data cited in this application reveal lower proficiency and growth levels in EDS populations—challenges that require innovative, student-centered solutions.

The Proposed School addresses these disparities by:

-

Implementing CAFNA at scale to identify and respond to both academic and functional needs

-

Using a structured direct instruction model to support skill mastery

-

Embedding PBL to increase engagement, ownership, and deeper learning

-

Providing social-emotional and therapeutic supports to ensure holistic development

-

Holding high expectations for all students, with clear evidence of growth and achievement over time

When functional needs are addressed and academic pathways are clear, all students can succeed at high levels—especially those who have historically been underserved.

Q125. Will the proposed charter school serve a single-sex student population?

☐ Yes

☒ No

Q129. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



The Proposed School will operate a classroom-based learning environment that blends direct instruction with interdisciplinary, project-based learning. The physical and instructional design of the classroom supports high engagement, collaboration, and differentiated instruction, with flexible groupings, co-teaching in early grades, and instructional coaching embedded into daily practice.

The learning environment is intentionally child-centered, drawing from research in developmental psychology and cognitive science which supports the idea that students learn best in environments where they feel emotionally safe, cognitively challenged, and personally valued. Classrooms are designed to accommodate varied learning styles, and the instructional model—through both direct teaching and project-based learning—emphasizes choice, voice, and student agency.

Grades K–4: Self-Contained, Co-Taught Classrooms

Students in grades K–4 will learn in self-contained classrooms designed to foster consistency, strong teacher-student relationships, and integrated learning experiences. These classrooms will maintain a maximum of 25 students, with a student-to-adult instructional ratio of 1:12, supported by a co-teacher in every classroom. The co-teacher is a fully engaged instructional partner, ensuring smooth lesson transitions, maximizing instructional time, and promoting 100% student engagement. This two-teacher approach ensures that the “I do, we do, you do” method of direct instruction is implemented with fidelity, allowing for continuous checking for understanding, small-group reteaching, and personalized feedback throughout each lesson.

This environment provides the consistency young learners need while enabling targeted support across developmental and academic domains. The structure also strengthens our therapeutic and child-centered model, offering students high-touch support that fosters trust, autonomy, and emotional safety—key conditions for high growth.

Grades 5–8: Departmentalized Instruction with Embedded Instructional Coaching

As students progress to grades 5–8, the school shifts to a departmentalized model that encourages academic depth, independence, and preparation for secondary education. While these classrooms do not have a dedicated co-teacher, they are supported by a team of four to five Instructional Coaches who rotate across grade levels—with focused attention on grades 5–8. These coaches conduct in-class observations and provide real-time, in-the-moment feedback to teachers, strengthening instruction in both core content and project work.

This embedded coaching model reflects research from the University of Florida’s Lastinger Center and the Institute of Education Sciences, which shows that sustained, job-embedded coaching has a significant positive effect on student achievement and teacher instructional quality. It also supports instructional alignment across classrooms, ensuring that the school’s direct instruction and PBL models are delivered with consistency and intentionality.

Integration with Instructional Model



The physical and instructional design of classrooms is a strategic extension of the school's instructional philosophy. In the early grades, co-taught classrooms are critical to implementing direct instruction routines, while also laying the foundation for student-centered inquiry that comes alive in project-based learning. In all grades, the instructional design transitions seamlessly from "I do" modeling and demonstration, to "we do" guided practice, and finally to "you do" independent or collaborative application—often through cross-disciplinary projects with real-world relevance.

This structure is further reinforced by the school's comprehensive academic and functional needs assessment. These assessments identify both barriers and strengths, ensuring that each child receives tailored academic interventions, social-emotional supports, and executive functioning strategies that allow them to focus on mastery and meaningful application of their learning.

Learning Environment Philosophy

Across all grades, the learning environment is designed to:

- Promote high expectations and a culture of inquiry
- Support both direct instruction and project-based learning
- Ensure that classroom structures align with students' developmental needs
- Facilitate personalized learning based on each student's academic and functional profile
- Enable meaningful student collaboration and leadership

By maintaining low student:teacher ratios, supporting teachers with co-instructors and embedded coaching, and creating structured yet dynamic classroom environments, the school ensures that all students are seen, supported, and challenged to achieve high levels of academic and personal growth.

Ultimately, this structure supports the school's mission to close academic gaps and ensure high-growth for all students, particularly those who are historically underserved. Wake County data highlights persistent disparities in achievement for EDS students, and this model—combining strategic instructional staffing, embedded coaching, personalized supports, and meaningful learning experiences—directly addresses those gaps with both rigor and relationship.

Q130. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



The Institute for the Development of Young Leaders–Wake (IDYL–Wake) has strategically selected and designed a curriculum that is deeply aligned with its mission. This curricular approach not only responds directly to the unique needs of the school's target population—primarily students historically underserved by traditional public school systems, including economically disadvantaged (EDS) students in Wake County—but also directly supports the Proposed School's goals under the North Carolina Accountability Model.

Alignment with Mission and Target Population

At the core of the Proposed School's model is a commitment to child-centered, high-growth learning that supports both academic mastery and the development of leadership and critical thinking skills. The curriculum incorporates evidence-based core instructional programs each chosen for its proven effectiveness in supporting differentiated instruction, accelerated academic growth, and foundational skill acquisition for diverse learners.

- **HMH Into Reading (K–2)**
- **i-Ready Reading (3–8)**
- **i-Ready Math (K–8)**
- **Mystery Science**
- **McGraw Hill Social Studies**

These resources are further enhanced through Eureka Math, Lexia Learning, Reading A-Z, Discovery Education, and i-Ready Growth Monitoring Tools, which are used for supplemental instruction, enrichment, and remediation to further ensure that all students receive support and enrichment aligned to their zone of proximal development.

These tools are intentionally layered with the comprehensive academic and functional needs assessment. This process identifies academic gaps, executive functioning challenges, and social-emotional needs, allowing educators to provide individualized scaffolding and supports that help students focus on mastery and application.

This curriculum is also interwoven with a robust PBL framework, which connects academic standards to authentic, interdisciplinary projects throughout the year. This model honors the school's child-centered approach by empowering students to explore content in meaningful ways, collaborate across disciplines, and produce work that demonstrates both mastery and relevance to real-world issues.

Curriculum Impact and Academic Improvement

Each component of the curriculum has been chosen for its evidence-based effectiveness in driving academic achievement. Research supports the effectiveness of i-Ready and HMH Into Reading in improving outcomes for students with interrupted formal education, below-grade-level proficiency, and other learning barriers common among underserved populations. For example:

- **HMH Into Reading (K–2)** supports early literacy through scaffolded instruction, small group lessons,



embedded SEL (Social Emotional Learning) support, and real-time assessments. These features are especially beneficial to the school's population, who may require additional support in foundational reading skills.

- **i-Ready Reading and Math** provide adaptive diagnostics, personalized instruction, and detailed progress monitoring. These tools allow educators to tailor instruction, ensuring all students receive the support they need to meet and exceed grade-level expectations.
- **Eureka Math** was selected for its coherent progression of mathematical concepts, multiple instructional strategies (e.g., Read, Draw, Write), and high-quality digital and physical tools. The curriculum's alignment with NC standards and its built-in professional development components empower teachers to deliver effective, engaging instruction.
- **Lexia Learning and Reading A-Z** provide leveled literacy interventions, reinforcing reading skills and fluency across content areas. These tools help address gaps while accelerating growth for both struggling and advanced learners.
- **Mystery Science** and **Discovery Education** foster inquiry-based learning and scientific reasoning, promoting student curiosity and cross-disciplinary connections that strengthen literacy and numeracy.
- **McGraw Hill** includes scaffolded instruction and its design supports teachers in delivering rigorous, accessible instruction while promoting engagement and comprehension—especially critical for students who may require additional support to reach grade-level proficiency.

This multi-tiered curriculum is designed not just to improve proficiency, but to generate high levels of individual growth—a key focus of the North Carolina Accountability Model, which measures student performance both by grade-level proficiency and by progress over time. The Proposed School's commitment to project-based learning and frequent data analysis ensures that instruction is continuously aligned to student needs and responsive to progress monitoring data.

Evidence of Effectiveness

The Institute for the Development of Young Leaders–Wake draws on the proven success of the Flagship School, which has demonstrated measurable academic growth and strong performance on state assessments especially with regard to EDS students. According to data from the North Carolina School Report Cards, the Flagship School has consistently outperformed neighboring LEA schools in Durham County—the same schools its students would have otherwise attended. This performance is a direct result of the intentional curriculum selection, effective use of data, and commitment to academic excellence for all students.

The Proposed School will replicate this proven model with fidelity, tailoring instructional strategies to meet the needs of students in Wake County. Based on demographic and performance similarities between Durham and Wake County LEA schools, the Proposed School anticipates achieving comparable results in terms of proficiency gains, student growth, and closing achievement gaps. The use of i-Ready's growth monitoring tools will provide teachers with timely and actionable data, allowing for individualized support and continuous instructional refinement.

The curriculum selected is more than a collection of resources—it is an intentional, mission-aligned



framework designed to meet the academic and developmental needs of each student. Through the integration of explicit direct instruction, cross-curricular project-based learning, and individualized supports informed by regular assessments, the school is positioned to meet and exceed the expectations of the North Carolina Accountability Model, close longstanding academic gaps, and empower its students to thrive as capable, confident learners and future leaders.

The outcomes achieved by the Flagship School validate the effectiveness of the selected curriculum and its implementation strategies. By extending this same framework to Wake County, The Institute for the Development of Young Leaders–Wake is well-positioned to meet and exceed the expectations set forth in the North Carolina Accountability Model, particularly in the areas of core subject proficiency, growth measures, and subgroup performance.

Q131. 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 for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



Based on the comprehensive instructional model the Proposed School has developed, the primary instructional strategies teachers will be expected to master fall into five interconnected categories. These strategies ensure alignment with the child-centered, high-growth, project-based, and standards-aligned approach, while addressing the needs of historically underserved learners:

1. Explicit Direct Instruction with Gradual Release of Responsibility

Model: "I Do, We Do, You Do"

Teachers must be highly skilled in delivering clear, scaffolded instruction that gradually shifts cognitive responsibility to students. This method is foundational for building strong literacy and numeracy skills, particularly for students with skill gaps or learning interruptions.

Elementary:

Many EDS students enter kindergarten with fewer academic and vocabulary-rich experiences. The I Do-We Do-You Do framework provides the clear modeling, repeated guided practice, and structured independence needed to close early learning gaps. This strategy builds strong literacy and numeracy foundations, ensuring early and consistent exposure to academic language and core skills that are prerequisites for higher-order thinking.

Middle:

Middle-grade EDS students often face widening academic gaps and need clear modeling and structured support to access rigorous grade-level content. This model scaffolds complex content while still fostering student independence, equipping students with strategies to approach new material confidently, supporting metacognition, and preventing learned helplessness.

2. Interdisciplinary Project-Based Learning (PBL)

Model: 4 major cross-curricular projects per year

Teachers must be proficient in designing and facilitating authentic and standards-aligned projects. PBL deepens learning, increases engagement, and supports transfer of knowledge across content areas—especially impactful for students historically disengaged from traditional instruction.

Elementary:

For young learners, hands-on learning that mirrors real-world experiences boosts engagement and makes learning relevant. Interdisciplinary PBL naturally scaffolds background knowledge, builds connections across content areas, and increases retention. This develops curiosity, collaboration, and confidence, particularly for students who may not thrive in traditional worksheet-based environments.

Middle:

Middle schoolers crave autonomy and relevance. Interdisciplinary PBL allows students to explore meaningful questions, solve real-world problems, and see the practical value of their education. It also integrates literacy and numeracy into all content areas. In turn, this boosts motivation, critical thinking,



and engagement—especially for students who may be disengaged from conventional lecture-heavy classrooms.

3. Data-Driven Differentiation and Personalization

Teachers must use diagnostic, formative, and growth-monitoring data (e.g., i-Ready, Lexia, internal assessments). Personalized supports grounded in assessment data are key to closing achievement gaps and ensuring continuous growth for all learners.

Elementary:

Responsive diagnostics and small-group progress monitoring allow early identification of learning gaps and real-time academic interventions. For EDS students who may not receive enrichment or remediation outside of school, this is essential. This promotes continuous progress by meeting students at their level and ensuring mastery before advancing.

Middle:

Personalized diagnostics and growth tracking via i-Ready and internal assessments enable teachers to catch and close gaps before students fall behind. Flexible grouping and tiered tasks ensure that all students are appropriately challenged. This Maximizes growth and recovery of learning loss, particularly for students who need consistent scaffolds to access grade-level work.

4. Culturally Responsive and Whole-Child Instruction

Teachers must create classrooms that reflect and respect students' lived experiences. Addressing the whole child increases student engagement, resilience, and long-term success, especially for underserved populations.

Elementary:

Students feel seen, heard, and safe in environments that reflect their identities and life experiences. Embedding SEL into academics builds emotional literacy and resilience—crucial for young children navigating complex life circumstances. This increases engagement, self-regulation, and a sense of belonging—predictors of long-term academic persistence.

Middle:

Adolescents benefit from environments that affirm their identities, offer meaningful connections, and build leadership. Embedding SEL in core classes supports self-awareness, peer relationships, and academic resilience. Students will be more likely to take risks in their learning, stay motivated, and remain engaged in school through transitional years.

5. Collaborative and Reflective Teaching Practices

Teachers must engage in ongoing professional learning and instructional improvement. Continuous improvement and collaboration are essential for maintaining instructional quality and ensuring all teachers contribute to high-growth outcomes.



Elementary:

The presence of two adults in the classroom increases instructional intensity, allows for targeted support, and reduces behavior disruptions. Real-time reflection ensures instruction stays responsive and relevant. Every student will get more time with highly effective adults—essential for foundational skill development.

Middle:

Instead of a second adult in the room full-time, middle grade teachers receive real-time feedback from academic coaches. This model prioritizes teacher growth and ensures consistency in instructional quality across content areas. This keeps instruction high-quality, responsive, and aligned to student needs, ensuring no classroom operates in isolation.

Across both grade spans, these strategies are intentionally designed to:

- Accelerate growth by blending direct instruction with exploratory learning
- Provide supports at the point of need through frequent data analysis and feedback
- Build confidence and identity through relevant, and empowering experiences
- Drive long-term mastery by giving students real-world reasons to apply what they've learned

Together, they close gaps, increase engagement, and ensure all students—not just those who come in on grade level—have the opportunity to thrive.

Q132. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.



The instructional plan and promotion requirements at The Institute for the Development of Young Leaders–Wake (IDYL–Wake) are intentionally designed to ensure that students transition smoothly from grade to grade and from one grade span to the next, equipped with the academic, functional, and developmental readiness to succeed. These elements are foundational to the school’s goal of developing confident, independent, and academically proficient young leaders—especially among historically underserved students.

Readiness Through Instructional Design

The Proposed School’s dual approach instructional model ensures that students first acquire foundational knowledge and skills through structured teacher-led instruction, and then deepen their understanding by applying those skills in authentic, real-world projects. In doing so, students are not only prepared to meet grade-level expectations but are also equipped with transferable academic behaviors—collaboration, inquiry, critical thinking, and communication—that contribute to long-term success.

The learning environment supports this instructional framework:

- In grades K–4, students remain in self-contained classrooms with low student-to-teacher ratios and consistent instructional routines, allowing for strong foundational growth in literacy and numeracy.
- In grades 5–8, a departmentalized structure and access to instructional coaches ensure increasing depth, specialization, and feedback as students prepare for high school-level expectations.

Grade Transition

The promotion requirement at the Proposed School reflect the belief that each child’s educational journey should be developmentally appropriate, continuous, and grounded in measurable academic growth. While the ultimate goal is academic proficiency at or above grade level, it’s understood that children grow socially, emotionally, and cognitively at varying rates. Therefore, decisions regarding promotion, retention, or acceleration are made holistically and collaboratively, with input from teachers, families, and school leadership.

Promotion decisions are based on multiple sources of evidence including:

- NC End-of-Grade test results
- School-based benchmark and formative assessments
- Report card grades
- Student work samples and project portfolios



- Progress monitoring tools such as i-Ready

The emphasis on diverse data points ensures that a single test score does not determine a child's future. Instead, comprehensive evidence of mastery drives promotion decisions.

Interventions and Individualized Support

Teachers are trained and expected to identify students at risk of falling below grade-level proficiency early in the academic year. When such concerns arise, the Proposed School will implement individualized supports in the form of interventions and will wrap these interventions around the student's academic and functional needs. This includes:

- Tiered supports and remediation in core subjects
- Functional needs assessments to identify barriers to learning
- Scaffolded project work for skill reinforcement
- Frequent progress monitoring and reflection

These comprehensive, proactive, and student-centered practices allow students to catch up before gaps widen, reinforcing the Proposed School's child-centered and therapeutic approach. By implementing these strategies, the Proposed School will ensure student readiness to transition from grade to grade and to the next grade span smoothly.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The Institute for the Development of Young Leaders–Wake will operate on a 10-month instructional calendar that meets, and in fact exceeds, the North Carolina Department of Public Instruction's requirement of 1,025 instructional hours. This schedule is designed to maximize both structured academic learning and time for interdisciplinary exploration, supporting our commitment to whole-child development and mastery-based progression.

Each core curricular program is intentionally paced to fit within this framework. The school day and calendar also accommodate built-in intervention blocks, advisory, and PBL integration, ensuring students receive individualized support without sacrificing enrichment or core content time.

To further advance academic growth, the Proposed School will offer Extended Day programming to all families, ensuring that students have continued access to academic support, enrichment, and safe supervision beyond traditional school hours. Additionally, Saturday School is available and attended by over 50% of students at the Flagship School, serving as a key resource for acceleration, remediation, and project work—especially for students who may need additional support to reach grade-level proficiency.



Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



At The Institute for the Development of Young Leaders- Wake, the school day will be structured to maximize instructional time, support whole-child development, and provide ample opportunities for intervention, enrichment, and social-emotional learning. The school operates Monday through Friday from 8:00 AM to 4:00 PM, providing a total of 8 hours per day for student engagement. Within this framework, each grade level follows a customized daily schedule that reflects developmental needs and academic expectations, ensuring alignment with the Proposed School's mission and the North Carolina Standard Course of Study.

Kindergarten

- SEL: 30 min
- ELA: 120 min
- Math: 90 min
- Science & Social Studies: 60 min
- Differentiated Instruction & Intervention(DII): 60 min
- Spanish: 30 min
- Recess: 60 min (divided into TWO 30 minute blocks)
- Lunch: 30 min

Total Instructional Time: 6 hours, 30 minutes

1st Grade

- SEL: 30 min
- ELA: 120 min
- Writing: 30 min
- Math: 90 min
- Science & Social Studies: 60 min
- Spanish: 30 min
- DII: 60 min
- Recess: 30 min
- Lunch: 30 min

Total Instructional Time: 7 hours

2nd Grade

- SEL: 30 min
- ELA: 120 min
- Writing: 30 min
- Math: 90 min
- Science & Social Studies: 60 min
- Spanish: 30 min
- DII: 60 min
- Recess: 30 min
- Lunch: 30 min

Total Instructional Time: 7 hours



3rd Grade

- SEL: 15 min
- ELA: 90 min
- RTA Reading Instruction: 30 min
- Writing: 30 min
- Math: 115 min
- Science & Social Studies: 60 min
- Spanish: 30 min
- DII: 60 min
- Recess: 30 min
- Lunch: 30 min

Total Instructional Time: 7 hours

4th Grade

- SEL: 15 min
- ELA: 120 min
- Writing: 30 min
- Math: 90 min
- Science & Social Studies: 60 min
- Music: 30 min
- DII: 75 min
- Recess: 30 min
- Lunch: 30 min

Total Instructional Time: 7 hours

5th Grade

- SEL: 15 min
- ELA: 90 min
- Writing: 30 min
- Math: 120 min
- Science: 60 min
- Social Studies: 30 min
- DII: 75 min
- Recess: 30 min
- Lunch: 30 min

Total Instructional Time: 7 hours

6th Grade

- SEL: 15 min
- ELA: 120 min
- Math: 120 min
- Science & Social Studies: 60 min
- DII: 75 min



- Music: 30 min
- Recess: 30 min
- Lunch: 30 min

Total Instructional Time: 7 hours

7th–8th Grade

- SEL: 15 min
- ELA: 90 min
- Math: 90 min
- Science: 90 min
- Social Studies: 60 min
- DII (Reading): integrated into ELA & SS
- DII (Math): 45 min
- Music: 30 min
- Recess: 30 min
- Lunch: 30 min

Total Instructional Time: 7 hours

Rationale and Educational Benefit

The daily and weekly schedule is intentionally structured to support developmentally appropriate academic pacing, multi-modal instruction, and targeted interventions that align with the Proposed School's educational philosophy. By providing up to 7 hours of core content instructional time per day, the schedule accommodates the robust demands of the school's academic program K-8.

Time is also preserved for Differentiated Instruction and Intervention (DII), a cornerstone of the academic model at every grade level. These daily blocks allow teachers to personalize instruction based on data, support students who are struggling, and extend learning for those who are excelling.

The inclusion of morning SEL routines, daily Spanish or Music, and two recesses in Kindergarten ensures a balanced approach that supports both academic achievement and social-emotional well-being.

To further extend learning opportunities and close achievement gaps, the Proposed School will offer extended-day programming to any family who desires it, as well as Saturday School. These programs offer enrichment, homework support, and additional academic instruction, especially critical for students identified as EDS or requiring remediation.

By maximizing daily instructional time, leveraging research-based curricula, and offering extended support beyond the traditional school day, the Proposed School ensures that all students are empowered to meet grade-level expectations and are well-prepared for successful transitions across grade spans.



Q135. Describe a typical day for a teacher and a student in the school's first year of operation.

**For Teachers:**

Teachers arrive at least 30 minutes before students to prepare their materials, review student data, and set daily intentions. As students arrive, they meet each one at the threshold, offering eye contact and a warm welcome—setting the tone for a structured and respectful classroom environment. At this time, teachers perform visual uniform checks and note students who may need assistance, discretely notifying the school leadership or Director of Special Services for follow up.

Throughout the day, teachers guide students through rich, standards-aligned lessons that include whole group instruction, small groups, centers, and technology integration. Instruction is purposeful, scaffolded, and culturally responsive, with real-time checks for understanding and responsive reteaching built in.

Teachers have dedicated planning time daily, often during Spanish, music, and recess, to collaborate with colleagues, make instructional adjustments, and plan upcoming lessons. Lunchtime offers a chance to decompress and connect with peers.

During DII, teachers work closely with small groups based on data from i-Ready diagnostics, classroom assessments, and student work. Student growth is celebrated routinely, reinforcing a culture of excellence and high expectations.

At dismissal, teachers ensure students leave safely and confidently. They reflect on the day, follow up with families as needed, and prepare for another day of joyful, purposeful teaching.

For Students:

Students begin their day at 8:00 AM with warm greetings from staff at the school's entrance. As they enter the classroom, they're met with a friendly "Threshold" moment—a best practice where teachers greet each student by name at the door, setting a positive tone and reinforcing mutual respect and high expectations. During this time, uniform and emotional checks are also conducted. Students needing uniforms receive them, and those who need help washing uniforms are supported with on-site laundry access. These small yet meaningful gestures ensure that every student starts their day with dignity and care.

The day begins with a morning meeting focused on social-emotional learning (SEL), helping students build community, reflect, and center themselves for learning. From there, students dive into ELA and math blocks that are dynamic, engaging, and personalized using i-Ready, HMH Into Reading, or McGraw Hill curriculum depending on grade level. Instruction is rigorous yet joyful, filled with student voice, discussion, and goal setting.

Throughout the day, students may also receive group and/or individual support from a school social worker or members of the SEL Team as needed, ensuring their emotional and mental well-being are continuously nurtured.

Students rotate through science, social studies, Spanish, or music depending on the day. Daily



Differentiated Instruction & Intervention (DII) ensures that every student gets exactly what they need—whether it's acceleration or additional support. Each day includes a recess to promote physical movement and peer connection and a 30-minute lunch break to refuel and socialize.

Learning continues through 4:00 PM with meaningful work and plenty of encouragement from their teacher and peers. Students leave feeling seen, challenged, and supported. Every Friday, identified students take home meals for the weekend, ensuring that learning isn't hindered by hunger and that all families have what they need going into the weekend.

Each week, students participate in school-wide assemblies that focus on goal achievement and community building. These gatherings foster a strong sense of belonging and reinforce a positive, unified school culture. Assemblies also give students opportunities to celebrate their learning, share accomplishments, and develop leadership and communication skills in a supportive environment.

Q136. Will this proposed school include a high school?

☐ Yes

☒ No

Q142. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Appendix B-2.pdf

Uploaded on 4/24/2025

by Alicia Soto

Bazemore

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

☒ Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3



Applicant Evidence :



IDYL-Wake Proposed ...

Uploaded on **4/18/2025**

by **Alicia Soto**

Bazemore

Q144. **Attach Appendix E: Daily and Weekly Schedule** Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

Applicant Evidence :



IDYL- Wake Sample D...

Uploaded on **4/18/2025**

by **Alicia Soto**

Bazemore

10.2. Special Populations and "At-Risk" Students

Q145. **Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.**



The Proposed School will identify students performing below grade level through a combination of i-Ready diagnostic assessments, classroom performance data, teacher observations, and student work portfolios. Once identified, these students will receive targeted support through Differentiated Instruction and Intervention (DII) blocks embedded in the daily schedule.

During DII, teachers will implement leveled interventions using tools such as Lexia Learning, Reading A-Z, and i-Ready personalized instruction, along with small-group reteaching and focused skill development. Personal Education Plans (PEPs) will be developed for students requiring sustained support, ensuring individualized academic goals and tracking progress.

Progress is closely monitored through i-Ready growth monitoring, formative assessments, and weekly data team reviews to adjust interventions in real time. This proactive and data-informed approach ensures that struggling students receive timely, effective support to close achievement gaps and reach grade-level proficiency.

Additionally, the Proposed school will also employ a structured, multi-tiered system of supports (MTSS) to ensure that all students—especially those performing below grade level—receive the timely and targeted interventions they need to thrive academically and socially.

When a student is identified as performing below grade level through i-Ready diagnostics, classroom assessments, and teacher observations, the teacher first implements Tier I interventions within DII and documents their effectiveness. If concerns persist, the teacher brings the case to the MTSS team, where the student's data is reviewed collaboratively. The MTSS team then recommends Tier II interventions, which are specific, research-based strategies to be delivered by the classroom teacher over a 4-week period. During this time, teachers monitor progress using formative assessments and weekly check-ins.

If, after four weeks, the student has not demonstrated adequate progress, the MTSS team may elevate the student to Tier III. At this stage, the student may receive more intensive supports, examples include and are not limited to targeted time with an academic interventionist in the core subject area, support from a school social worker or therapist, or participation in a Check-In/Check-Out (CICO) intervention, etc. These interventions are also implemented and monitored over a 4-week period, with regular communication between the teacher, MTSS team, and family.

If, after four weeks in Tier III, the student has not demonstrated adequate progress, the MTSS team (which includes parents/guardians) may elevate the student to Tier IV which includes a referral for evaluation for 504 and/or special education eligibility.

Throughout this process, decisions are data-driven and aligned to the student's academic and social-emotional needs. Progress is tracked and documented through i-Ready Growth Monitoring, classroom performance, and teacher feedback. This intentional use of MTSS ensures a systematic approach to supporting struggling learners and increasing their likelihood of academic success.



Q146. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Christy Walker

Christy Walker has extensive experience supporting students with disabilities, particularly through her work in higher education access and disability services. Her background includes leading programs that ensure compliance with ADA guidelines and promote supportive practices for learners with diverse needs. Her expertise is vital in shaping a school environment that proactively supports students with IEPs and 504 Plans.

Latoya Williams

Latoya Williams brings experience in supporting at-risk youth through her work in mental health and human services. Her leadership in youth intervention and support programming ensures that the school will be equipped to identify and respond to students at risk of dropping out or facing socio-emotional barriers to learning.

Dr. Jennifer Rounds-Bryant

Dr. Jennifer Rounds-Bryant's background in behavioral health and data-driven intervention supports the school's mission to serve all learners, especially those at risk of dropping out or impacted by trauma. Her work in youth justice and behavioral intervention aligns with a holistic and responsive approach to student well-being. She is currently the Clinical Director of an agency providing services to children with Autism in Wake and Durham county.

Dr. Christopher L. Edwards

Dr. Christopher L. Edwards brings a profound depth of experience in supporting special populations through his clinical work in pediatric neuropsychology and chronic pain management. His career has centered on addressing neurocognitive decline, psychoneuroendocrine health, and improving outcomes for patients with chronic illness. His advocacy for the health of historically underserved populations in clinical research further strengthens the board's commitment to overall wellness, health, and the comprehensive support of all students.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.



3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.



Identifying and Supporting Multilingual Learners

The Proposed School, is committed to ensuring that Multilingual Learners (MLs) have access to the core academic program and receive targeted support to develop English language proficiency. In partnership with the Flagship School, the Proposed School will develop a Language Instruction Educational Program (LIEP) in alignment with North Carolina Department of Public Instruction (NCDPI) guidelines and Title III requirements.

Upon enrollment, every student will complete the Home Language Survey (HLS). If the survey indicates the student may be part of a language minority, the Multilingual Learner (ML) Committee will conduct a family follow-up and initiate further screening. The school will follow the NCDPI's ESL HLS Process in its entirety to prevent misidentification and ensure a responsible approach to identification. Kindergarten students identified through this process will take the WIDA screener within the first 30 calendar days of enrollment. In addition to the HLS, teachers, service providers, or family members may refer a student to be assessed for ML status if language acquisition concerns arise.

The ML Coordinator, in collaboration with the Testing Coordinator (TC), will oversee all aspects of ML identification, screening, and annual ACCESS testing. The ML Coordinator will ensure compliance with all state and federal guidelines and will maintain up-to-date LIEP documentation for each identified ML student. The ML Committee will convene to review student data regularly and revise individual LIEPs to reflect students' academic and language development needs.

Instructional Programs and Curriculum Supports for ML Students

The Proposed School will adopt research-based, student-centered strategies to ensure ML students experience academic success and language growth. The school's instructional framework is grounded in culturally relevant practices that reduce the affective filter—creating a learning environment where ML students feel safe, valued, and supported in taking academic risks.

Core academic instruction will be delivered using the HMH Into Reading (K–2) curriculum which is designed with embedded language supports for ML students. This curriculum provides scaffolded activities, visuals, glossaries, and differentiated reading and writing tasks that help students acquire both conversational English and domain-specific academic vocabulary in context. Teachers will be trained to use sheltered instruction strategies, including the use of visuals, modeling, sentence frames, and opportunities for structured academic discourse.

i-Ready diagnostic assessments and personalized instructional pathways will further support ML students in English Language Arts and Mathematics. The adaptive i-Ready platform provides data-driven, individualized instruction that addresses skill gaps, reinforces vocabulary, and supports reading comprehension at the student's current level, helping them make measurable gains in both content knowledge and language acquisition. These supports are particularly effective for ML students as they ensure access to rigorous content while targeting language development.



In addition, the instructional day will include intentional opportunities for oral language development through collaborative discussions, partner work, and project-based learning. Teachers will incorporate tiered vocabulary instruction to build students' mastery of everyday language (Basic Interpersonal Communication Skills - BICS) as well as more complex, discipline-specific vocabulary (Cognitive Academic Language Proficiency - CALP).

Monitoring Progress and Exiting Students from ML Services

The school will implement a continuous monitoring process to assess ML students' progress in both English language development and academic content mastery. Progress monitoring tools, such as i-Ready diagnostics and curriculum-based assessments, will be used to inform instruction and intervention.

Annual ACCESS for ELLs testing will provide standardized data to determine students' proficiency levels across the four domains: listening, speaking, reading, and writing. Based on this data, students may be exited from ML services once they meet the NCDPI's established criteria. Even after exiting, students will be monitored for a minimum of two academic years to ensure sustained success and access to the general curriculum. If needed, academic or language support may be reinstated based on committee review.

Regular performance review meetings, conducted by the ML Committee, will be used to update LIEPs, make placement decisions, and collaborate with families to adjust services based on student need and growth. These meetings will also evaluate the effectiveness of instructional strategies and identify professional development needs for staff.

Qualified Staffing for ML Instruction

The Proposed School will ensure that all ML students are served by qualified educators. The ML Coordinator will hold appropriate licensure and training in ESL or related fields. General education teachers will receive ongoing professional development in best practices for teaching ML students, including sheltered instruction, culturally responsive pedagogy, and strategies for integrating language objectives into content instruction.

In partnership with the Flagship School, the Proposed School will also leverage shared resources and staff, as appropriate, to meet ML students' needs.

Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**



The Institute for the Development of Young Leaders- Wake believes that all students possess unique gifts and potential, and its educational approach is designed to recognize and nurture those strengths. While holding this foundational belief, the Proposed School is also committed to providing an educational environment that challenges and supports academically gifted learners through intentional design, research-based instructional strategies, and differentiated programming. Through early identification, targeted instruction, and project-based learning, the Proposed School will ensure that academically gifted students are offered multiple pathways to excel both academically and socially.

Research-Based Instructional Programs, Practices, and Strategies

To enhance the abilities of academically gifted students, the school leverages adaptive tools such as iReady, which provides real-time diagnostic data to identify students performing above grade level. iReady's personalized instructional paths allow students to move beyond grade-level content, supporting acceleration in reading and mathematics. These pathways are not simply faster—when applied through our PBL model, they are deeper and more rigorous, allowing students to apply advanced skills in novel contexts.

All instructional staff are trained through PBLWorks (Buck Institute for Education), with specific emphasis on designing projects that engage academically gifted learners in meaningful, real-world problems requiring sustained inquiry and creative solutions. Research from the Buck Institute affirms that academically gifted students benefit from the open-ended nature of PBL, particularly when projects are designed to offer complexity, choice, and opportunities for student-led exploration.

The Flagship School has already demonstrated success in promoting differentiated learning through PBL, with students regularly exceeding state academic growth benchmarks while also demonstrating high levels of engagement and emotional well-being. This approach will be mirrored at the new campus, creating continuity of rigor and support.

Monitoring and Measuring Growth and Success

Academically gifted students' progress will be monitored using a combination of adaptive diagnostics, formative, summative, and performance assessments embedded throughout the program and PBL units. Instructional staff will conduct formal progress reviews at multiple checkpoints throughout the year, allowing for timely adjustments and individualized support.

Importantly, students identified as high-achieving will demonstrate measurable academic growth that meets or exceeds the North Carolina Accountability Model. While many schools that serve academically gifted learners experience difficulty demonstrating growth under the state's accountability metrics—due to ceiling effects and limited differentiation—this school's blended approach to advanced instruction, goal-setting, and social-emotional support ensures continuous progress. Growth targets will be individualized and benchmarked across both quantitative (e.g., iReady and EOG scores) and qualitative (e.g., rubrics, project outcomes) data points.



Qualified Staffing to Support Academically Gifted Learners

All educators will be trained extensively in differentiated instruction which includes differentiated instruction for advanced and academically gifted learners, particularly through the lens of PBL. Professional development includes strategies for scaffolding complexity, leveraging student interests, and facilitating inquiry in ways that stretch even the most advanced learners. Training from the Buck Institute for Education focuses on designing PBL units that embed depth and complexity, fostering environments where academically gifted students are regularly asked to synthesize, evaluate, and create rather than simply recall.

Further, the comprehensive academic and functional needs assessment enables the identification of not just academic talents but also unique social-emotional needs common among academically gifted students. This approach aligns with the expectations outlined in the *2024 NC Gifted Program Standards*, particularly around student growth and comprehensive services.

As a result of this unique approach, academically gifted students at the school are expected to demonstrate growth and mastery that exceeds the norm—even under North Carolina's accountability framework, which is a rarity among schools that directly serve high-ability learners.

10.3. 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 education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149. Identification and Records 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.



As part of the school's standard enrollment process, all families will be asked to indicate whether their child has previously received special education services or has a current Individualized Education Program (IEP) or Section 504 Plan. This initial self-reporting step helps initiate early coordination of services. In addition, the Student Services Director will work in close partnership with the Exceptional Children's (EC) Coordinator to review all incoming student records as they are received from prior schools. This review ensures timely identification of any students with existing IEPs or 504 Plans.

Once a student with a documented plan is identified, the EC Coordinator will promptly notify the Student Services Director, instructional staff, and administrators to ensure that appropriate supports and accommodations are implemented without delay. The EC Coordinator will oversee all records requests and ensure receipt of necessary documentation through secure channels, including ECATS and official request forms. Together, the Student Services Director, EC Coordinator, and classroom teachers will ensure a seamless transition of services and support, aligned with each student's individual needs.

Q150. 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. Include how the school will avoid misidentification of special education students.



In alignment with the federal *Child Find* mandate, the school will actively seek to identify, locate, and evaluate students who may be eligible for special education services. Referrals for potential evaluation may come from classroom instructors, school administrators, or a student's parent or guardian when concerns about a student's academic, behavioral, or developmental progress arise.

Once a referral is made, the student will be brought to the attention of the school's Exceptional Children (EC) team, which includes the EC Coordinator, instructional staff, and the Director of Student Services. This team will collaborate to review the student's academic performance, classroom observations, and other relevant information. With input and consent from the family, the EC team may recommend either the implementation of targeted, research-based interventions or move forward with a formal evaluation process.

If interventions are selected, the student's progress will be closely monitored over a defined period. Should those strategies prove ineffective in addressing the student's needs, the EC team will reconvene to consider the appropriateness of a comprehensive evaluation to determine eligibility for special education services. These evaluations will be conducted by qualified professionals, either in-house or through contracted service providers, in accordance with federal and state regulations.

Throughout every stage of this process, families will be engaged as active partners, receiving consistent updates, opportunities for input, and formal notifications as required. To prevent misidentification, the school will ensure that decisions are based on a wide range of data points—including cultural, linguistic, and environmental considerations—and that evaluations are administered in the student's native language or mode of communication whenever appropriate. The EC team will continue to monitor and support students identified as needing specialized services and will reassess needs periodically to determine ongoing eligibility.

To support accurate identification and prevent the over- or under-identification of students for special education services, the school will provide ongoing professional development for all staff. Training will include recognizing early academic and behavioral indicators, understanding the impact of trauma, cultural background, and language differences, and distinguishing between a lack of exposure and a true learning disability. By equipping teachers and staff with tools to identify needs appropriately and without bias, the school aims to ensure that all referrals are thoughtful, data-informed, and in the best interest of the student. The EC Coordinator and Director of Student Services will lead this training in partnership with qualified specialists, reinforcing a school-wide culture of early intervention.

Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**



The Proposed School will maintain all student records with the highest standards of confidentiality, security, and compliance, particularly those pertaining to students receiving services under an Individualized Education Program (IEP) or Section 504 Accommodation Plan. These procedures are aligned with North Carolina Department of Public Instruction (NCDPI) guidelines outlined in the Exceptional Children (EC) and Testing and Accountability handbooks.

1. Requesting Records from Previous Schools

Once a student is officially enrolled and all required enrollment documents have been submitted, the EC Coordinator or designated school official will initiate formal records requests to the student's prior school. This includes any existing IEPs, evaluation reports, 504 Plans, eligibility determinations, and service documentation. Records will be requested using secure, FERPA-compliant procedures, and any follow-up communication will be handled with appropriate confidentiality protocols in place.

2. On-Site Record Confidentiality

All EC and 504-related records will be stored in a secure, designated room on campus, accessible only to authorized personnel. These records will be kept in locked, fireproof filing cabinets clearly labeled for special education and 504 documentation. Under no circumstances are records to be removed from this secured room, and copies of EC or 504 documentation may not be made or distributed without express written consent from the parent or guardian and in accordance with FERPA. Staff who need access to these records must first be trained in student privacy laws and school protocols. Viewing of records will take place on-site and under supervision to ensure confidentiality is upheld at all times.

3. On-Site Record Compliance

The Director of Student Services, in collaboration with the EC Coordinator, will serve as the primary record custodians and ensure that all EC and 504 records are properly organized, up to date, and maintained in compliance with federal, state, and local regulations. Regular internal audits will be conducted to ensure that timelines, documentation requirements, and service tracking are accurate and complete. All staff involved in the delivery of accommodations or services will be made aware of relevant portions of a student's IEP or 504 Plan, in a manner consistent with privacy and need-to-know principles.

Q152. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



The Proposed School is committed to meeting the diverse learning needs of students with disabilities—whether mild, moderate, or severe—by providing a high-quality education in the least restrictive environment (LRE), as outlined in the Individuals with Disabilities Education Act (IDEA). Instructional practices are grounded in evidence-based methodologies that prioritize inclusion, differentiation, and fair access to the curriculum.

The gradual release framework (*I do, we do, you do*) allows teachers to explicitly model concepts and skills, engage students in collaborative practice, and gradually release responsibility to promote independence. This approach is particularly effective for students with mild to moderate disabilities, as it offers consistent scaffolding, predictable routines, and timely feedback—all key components of successful inclusive instruction.

In addition to direct instruction, the integrated PBL provides authentic, real-world learning opportunities that encourage collaboration, creativity, and multiple modes of engagement. Students with disabilities benefit from the flexible nature of PBL, as it allows for differentiated roles, varied pathways to understanding, and alternative methods for demonstrating mastery. These practices ensure that all students can access the curriculum in ways that reflect their strengths and accommodate their challenges.

For students with more significant disabilities, instruction is tailored through a collaborative model involving general educators and instructional staff, the EC Coordinator, and the Director of Student Services. Adaptations, accommodations, and modifications are implemented as needed to support access and engagement. Services will be delivered through push-in support and co-teaching models, reinforcing least restrictive practices while allowing students to remain with their peers. When necessary, pull-out services and individualized instruction will be provided in alignment with each student's IEP, with a strong emphasis on maintaining the least restrictive environment.

The Proposed School will also utilize a range of additional supports to meet the unique needs of students with disabilities, including visual schedules, assistive technology, positive behavior interventions and supports (PBIS), and regular progress monitoring. Social-emotional learning and peer support structures are embedded into classroom culture to promote belonging, empathy, and positive interactions across all learners.

By integrating structured, explicit instruction with hands-on, inquiry-driven learning, and by fostering a collaborative culture among instructional and support staff, the Proposed School will ensure that all students—regardless of ability—are provided the opportunities to thrive academically and socially within a supportive learning community.

Q153. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



The Institute for the Development of Young Leaders- Wake is fully committed to meeting the needs of all enrolled students, including those with disabilities, and to ensuring that every child has an equal opportunity to reach their full academic and developmental potential. In accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable North Carolina Department of Public Instruction (NCDPI) guidelines, the school will provide a full continuum of services and supports to meet the diverse needs of students with documented disabilities.

Students identified through an Individualized Education Program (IEP) or a Section 504 Plan will have access to specialized educational programming, accommodations, and related services in accordance with their plans. These services may include, for example, speech-language therapy, occupational therapy (OT), physical therapy (PT), counseling, and behavioral or psychological support. All services will be provided by qualified personnel, either directly by school staff or through contracted professionals, and will be delivered in a timely, confidential, and student-centered manner.

To ensure meaningful access to the general education curriculum, the Proposed School will utilize least restrictive instructional practices that support differentiation and universal access. Students with disabilities will be educated alongside their non-disabled peers to the greatest extent appropriate, with necessary accommodations, modifications, and assistive technologies provided to support engagement and achievement. Instructional strategies such as co-teaching, small-group interventions, and scaffolded support will be implemented by the general education teacher in partnership with the Exceptional Children (EC) Coordinator and the Director of Student Services.

The Proposed School will uphold each student's right to a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), as defined by IDEA and interpreted by NCDPI. Placement decisions will be individualized, based on the student's unique needs and documented evaluations, and reviewed regularly by the IEP or 504 teams. The Proposed School will convene these teams in a timely manner to ensure plans remain responsive and legally compliant.

Comprehensive training will be provided to general education and EC staff to support effective implementation of accommodations and modifications in the classroom. The Proposed School will also maintain open and ongoing communication with families, ensuring that parents are full participants in all stages of planning, decision-making, and progress monitoring.

By offering a continuum of services and embedding inclusive practices into every facet of school life, the Institute for the Development of Young Leaders- Wake affirms its commitment to ensuring that no child is excluded from appropriate educational offerings, and that all students—regardless of ability—are supported in accessing and succeeding in the general education curriculum.

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



In partnership with families, teachers, and specialized staff, the Proposed School will establish robust systems and safeguards to ensure that students with disabilities are not only included in the educational setting, but are meaningfully engaged, supported, and empowered to thrive.

The foundation of the Proposed School's approach to FAPE lies in its commitment to delivering personalized and data-informed instruction in the LRE. Students will receive individualized support aligned with their unique needs, documented through an IEP or a Section 504 Plan. These plans will be developed, reviewed, and updated in collaboration with parents or guardians, designated advocates, the EC Coordinator, general and special education teachers, and the Director of Student Services as well as school leadership.

A full continuum of services will be available to meet the academic, social, emotional, and physical needs of students with disabilities. These services include, but are not limited to, speech-language therapy, occupational and physical therapy, behavioral support, counseling, academic intervention, and assistive technology. The school will utilize both in-house staff and qualified contracted professionals to deliver these services with fidelity and in alignment with state and federal regulations.

Instruction will be guided by a gradual release model, allowing students to receive explicit instruction, guided practice, and independent application of new skills. This model, combined with PBL and principles of Universal Design for Learning (UDL), ensures that students with disabilities have access to rigorous and engaging curriculum in ways that honor multiple modes of learning and expression.

To support implementation, general education teachers will work closely with the EC Coordinator and Director of Student Services to apply accommodations, modifications, and behavioral supports within the general education classroom. When required by a student's IEP, pull-out instruction or small group sessions will be arranged, always with the goal of returning students to the least restrictive environment as soon as appropriate.

In sum, the framework for ensuring FAPE is rooted in a culture of evidence-based practice. Through structured instructional models, personalized services, interdepartmental collaboration, and a deep commitment to legal compliance, the Proposed School will uphold the rights of students with disabilities and ensure they receive the high-quality education they deserve.

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



Implementation of each student's IEP will be monitored consistently to ensure services are delivered with fidelity and progress is documented as required under the Individuals with IDEA and NCDPI EC policies. Progress toward IEP goals will be tracked through regular classroom observations, formative assessments, and service logs maintained by the EC team. Parents, general education teachers, and related service providers will receive timely updates on student progress through quarterly progress reports, and will be invited to participate in annual IEP meetings or any necessary revisions. All required team members—including the school leadership, EC Coordinator, classroom teachers, parents or guardians, and the Director of Student Services—will receive prior written notice for IEP meetings and decisions.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The Proposed School will utilize both in-house staff and qualified contracted professionals to deliver related services with fidelity and in alignment with state and federal regulations. Services such as speech-language therapy, occupational therapy, and physical therapy will be provided through a combination of school personnel and a trusted external provider with a strong track record of supporting charter schools. Oversight by the EC Coordinator and Director of Student Services will ensure that all services are delivered in a timely manner and meet the individualized needs outlined in each student's IEP or 504 Plan.

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.



The Proposed School will establish rigorous and measurable performance standards ensuring high levels of academic achievement for all students, with particular emphasis on accelerated growth, long-term grade-level proficiency, and successful outcomes for historically underserved populations. These performance standards serve as benchmarks for student success and guide instructional decision-making, intervention planning, and overall school improvement.

1. Accelerated Academic Growth (All Students):

Each student is expected to demonstrate significant academic progress annually. Specifically, a minimum of 85% of students will meet or exceed 150% typical annual growth in both reading and math, as measured by the i-Ready diagnostic assessments administered at the beginning (BOY) and end (EOY) of each school year. This high-growth expectation reflects the school's commitment to moving all students forward, regardless of their starting point.

2. Grade-Level Proficiency Over Time (Continuously Enrolled Students):

Students who are continuously enrolled for three or more consecutive years are expected to achieve grade-level proficiency by the end of their third year. At least 85% of such students will score at or above grade level in reading and math based on a combination of i-Ready diagnostic data, standards-based internal summative assessments, and/or state-mandated End-of-Grade (EOG) assessments. This standard ensures that long-term enrollment results in measurable academic readiness and mastery of grade-level content.

3. Competitive Proficiency for Underserved Students:

At least 50% of economically disadvantaged students will demonstrate proficiency on state EOG assessments, with at least 25% of these students meeting college and career readiness benchmarks. Additionally, the Proposed School's performance for these subgroups will meet or exceed the average proficiency rates of nearby district schools with similar student demographics.

Implementation and Monitoring:

To meet these performance standards, the Proposed School will:

- Administer the i-Ready diagnostic three times annually to monitor growth and guide instructional planning.
- Implement a robust Multi-Tiered System of Support (MTSS) to provide differentiated interventions for students needing additional academic support.
- Provide teachers with continuous professional development in the areas of data analysis, targeted small-group instruction, and standards-aligned curriculum.
- Conduct quarterly academic performance reviews with the school's governing board to ensure consistent progress toward all academic goals.

Together, these standards and strategies ensure that the Proposed School remains focused on both individual student growth and broader school-wide academic excellence, with a particular focus on equity and long-term success for all learners.

Q158. 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 addition to state and federally mandated assessments, the Proposed School will employ a strategic suite of adaptive tools and instructional assessments to ensure a comprehensive understanding of each student's academic progress and functional needs.

1. i-Ready Diagnostic (Reading and Math):

The i-Ready Diagnostic will be administered three times per year—at the beginning (BOY), middle (MOY), and end (EOY) of the school year—to assess student performance in both reading and math. This adaptive assessment identifies each student's strengths and areas for growth by measuring skills across multiple domains, providing detailed insights relative to national norms and expected growth benchmarks. The results allow teachers to tailor instruction, create differentiated groups, and assign targeted online lessons. Progress monitoring is built into the platform, enabling teachers to track improvement and adjust support throughout the year.

2. i-Ready Curriculum-Based Unit Assessments (Reading and Math):

In addition to the diagnostic, students will participate in ongoing i-Ready curriculum-based unit assessments in reading and math. These assessments are aligned to the instructional content and are administered at the end of each instructional unit. They provide timely feedback on student mastery of specific standards and concepts, allowing teachers to identify learning gaps, reteach when necessary, and inform small group or individual instruction. These unit-level assessments help ensure that instruction remains responsive and standards-aligned throughout the year.

3. Comprehensive Academic and Functional Needs Assessments:

At the start of the school year—and upon enrollment—each student will complete a holistic academic and functional needs assessment. This process includes baseline data collection from i-Ready, teacher-led skills inventories, learner profile surveys, and, where appropriate, social-emotional screeners through a comprehensive survey sent to each parent with appropriate follow up as needed. These data points help establish personalized learning plans and inform tiered supports under the school's MTSS framework.

4. NC Check-Ins Benchmark Assessments:

The school will also implement NC Check-Ins aligned with state standards and pacing guides to ensure students are on track for success on EOG and other summative assessments. These benchmarks will be administered per the schedule provided by the Office of Testing and Accountability and reviewed as part of instructional data cycles.

Using Data to Drive Instruction and Improve Curriculum

The data collected through these tools will be used in a multi-tiered system to directly impact classroom instruction and school-wide academic strategy:

- **Targeted Grouping and Differentiation:** Teachers will use assessment data to form flexible small groups, assign scaffolded tasks, and provide interventions or extensions as needed.
- **Instructional Planning and Pacing Adjustments:** Weekly instructional planning will incorporate real-time student data, allowing educators to adjust scope, sequence, and modality of instruction to ensure mastery.
- **Intervention & Acceleration:** MTSS teams will review i-Ready growth data, formative performance, and needs assessments to assign students to appropriate intervention tiers. Advanced learners may



receive enrichment or accelerated PBL tracks.

- **Curriculum Refinement:** Instructional leadership and teacher teams will engage in regular data reviews and curriculum audits. These meetings will identify gaps in standard alignment, opportunities for interdisciplinary PBL integration, and trends that suggest adjustments to materials or pacing.

Stakeholder Communication: Student progress reports will include diagnostic growth, formative performance, and project outcomes. Families will be engaged in conferences focused on progress toward individualized learning goals as well as the monthly school newsletter, quarterly classroom newsletter, Class Dojo, as well as through the school-wide communication platform (Call Multiplier).

Q159.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.



The Proposed School will replicate the Flagship School's comprehensive and standards-aligned promotion policy to ensure students are advancing only when they have demonstrated the academic, social, and developmental readiness required for success in the next grade. Promotion decisions will be based on multiple factors, including academic performance, mastery of grade-level standards, diagnostic and formative assessment data, classroom performance, attendance, and overall student growth. The policy is designed to support the long-term success of all students, including those with special needs, by ensuring standardized expectations and individualized support. *The flagship school's full Promotion and Retention Policy is attached to this application for reference.*

Students with IEPs, 504 Plans, or identified learning needs will be considered for promotion in alignment with their individualized goals and accommodations. The school's Student Support Team (SST), including the EC coordinator and instructional staff, will collaborate to ensure that promotion decisions for these students are grounded in both data and a deep understanding of each student's learning profile. These decisions will reflect whether students have made meaningful progress relative to their personal goals and growth trajectories.

Promotion criteria will be communicated clearly and proactively to families at the start of each school year through the Family Handbook, annual orientation sessions, and teacher newsletters. Throughout the year, teachers will hold regular conferences and share progress monitoring data to keep parents informed of their child's trajectory toward promotion benchmarks. In the case of students at risk for retention, intervention meetings will begin as early as midyear to allow ample time for targeted supports to be implemented.

Teachers and instructional staff will use a wide range of assessment tools—including i-Ready diagnostics, classroom-based assessments, and project-based learning rubrics—to inform promotion decisions. End-of-year decisions will be reviewed by the school leadership team to ensure consistency, fairness, and alignment with schoolwide standards. Students who do not meet promotion criteria may be recommended for retention, summer intervention, or conditional promotion with additional supports.

This policy supports the proposed school's commitment to high expectations, transparency, and individualized learning. It also ensures that all families are aware of the standards required for their child's success, while providing multiple opportunities for support and intervention along the way.

Applicant Evidence :



ACADEMIC STANDAR...

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by **Alicia Soto**

Bazemore



Q160. 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 students at risk of dropping out.

The Proposed School will adopt the Flagship School's high expectations for student achievement by implementing clear exit standards that define what students in the final grade served must know and be able to do before graduating. These exit standards are rooted in a mastery-based framework and reflect a holistic view of student readiness, encompassing academic proficiency, project-based learning competencies, and essential habits of work and learning.

Students must demonstrate mastery of grade-level standards in core content areas—ELA, math, science, and social studies—through a combination of diagnostic data (e.g., i-Ready), summative assessments, and performance-based tasks embedded within project-based learning units. In addition to academic benchmarks, students will also be expected to showcase competencies in critical thinking, communication, collaboration, and self-directed learning. These competencies will be evaluated through a final portfolio and a capstone project that synthesizes their learning and reflects personal growth.

For students with special needs, graduation and exit standards will be adapted in accordance with their IEP goals. The Student Support Team will ensure that each student's path to graduation is appropriately scaffolded while maintaining the school's overall academic expectations. These students will also complete individualized portfolio components that reflect progress toward their specific learning outcomes.

To support students at risk of dropping out, the Proposed School will implement an early-warning system using academic, attendance, and behavioral data. Intervention strategies may include personalized learning plans, mentorship, counseling, and increased access to real-world learning opportunities that connect school to career interests. The leadership and student support teams will collaborate to provide these students with the resources, relationships, and flexibility they need to meet graduation requirements and re-engage in meaningful learning.

By the time students exit, they will have developed not only academic proficiency but also the confidence, independence, and problem-solving skills necessary to thrive in high school and beyond. These clear and consistent exit standards will serve as both a culmination of their educational journey and a launchpad for future success.

10.5. School Culture and Discipline

Q161. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



Culture and Ethos

The proposed replication of the Institute for the Development of Young Leaders in Wake County will uphold the same deeply rooted commitment to academic excellence and holistic development that has guided the success of the Flagship School in Durham. The school's culture is intentionally designed to serve historically underserved students—particularly those from economically disadvantaged backgrounds—through a learning environment that is relevant, empowering, and student-centered.

Grounded in culturally responsive and trauma-informed practices, the school will prioritize trust, autonomy, and a strong sense of belonging. Every student will be viewed as a capable learner and emerging leader, with the expectation that they will rise to the challenge of rigorous academics when supported by meaningful relationships and responsive instruction.

The ethos of the school is captured in the acronym IDYL, which stands for Integrity, Determination, and a Yearning to Learn. These values are intentionally cultivated in every student and embedded into the school's daily practices—academics, behavior systems, leadership development, and community engagement. By centering character and purpose alongside academic achievement, the school empowers students to become resilient, intellectually curious, and emotionally literate 21st-century leaders.

Promoting a Positive Academic Environment

The Proposed School will implement a high-expectations, high-support model that addresses both academic and non-academic barriers to student success. The learning environment will be structured to ensure that all students feel physically and emotionally safe, intellectually stimulated, and supported in their growth.

Classroom instruction will be grounded in data-informed practices and tailored to meet students where they are, while simultaneously promoting deep critical thinking and problem-solving skills. Teachers and staff will be trained to understand the systemic inequities that have historically impacted marginalized communities and to design learning experiences that reflect and affirm students' cultural identities. These strategies—combined with small class sizes, personalized learning, and robust support services—will cultivate a strong foundation for academic achievement.

Reinforcing Intellectual and Social Development

In alignment with the Flagship School, the Proposed School will maintain a whole-child approach that nurtures both intellectual and social-emotional development. Advisory structures, leadership opportunities, and intentional community-building practices will reinforce positive identity formation, emotional intelligence, and interpersonal skills.



Social-emotional learning will be embedded into daily routines and curriculum, and students will be encouraged to develop a strong sense of purpose and civic responsibility. Through real-world learning experiences and community partnerships, students will engage in meaningful, project-based learning that connects academic content with their lived realities and aspirations.

By replicating the core principles of the Flagship School, the Proposed School will offer a transformative educational experience for Wake County students that prepares them to thrive academically and lead with confidence in an ever-changing world.

Q162. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



The Flagship School has earned a strong reputation throughout the RTP region for its innovative academic model, child-centered holistic practices, and transformative impact on student development. This reputation has played a significant role in the rapid and enthusiastic support for replicating the model in Wake County. The Founding School's culture—built on trust, belonging, and high expectations—is firmly established and widely recognized as a key driver of its success. It is this deeply rooted and replicable culture that will serve as the foundation for the Wake County campus.

The Proposed School's leadership team understands that culture is not merely aspirational—it must be deliberately cultivated, embedded in daily practice, and owned collectively by staff, students, families, and the broader community. To that end, the following plan outlines how the Proposed School's culture will be created, implemented, and sustained from the first day of school, as well as how students entering mid-year will be fully integrated into the school community.

Creating and Implementing Culture from Day One

1. Pre-Opening Summer Programming

- **Staff Onboarding and Summer Institute**

All staff members will engage in a multi-week Summer Institute focused on the school's mission, values, and proven instructional and relational practices. Training will emphasize cultural responsiveness, trauma-informed teaching, social-emotional learning (SEL), restorative practices, and collaborative team culture.

- **Leadership Team Development**

School leaders will be prepared to model, monitor, and reinforce cultural expectations through distributed leadership practices, strategic planning, and coaching cycles that promote coherence and accountability.

- **Family Orientation and Engagement**

Before the school year begins, families will participate in structured orientation events to build relationships, understand expectations, and begin forming a shared sense of community responsibility. Community/home visits will also be conducted.

2. Student Orientation and Community Building

- **Founding Week Experience**

The first week of school will focus on community-building, SEL instruction, and explicit teaching of school values, routines, and expectations. Students will engage in activities that reinforce a sense of agency, belonging, and shared responsibility for a positive school culture.

- **Advisory Program Launch**



A robust advisory model will connect each student to a consistent adult advocate and small peer group. Advisory will serve as the central structure for SEL, academic monitoring, and leadership development.

3. Embedding Culture into Daily Practice

- **Daily Routines and Rituals**

Practices such as morning meetings, restorative circles, and school-wide events will reinforce core values and community cohesion.

- **Professional Collaboration**

Weekly professional learning communities (PLCs) and culture walkthroughs will ensure staff alignment and continued professional development around instructional equity and cultural competence.

- **Family Partnerships**

Consistent, two-way communication with families will be complemented by monthly Family Leadership Nights, opportunities for shared decision-making, and inclusive school events that deepen trust and investment.

- **Ongoing Professional Development**

Consistent professional development will equip staff with the tools, mindset, and shared language needed to consistently model and cultivate integrity, determination, and a yearning to learn in every aspect of the school community.

Acculturating Mid-Year Entrants

Recognizing the importance of consistency and connection, the school will implement a Mid-Year Acculturation Protocol to ensure that students who enroll after the school year has begun are fully supported.

1. Welcome and Orientation

New families will participate in an onboarding meeting with a designated staff member to review school expectations, complete a holistic intake, and establish an individualized support plan.

2. Peer Buddy System

Each new student will be paired with a trained peer ambassador to support their social integration and help them learn school routines and community norms.

3. Staff Check-Ins

Advisors and teachers will monitor new students closely during the transition period, conducting regular check-ins and coordinating academic or social supports as needed.

4. Family Integration

New families will be invited to join monthly New Family Circles to build connections with leadership and the broader parent community, ask questions, and receive ongoing orientation to school life. Home visits will be conducted prior to the student's first day.



By grounding the Wake County replication in the established cultural framework of its Flagship School, and by intentionally investing in staff, students, and families from the outset, the proposed school is well-positioned to cultivate a thriving, inclusive, and mission-aligned community from day one.

Q163. Provide a brief narrative that delineates 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. 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 regard 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.



Student Code of Conduct

At the proposed charter school, student conduct will be governed by a system grounded in respect, accountability, and restorative practices. This aligns with the school's mission to foster a supportive learning environment, promoting both academic and social growth. The school is committed to teaching students how to manage their behavior, resolve conflicts constructively, and interact respectfully with peers and adults. *The flagship school's full Code of Conduct is attached to this application for reference.*

Promoting Effective Discipline

Disciplinary practices will focus on proactive approaches, including:

- Restorative Circles to address conflicts and repair relationships.
- Positive Behavioral Interventions and Supports (PBIS) to reinforce expected behaviors.
- Social-Emotional Learning (SEL) to help students develop key interpersonal skills.
- Clear Expectations communicated consistently by staff to encourage accountability.

These practices aim to prevent misconduct and ensure students understand the impact of their actions.

Offenses Leading to Suspension or Expulsion

The following behaviors may result in suspension or expulsion:

- Disruptive Behavior impeding learning or disrespecting others.
- Physical Aggression including fighting or bullying.
- Verbal Harassment or threats toward others.
- Substance Abuse or possession of drugs or alcohol.
- Vandalism or destruction of property.
- Sexual Harassment making others feel unsafe.
- Weapons Possession or bringing dangerous items to school.

Restorative practices and interventions will be explored before suspension or expulsion to address these behaviors.

Consideration of Students with Disabilities

In compliance with IDEA and Section 504, the school will ensure that students with disabilities receive appropriate accommodations and services during disciplinary actions. If the misconduct is related to the student's disability, the school will work with the IEP or 504 team to determine an appropriate course of action and ensure educational services continue during suspension.

Due Process and Grievance Policy



The school will provide clear due process procedures:

- Written Notice of charges and proposed actions.
- Hearing or Meeting for students to present their side before discipline is applied.
- Appeal Process for families to contest disciplinary decisions.
- Grievance Procedures to address concerns regarding fairness.

The Proposed School is committed to fostering a school culture rooted in transparency, trust, and continuous improvement. Recognizing that a strong, communicative partnership between families and school staff is vital to student success, responsive, respectful dialogue when addressing concerns or conflicts is highly valued. In the event that a student or parent believes that a decision made by school personnel has adversely affected them, the Proposed School will provide a structured grievance procedure designed to ensure fairness, accountability, and resolution in a timely manner. *This will replicate the Flagship School's existing Grievance Policy which is attached to this application for reference.*

The grievance policy offers both informal and formal options for resolving concerns. Families are encouraged to pursue informal resolution first, through open communication with school staff or administrators. Should informal resolution prove unsatisfactory, or should the nature of the complaint warrant formal review, the grievance policy provides a clearly defined path for appeal. Grievances may be submitted in writing to the school principal and, if unresolved, escalated to the CEO and ultimately to the board of education in accordance with the school's board-approved policy. This process includes safeguards such as confidentiality, protection from retaliation, and the option to be represented by a third party.

Addressing student and parent concerns in a respectful and timely manner strengthens relationships and builds trust in the school community.

Applicant Evidence :



IDYL_GrievancePolicy...

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by **Alicia Soto**
Bazemore



IDYL-Code-of-Conduc...

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by **Alicia Soto**
Bazemore



10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q165. Explanation (optional):

Goodall Consulting has worked with many other charter applicants and some of the work on other applications may have been used in this application to ensure that best practices are used for the charter school application.



11. Governance and Capacity

11.1. School Governing Body

Q166. [Organization Street Address \(if you have one\)](#)

- [On the Organization Information page, you already provided the mailing address.](#)

11.2. Governance

The private nonprofit corporation or municipality 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.

Q167. [Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.](#)

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources



Initial Members of th...

Applicant Evidence :



IDYL-Wake Initial Me...

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by **Alicia Soto**

Bazemore

Q168. [Describe 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.](#)



Governance of the school is the direct responsibility of the Board of Directors of the Institute for the Development of Young Leaders – Wake, whose central mission is to ensure the academic success and well-being of its students. The Board holds ultimate authority over all aspects of the school's operations, including financial oversight, personnel decisions, academic programming, and facility management. It will be composed of 5 to 10 members, including individuals with relevant experience serving the target student population in various professional capacities.

The Board will provide strategic leadership through policy development and oversight, delegating day-to-day operational responsibilities to the school principal. While the Board may form committees as needed, this will be done in accordance with procedures outlined in the school's bylaws.

The hiring process for the school principal will begin with a formal job posting on the school's website and other relevant hiring platforms. The Board will review applicants and identify those who meet the qualifications and expectations aligned with the school's mission and vision. A hiring committee—comprised of the principal of the Flagship School and select instructional staff—will conduct screening interviews with the qualified applicants designated by the Board. Following these screeners, the hiring committee will submit their top recommendations to the Board for final interviews. This process will be conducted in a timely and efficient manner to ensure a strong leadership foundation for the school.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.

The governing board is currently composed of six founding members. This size ensures a balance and variety of perspectives while maintaining the efficiency and cohesion necessary for effective governance. The desired composition includes individuals with different professional backgrounds and lived experiences in education, public health, nonprofit leadership, finance, data systems, and community outreach—ensuring the board is well-equipped to support and oversee all aspects of the school's development and operations.

The board's primary responsibilities include setting the school's strategic direction, ensuring fiscal sustainability, maintaining compliance with all legal and regulatory obligations, and monitoring academic and organizational performance. The board will also be responsible for hiring, supporting, and evaluating the school leader, adopting and upholding school policies, and serving as a steward of the school's mission and long-term success.

As the school grows, the board will prioritize intentional recruitment to maintain a well-rounded mix of expertise, with a focus on securing members who have experience working with the community the school serves. This ensures that board decisions remain grounded in the needs and aspirations of students, families, and staff while upholding the highest standards of accountability and transparency.

Q170. Describe the founding board's individual and collective qualifications for



implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



Christy A. Walker

Christy Walker brings a wealth of expertise in school leadership and administration, particularly through her work in higher education access and disability services. Her leadership in programs supporting students with disabilities ensures a strong foundation for successful school practices and systems. Christy's knowledge of compliance and legal requirements, as well as her deep understanding of diverse learning needs, will be critical in shaping the school's curriculum and instructional practices. Additionally, her experience with parent and community engagement programs provides insight into creating supportive partnerships for families.

Latoya Williams

Latoya Williams has demonstrated exceptional capacity in school leadership and community involvement through her background in mental health, human services, and youth support. Her leadership experience will be invaluable in driving the school's performance management systems, ensuring that the needs of at-risk students are prioritized and that the school remains focused on continuous improvement. Latoya's work in youth intervention programs equips her with the skills to support students facing behavioral or socio-emotional challenges. Furthermore, her expertise in community outreach will be crucial in fostering strong relationships with parents and local organizations.

René McKenzie

René McKenzie brings a strong background in operations, data management, and quality assurance that will significantly support the school's leadership and administrative functions. As a Business Systems Analyst at Blue Cross Blue Shield of North Carolina, René has successfully managed complex data systems, identified and rectified inaccuracies, and ensured compliance with strict deadlines and audit standards. Her experience leading quality improvement initiatives and mentoring less experienced team members will be invaluable as the school establishes its operational systems and performance management frameworks. René's capacity for detailed analysis and process optimization ensures that the school will implement data-driven decision-making in areas such as academic performance, student services, and community engagement. Additionally, her work in cross-functional collaboration and documentation will help the board in establishing clear procedures for governance and daily school operations. She is also a parent of a student at the flagship campus, intentionally recruited to ensure that the parent voice is represented at the leadership level. Her unique perspective helps the board stay grounded in the day-to-day realities and priorities of families, while also strengthening trust and transparency within the school community. This connection between governance and family experience enhances decision-making and reinforces the board's commitment to serving students and families with empathy and accountability.

Dr. Jennifer Rounds-Bryant

Dr. Jennifer Rounds-Bryant's experience in behavioral health and data-driven youth intervention positions her as an expert in performance management and ensuring that students receive the support they need to succeed. Her background in youth justice systems and behavioral health will



guide the development of a responsive, adaptive school environment focused on behavioral and academic outcomes. Dr. Rounds-Bryant's approach to integrating student health, well-being, and academic performance will be key in curriculum development, ensuring that the school's instructional methods support diverse learners and meet the needs of at-risk students.

Jasmine Benner

Jasmine Benner brings a unique combination of research experience, public health expertise, and leadership in community health initiatives that will significantly enhance the school's capacity for responsive education and community engagement. Her background in public health education, especially through her work with historically underserved populations, will be essential in shaping the school's approach to health and wellness for all students, including those with health disparities. Jasmine's leadership in conducting research on vaccine hesitancy and health disparities in underserved communities aligns with the school's mission. Furthermore, her experience in grant writing, data analysis, and health promotion will contribute to the development of policies and programs that support the holistic well-being of students. Jasmine's leadership roles in various student organizations and her hands-on experience with historically underserved communities make her a strong advocate for access to high-quality education for all students.

Dr. Christopher L. Edwards

Dr. Christopher L. Edwards, with his extensive background in neuropsychology, chronic pain management, and medical research, brings a unique perspective to school leadership, particularly in the area of performance management and support for students with chronic health conditions or mental health needs. His focus on historically underserved populations in clinical trials aligns with the school's mission to provide high quality educational opportunities for all students, especially those who are economically disadvantaged. Dr. Edwards' knowledge of behavioral health and his strong advocacy for health will ensure that the school remains committed to supporting students' emotional and cognitive development, while his research experience will help inform evidence-based practices for school leadership and instructional design.

Collective Qualifications

Together, the founding board has a robust mix of expertise that spans school leadership, special education, curriculum and instruction, behavioral health, business & operations, systems management, public health, and community engagement. This array of experience ensures that the school design is grounded in evidence-based practices and focuses on academic achievement as well as social-emotional development. The collective qualifications of the board allow for strong governance, effective administration, and the creation of a curriculum that is responsive to the needs of all students, including those with disabilities and at-risk learners.

Q171. Explain how this governance structure and composition will help ensure that
1. The school will be an educational and operational success;



2. The board will evaluate the success of the school and school leader; and
3. There will be active and effective representation of key stakeholders, including parents.

The governing board's structure and composition are purposefully designed to support the academic and operational success of the school. While the board retains ultimate oversight and fiduciary responsibility, it entrusts the day-to-day operations to the principal, allowing school leadership the autonomy to manage instructional programming and school culture effectively. The board will focus on strategic direction, policy development, and long-term sustainability, using data-informed decision-making and consistent monitoring of school performance.

To remain well-informed and responsive, the board will receive regular, structured reports from the CEO and Principal. These reports will include updates on academic achievement, student engagement, and operational benchmarks. The board will also receive regular financial reports and analysis from the Treasurer ensuring fiscal health. The CEO and Principal will leverage input from various stakeholders—such as the School Improvement Team, parent advisory bodies, and school surveys targeting families, students, and staff—to guide continuous improvement and responsive governance.

The board will also stay active and engaged through regular site visits, participation in school events, and one-on-one conversations with students and teachers. This deep level of engagement allows the board to effectively evaluate the schools's performance and the school leader's impact, while also maintaining authentic representation of key stakeholders.

To ensure effective leadership evaluation, the board will implement a structured performance review process for the principal and CEO that aligns with measurable school goals. This evaluation will consider student outcomes, staff retention and culture, family engagement, and operational excellence.

Board members are committed to ongoing development through annual governance training focused on best practices. They will also uphold high standards of participation and engagement, with a clear goal of full attendance, compliance with State Board of Education requirements, and transparent decision-making.

Importantly, the board's composition and outreach efforts reflect a commitment to active stakeholder representation. By maintaining a community-rooted approach, the board ensures that families and local voices remain central to the school's vision, planning, and growth.

Q172.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?



The founding Board of Directors for the Institute for the Development of Young Leaders – Wake or Proposed School has its origins in 2012, when the initial charter application for the Flagship School was submitted. Since that time, the Board has functioned as a governing entity, providing long-term oversight, strategic planning, and leadership rooted in a strong commitment to the mission and vision of the school.

Board members have historically been recruited and selected through a combination of referrals from current board members and a formal application, review, and interview process. This approach ensures that each member brings a relevant professional background, a shared dedication to the school's goals, and the capacity to contribute meaningfully to its governance.

When vacancies arise, the Board initiates a targeted recruitment process that begins with internal referrals and outreach, followed by the submission of applications from interested individuals. These applications are reviewed and screened by current Board members, and qualified applicants are invited to participate in interviews. New members are selected by majority vote of the seated Board.

Vacant positions are typically filled within 60 days, though this timeline may be adjusted as needed to ensure a thoughtful and thorough selection process. This process allows the Board to maintain continuity, uphold its standards of governance, and ensure that the expertise of its members aligns with the evolving needs of the school and its student population

Q173. Describe the group's ties to and/or knowledge of the target community.



The founding board of the school is deeply embedded in the local community, bringing together a range of experiences that provide a comprehensive understanding of its needs, challenges, and strengths. With strong ties to local organizations, educational systems, healthcare, mental health, and public health initiatives, the board collectively possesses the knowledge and insight necessary to create a school that serves as a true community asset. This shared expertise ensures that the school will not only meet the academic needs of students but also foster a supportive and welcoming atmosphere for all families.

The board's extensive work within historically underserved and economically disadvantaged communities gives them a unique perspective on the challenges facing local students, especially those from special populations such as students with disabilities, students at risk of dropping out, and those facing behavioral or mental health challenges. Their experience with community health disparities, public health education, and youth development guarantees that the school will prioritize the well-being and success of every student, particularly those who may have been historically underserved.

Collectively, the founding board's deep ties to the local community, coupled with their varied professional backgrounds, ensures that the school will be a true reflection of the community's values and needs. The board members' extensive experience and connections within the community will guide the school's efforts to foster a nurturing, supportive, and collaborative environment where all students feel seen, valued, and empowered to thrive.

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

According to the bylaws of the Institute for the Development of Young Leaders – Wake or Proposed School, the Board of Directors meets on a monthly basis to ensure consistent oversight, strategic planning, and timely decision-making aligned with the school's mission and goals.

- Frequency: The Board will meet 12 times per year, on a monthly basis.
- Scheduled Day and Time: Meetings are held on the third Monday of each month at 6:00 PM.
- Format: Meetings are conducted in a hybrid format, offering both in-person and virtual attendance options.
- Location: The in-person meeting location is the location of the Flagship School, with virtual access provided via a secure online meeting platform.

Q175. 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.



All incoming board members will be required to complete a comprehensive Orientation Plan designed to build a strong foundation for effective governance. This plan includes an introduction to the school's charter agreement, relevant state laws and policies—including those set forth by the State Board of Education—and an overview of open meetings and public records requirements. New members will also be encouraged to engage with the school community by attending at least one event and spending time observing classroom instruction to gain firsthand insight into the student experience.

Ongoing development is a key expectation for all board members. Professional growth opportunities may include training through the Office of Charter Schools, sessions offered by NCAPCS, independent study of selected literature, work with experienced governance coaches, and participation in annual board retreats. A defined number of annual training hours will be required for each board member. This approach ensures that the board remains well-informed, unified in purpose, and equipped to provide high-quality oversight.

The board frequently makes site visits to the flagship school and will continue that to the proposed school. This will help them connect them to the day to day work that reflects the overall mission and reaffirm their commitment to the school and community.

Q176. 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.



The Board of Directors of the Institute for the Development of Young Leaders – Wake holds a fiduciary responsibility to act in the best interest of the school. Board members are expected to maintain the highest standards of ethics and integrity, avoiding conflicts of interest or fully disclosing them when they arise. Their conduct should reflect positively on the Board, the school, and its staff.

All Board members are required to sign a conflict of interest statement upon joining the Board and to disclose any actual or potential conflicts on an annual basis. If a conflict of interest arises—or even the appearance of one—the affected Board member must inform the Board prior to any discussion or vote on the matter. Likewise, it is the duty of fellow Board members to raise awareness of any potential conflicts involving another member, should they become aware of them. If the Board determines that a conflict exists, the involved member will be recused from participating in related discussions and votes.

A conflict of interest is defined as a circumstance in which a person's judgment or actions regarding their involvement with the school may be improperly influenced—or appear to be influenced—by a secondary interest. These secondary interests may be financial, professional, personal, or otherwise significant enough to impact objective decision-making.

To prevent and mitigate conflicts of interest, the Board will adopt and uphold policies that discourage such risks and will remain compliant with all applicable charter contract terms and state laws, particularly those related to Board relationships, nepotism, and staffing. Additionally, the Board will collaborate with its accountants and auditors to uphold strong internal controls and ensure all practices reflect sound governance and industry best practices.

Q177. Explain the decision-making processes the board will use to develop school policies.



The Board of Directors of the Institute for the Development of Young Leaders – Wake will engage in a thoughtful, informed, and collaborative decision-making process when developing and adopting school policies. The process begins when a Board member or the CEO identifies the need for a new policy or revision to an existing one and brings a formal recommendation to the full Board for consideration.

In evaluating the need and content for a policy, the Board will draw from a broad base of information. This may include expert guidance from the school's legal counsel, as well as input from various stakeholders such as parents, teachers, community members, and other members of the school community. The Board may also analyze a range of relevant data sources, including academic performance indicators (such as standardized test scores and student achievement data), survey feedback, suspension and incident reports, and community engagement metrics.

Prior to voting on any proposed policy, the Board will carefully review and deliberate on all available information and feedback. Board members are encouraged to bring forward innovative ideas and to exercise independent judgment in their decision-making. While consensus is valued, unanimity is not required; respectful disagreement and diverse perspectives are recognized as essential to a strong and effective governing body.

By fostering a culture of transparency, thoughtful deliberation, and comprehensive input, the Board will ensure that policies are aligned with the school's mission and responsive to the needs of its students and broader community—ultimately contributing to the health and success of the school.

Q178. 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.



Several advisory bodies and committees support the Board in fulfilling the school's mission and ensuring strong alignment between governance and operations. These groups work in partnership with the Principal and CEO to guide school improvement efforts, promote community engagement, and uphold high standards in hiring and curriculum design. Below is an overview of each advisory body, its roles, responsibilities, and reporting structure:

School Improvement Team (SIT)

The School Improvement Team is a collaborative leadership group led by the Principal and composed of administrators and teacher representatives from each grade level and department. This team is tasked with the ongoing development, evaluation, and revision of the School Improvement Plan. The SIT meets at least once per month and serves as a key source of insight and guidance regarding instructional programs, practices, and procedures. Members are responsible for gathering and analyzing data and providing informed recommendations to the Board of Directors through the Principal and CEO. Their work ensures that decisions related to teaching and learning are grounded in evidence and reflective of school-wide goals.

Parent Action Committee (PAC)

The Parent Action Committee is a vital part of the school community, consisting of parent officers, committee chairs, the Principal, and the CEO. The PAC is charged with organizing and supporting extracurricular, recreational, social, and community service initiatives for students and families. It works collaboratively with school leadership to foster strong parent-school partnerships and enhance the overall school culture. The PAC provides monthly reports to the Board, keeping them informed of parent-led initiatives and school-community engagement activities.

Hiring Committee

The Hiring Committee is composed of the Principal and selected teachers. This group plays a critical role in the hiring process by conducting initial screenings and evaluations of qualified applicants forwarded by the Board. The committee assesses candidates for alignment with the school's mission, vision, and organizational culture, ensuring that potential hires embody the values and instructional expectations of the school. After completing their screenings, the committee submits a list of recommended candidates to the Board for final interviews and decisions. This process is designed to be timely and thorough, maintaining both efficiency and a strong cultural fit.

Curriculum Committees

Curriculum Committees are formed to support the development, implementation, and



continuous improvement of the school's instructional programs. These committees are led by the Principal and include teachers, curriculum facilitators, and specialists such as the EC Coordinator and the ML Coordinator. Together, they evaluate academic content, instructional strategies, assessments, and interventions to ensure that the curriculum is rigorous, inclusive, and responsive to student needs. Recommendations and findings from these committees are reported to the Principal and CEO and may be elevated to the Board when policy decisions or significant program changes are required.

Together, these advisory bodies form a robust system of shared leadership and participatory decision-making. They enhance the school's ability to respond to the needs of its students and community while supporting the Principal and CEO in advising the Board of Directors and advancing the school's strategic goals.

PBIS/MTSS Committee

The PBIS/MTSS Committee serves as a key advisory body to support the board of directors in its governance of school climate, behavior intervention, and tiered academic and social-emotional support systems. This team will be led by the Principal and include a diverse group of staff members, including general and special education teachers, the EC and ML Coordinators, social worker, and other relevant support personnel. The PBIS/MTSS team will meet monthly to analyze school-wide behavioral and academic data, review intervention effectiveness, and recommend strategies that promote a positive, inclusive, and responsive learning environment for all students. The team will develop and refine school-wide systems that support Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), ensuring that all students' academic and behavioral needs are proactively addressed. Recommendations and updates from the PBIS/MTSS team will be reported to the school's leadership and shared with the board to inform policy, professional development priorities, and resource allocation.

TILT- Teacher and Instructional Leader Team

The Teacher and Instructional Leader Team (TILT) is an advisory body designed to strengthen the connection between school leadership and instructional staff. Composed of teacher representatives across grade levels and departments, TILT works in close collaboration with the Principal and CEO to provide real-time insight into instructional practices, staff culture, and professional needs. This team plays a critical role in fostering two-way communication, increasing buy-in for instructional changes or enhancements, and proactively identifying strategies to improve teaching and working conditions—well beyond end-of-year survey results. By consistently gauging the climate and morale of the school's employees, TILT helps school leadership address challenges early, support teacher growth, and promote a culture of trust and shared leadership. Insights and recommendations from TILT are shared regularly with the CEO and Principal and, as appropriate, may be used to inform presentations or



policy discussions with the board. The ultimate goal of TILT is to increase teacher retention and ensure instructional excellence through responsive and collaborative leadership.

Q179. Discuss the school's grievance process for parents and staff members.



Parents

The Proposed School is committed to addressing concerns and complaints from students and parents in a timely and effective manner, replicating the grievance procedure of the Flagship School. The school encourages the resolution of issues through informal means whenever possible but recognizes that formal processes may be necessary for certain complaints. Parents and students who are uncertain about how to proceed with a grievance can contact the Principal or CEO for guidance and access to relevant policies. The school seeks to resolve grievances efficiently, with specific timelines outlined for each stage of the process.

The grievance process begins with the submission of a written complaint detailing the issue, including the involved school personnel, relevant policies or laws, and the desired resolution. The grievance must be filed within 30 days of the issue arising, and the Principal will meet with the grievant to investigate the matter. A decision will be provided within 10 school days. If the grievant is dissatisfied with the Principal's response, they may appeal to the CEO within five days. The CEO will review the grievance and provide a written response within 10 days. If the grievance involves a violation of law or board policy, the grievant may appeal to the board for a final decision.

The school ensures that no retaliation will occur against those participating in the grievance process, and all meetings will be private. Legal representation is permitted if the grievant notifies the school in advance. The grievance process aims to uphold fairness and transparency, ensuring that all parties have an opportunity to be heard. The CEO or designee is responsible for providing effective notice of the procedure, and all records will be maintained according to state and federal law.

Staff Members

The Proposed School will adopt a staff grievance policy that mirrors the policy in place at the Flagship School, reflecting its commitment to a collaborative and communicative work environment. This policy is designed to resolve concerns at the lowest possible level through respectful and open dialogue, promoting a culture of professionalism and mutual respect. Informal communication between employees and their immediate supervisors is strongly encouraged as a first step in resolving issues. However, if a resolution cannot be reached informally or the matter requires formal review, a clearly outlined grievance process is available.

Under this process, employees may submit a formal written grievance detailing the issue, including the specific action or decision in question, any policies or laws believed to have been violated, and the desired resolution. The grievance will be reviewed and addressed in a timely and structured manner by the appropriate school official, with opportunities for appeal to the school director and ultimately, when appropriate, to the school board. Each stage includes required written responses and ensures the employee's right to representation.

By replicating the Flagship School's grievance procedures, the Proposed School aims to provide its staff with a transparent and equitable system for addressing workplace concerns. The policy includes



safeguards against retaliation, expectations for professional conduct, and the right to a fair hearing, affirming the school's belief in the value of every employee's voice and the importance of maintaining a safe and supportive workplace.

The grievance policy has been attached to this application for review.

Q180. **Attach as Appendix G Organizational Chart**

- 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).

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



IDYL- Wake Organiza...

Uploaded on **4/24/2025**
by **Alicia Soto**
Bazemore

Q181. **Attach as Appendix H Charter School Board Member Information Form and Resume**

- A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

☒ Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50








Resources



2024 Charter School ...



Applicant Evidence :

			
JB - board member in...	IDYL-Wake Board Res...	RM - Board member f...	CA- board member fo...
Uploaded on 4/23/2025 by Alicia Soto Bazemore	Uploaded on 4/22/2025 by Alicia Soto Bazemore	Uploaded on 4/22/2025 by Alicia Soto Bazemore	Uploaded on 4/22/2025 by Alicia Soto Bazemore
			
LW- board member i...	JBR- board member i...	CE -board member in...	
Uploaded on 4/22/2025 by Alicia Soto Bazemore	Uploaded on 4/22/2025 by Alicia Soto Bazemore	Uploaded on 4/22/2025 by Alicia Soto Bazemore	

Q182. **Attach Appendix I For Each Board Member**

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**









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Resources


2024 Charter School ...




Applicant Evidence :

 CE Background.pdf Uploaded on 4/22/2025 by Alicia Soto Bazemore	 JB- Background.pdf Uploaded on 4/22/2025 by Alicia Soto Bazemore	 JBR- background.pdf Uploaded on 4/22/2025 by Alicia Soto Bazemore	 RM- BACKGROUND.pdf Uploaded on 4/22/2025 by Alicia Soto Bazemore
 LT- BACKGROUND.pdf Uploaded on 4/22/2025 by Alicia Soto Bazemore	 CW- Background.pdf Uploaded on 4/22/2025 by Alicia Soto Bazemore	 E0229295.PDF Uploaded on 4/23/2025 by Alicia Soto Bazemore	 E0229322.PDF Uploaded on 4/23/2025 by Alicia Soto Bazemore
 E0229296.PDF Uploaded on 4/23/2025 by Alicia Soto Bazemore	 E0229320.PDF Uploaded on 4/23/2025 by Alicia Soto Bazemore	 E0229321.PDF Uploaded on 4/23/2025 by Alicia Soto Bazemore	 E0229297.PDF Uploaded on 4/23/2025 by Alicia Soto Bazemore

Q183. **Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality** 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.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Applicant Evidence :

 BY LAWS.docx.pdf Uploaded on 4/20/2025 by Alicia Soto Bazemore

Q184. **Attach Appendix K Articles of Incorporation or Municipal Charter**

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.



- If the applicant is a municipality, attach a copy of the municipal charter.

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Applicant Evidence :



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Uploaded on **4/24/2025**

by **Alicia Soto**

Bazemore

11.3. Staffing Plans, Hiring, and Management

Q185. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

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Resources



Staffing Chart Templ...

Applicant Evidence :



IDYL- Wake Staffing C...

Uploaded on **4/24/2025**

by **Alicia Soto**

Bazemore

Q186. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



Recruitment Strategy

1.

Mission-Aligned Outreach

Recruitment materials and job postings will reflect the school's mission and culture emphasizing student-centered learning. Position descriptions will highlight the school's supportive environment, its commitment to whole-child development, and its focus on meaningful academic experiences.

2.

Multi-Platform Job Advertising

Teaching positions will be advertised on the school's website and relevant educational hiring platforms to attract a diverse pool of qualified candidates. These may include state-level education boards, charter school job networks, and national teaching associations, as appropriate.

3.

Screening by Hiring Committee

A dedicated Hiring Committee, made up of the principal and selected teacher leaders, will screen applicants forwarded by the board. Candidates will be evaluated for their instructional expertise, cultural alignment with the school's mission, and ability to contribute positively to the school community.

4.

Emphasis on Fit and Growth

The interview process will assess a candidate's passion for student empowerment, their willingness to engage in continuous improvement, and their ability to operate within a flexible and collaborative learning environment.

5.

Pre-Hire Engagement Opportunities

Finalists may be invited to participate in informal Q&A sessions with current staff or observe a class to help ensure mutual fit and provide insight into the school's culture and instructional approach.

6. Job Opportunity Fairs

School leaders will attend job opportunity fairs at partner recruitment universities such as UNC Schools, A&T etc. This allows leaders to proactively identify and recruit qualified teachers and leaders.

Retention Strategy

1.

Supportive Leadership and Mentorship

Teachers will benefit from close collaboration with school leadership, regular feedback, and personalized coaching. New staff will be paired with mentors to help acclimate them to the school environment and expectations.

2.



Professional Autonomy and Voice

Teachers will have a meaningful role and direct access to career development in school decision-making through participation in advisory bodies like the Curriculum Committees and SIT and TILIT. Educators will be encouraged to share ideas, shape instructional strategies, and take ownership of their work.

3.

Targeted Professional Development

Ongoing professional development will be aligned with both teacher needs and school goals. Training sessions may focus on trauma-informed teaching, project-based learning, classroom management, or the integration of technology and AI tools to personalize learning among others.

4.

Recognition and Purpose-Driven Culture

Staff will be celebrated for their contributions to the school's mission. Teachers will work in an environment that values trust in students, academic rigor, and joy in learning—offering intrinsic motivation to remain committed to the school's long-term success.

Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



The full job description is attached to this application for review. The Principal at the Institute for the Development of Young Leaders- Wake will be responsible for driving academic achievement and fostering social-emotional growth in a learning environment grounded in equity, empowerment, and excellence. This individual will serve as an instructional leader, dedicating the majority of their time to teacher development, student outcomes, and the cultivation of a thriving school culture aligned with the mission and values. The role requires demonstrated experience in effective school leadership, curriculum and instruction, data-driven practices, talent management, and family engagement. The Principal will be expected to establish and implement systems that promote high-quality instruction, inclusive school culture, and leadership development while supporting the long-term success and sustainability of the school.

The recruitment and selection process for this position will begin in October 2025, with the goal of hiring a candidate by December 2025. The selected Principal will begin work in January 2026 and serve in residence at the Flagship School for one semester. This immersive experience is designed to integrate the Principal into the school's culture, operational model, and leadership framework to ensure a successful replication of systems and practices. This period of onboarding will prepare the Principal to lead the Proposed School, set to open in August 2026. The hiring process will follow the Flagship School's existing multi-stage approach, which includes application screening, structured interviews, scenario-based performance tasks, and a final panel interview with key stakeholders. This approach ensures the selection of a candidate who not only meets the technical qualifications but also deeply aligns with the school's mission and values.

Applicant Evidence :



IDYL Principal Job De...

Uploaded on **4/21/2025**

by **Alicia Soto**

Bazemore

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.



The Board of Directors at the Institute for the Development of Young Leaders – Wake serves as the governing authority with final oversight of all school operations, finances, and governance including personnel decisions such as hiring, dismissal, discipline, and staff support. While daily supervision is led by the Principal and administrative team, the Board ensures all actions align with the school's mission and policies.

Employees are encouraged to resolve concerns through appropriate channels, beginning with the Principal or other administrators. If a satisfactory resolution isn't reached in a timely manner, staff may appeal to the Board, which will review and make a final decision. This structure supports transparency, professionalism, and open communication while reinforcing a culture of respect and shared accountability.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring Procedures:

The Board of Directors holds final authority over all personnel decisions. When a position becomes available, the Board will post the opening on the school's website and other relevant job platforms. A hiring committee—comprised of the Principal and selected teachers—will conduct initial screenings of qualified applicants. This committee ensures candidates align with the school's mission, vision, and organizational culture. Based on screening results, the committee will submit a list of recommended candidates to the Board, which will then conduct interviews and make final hiring decisions. All prospective employees must undergo a comprehensive criminal background check prior to employment, in accordance with state laws and charter school policies.

Dismissal Procedures:

Should a personnel issue arise that may warrant dismissal, the matter will be investigated by the Principal in collaboration with the CEO. The Board of Directors retains the authority to make final decisions regarding termination after reviewing recommendations from school leadership. Due process will be followed in accordance with state law and board policy, ensuring fairness and documentation throughout the process.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.



Principal– \$90,000-\$100,000

Vice Principal– \$65,000-\$75,000

Office manager- \$35,000-\$40,000

EC/ML Coordinator- \$55,000-\$65,000

EC Teachers– \$45,000-\$65,000

Core Content Teachers- \$45,000-\$65,000

Electives Teachers -\$35,000-\$45,000

Co-Teachers- \$30,000-\$40,000

Instructional Coaches- \$45,000-\$55,000

Bus Drivers- (hourly) \$25/hr

Food Services Staff- \$25,000-\$30,000

Custodian- \$30,000-\$35,000

All full-time employees will be offered healthcare, life and ST and LT disability insurance, dental and vision insurance, and a 503b retirement program with discretionary matching up to 3% (dependent on available funds). Staff are also eligible for bonuses at the end of the year (as the budget permits). Full-time employees receive 10 days paid time off for the school year.

Q192. Provide the procedures for handling employee grievances and/or termination.

Employee grievances will be handled through a structured, multi-step process that promotes resolution at the most immediate level. Staff are encouraged to first bring concerns—whether involving colleagues or administrators—to the Principal or appropriate school leader. If the issue is not resolved in a timely manner, the employee may escalate the matter through a formal written grievance to the Board of Directors. The Board will review the grievance, gather any necessary information, and issue a final decision based on its findings and applicable policies.

In cases of potential termination, school leadership will conduct a thorough and documented review process, providing the employee an opportunity to respond to the concerns. Recommendations from the Principal and CEO will be submitted to the Board of Directors for consideration. The Board retains the authority to make final employment decisions, including dismissal, following a fair and consistent process. Due process will be observed in accordance with state law and board policy, with careful attention to transparency, equity, and documentation.



Q193. Identify any positions that will have dual responsibilities and the funding source for each position.



Dual-Responsibility Roles Within a Single Campus

1. Instructional Coaches as Interventionists

Funding Source: Paid from the general budget.

Rationale: The Instructional Coach will serve a dual role, providing ongoing support and development for teachers while also delivering targeted academic interventions to students. This integrated approach ensures that instructional practices are continuously strengthened and that students receive timely, personalized support aligned with classroom instruction.

2. Assistant Principal as Testing Coordinator

Funding Source: Paid from the general budget.

Rationale: The Assistant Principal will serve in a dual capacity, supporting school leadership and operations while also acting as the Testing Coordinator. In this role, they will ensure the smooth administration of all state and internal assessments, while maintaining a strong presence in instructional leadership and school culture development.

Shared Leadership and Support Roles Across Both Campuses of Flagship School and Proposed School

The following positions will be contracted from the Flagship School and will serve their designated functions at both the Flagship School and the Proposed School:

1. Chief Executive Officer (CEO)

Funding Source: Paid as a contractor from Proposed School's operations budget.

Rationale: The CEO provides strategic leadership, organizational vision, and executive management for both campuses. This includes overseeing school leadership, ensuring fidelity to the mission and charter commitments, and guiding long-term growth, compliance, and sustainability initiatives. A shared CEO ensures cohesion across both schools in culture, governance, and accountability. This structure is particularly beneficial during the growth and replication phase, offering consistent executive direction while minimizing the cost and complexity of duplicating high-level leadership positions.

2. Director of Special Services

Funding Source: Paid as a contractor from Proposed School's operations budget.

Rationale: Sharing this position ensures continuity according to mission statement and leverages deep expertise across both campuses. This model promotes consistency in service delivery and efficient coordination of services, particularly beneficial during the early stages of a new school's launch.



3. Director of Operations

Funding Source: Paid as a contractor from Proposed School's operations budget.

Rationale: The Director of Operations will oversee logistics, facilities, technology, and vendor management for both schools, enabling cost-effective operations. Centralizing this function reduces overhead, ensures standardization of systems and procedures, and provides the proposed school with immediate access to established operational structures.

4. Director of Curriculum

Funding Source: Paid as a contractor from Proposed School's operations budget.

Rationale: The Director of Curriculum will oversee the implementation and alignment of academic programming, instructional practices, and interventions across both campuses. This position supervises Instructional Assistants and Interventionists to ensure fidelity to curriculum standards, consistency in academic supports, and high-quality learning experiences for all students.

Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

The projected population of students with special needs, including ML students, has been estimated based on enrollment trends at comparable charter schools. Staffing for EC has been thoughtfully included in the school's initial budget. In year one, the school plans to employ one EC Director to support an anticipated enrollment of 350 students, with an estimated 12% identified as EC—approximately 42 students.

Specialized services such as speech therapy, occupational therapy, and psychological evaluations will be outsourced to licensed professionals. These contracts will also provide additional support to the EC Director during the school's first two years. Budget allocations reflect these projected needs. The school will follow the same thorough hiring process for EC personnel as for all other staff roles.

To support ML students, the school will recruit qualified staff with appropriate licensure and experience serving multilingual populations. These staff members will work directly with ML students and support classroom teachers in implementing language acquisition strategies across content areas. Gifted students will be served through a combination of rigorous curriculum and classroom differentiation. The school will ensure classroom teachers are trained in identifying giftedness and implementing enrichment strategies, and may designate an Academically Gifted Learner Coordinator or include these responsibilities within an existing leadership role to oversee services, monitor student progress, and provide instructional support tailored to advanced learners.

Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



Principal

The Principal will serve as the school's instructional and operational leader, responsible for implementing the school's mission, managing daily operations, overseeing staff, and ensuring high levels of student achievement. In alignment with NC DPI standards, the Principal must hold a valid North Carolina administrator license (P), demonstrate competence in instructional leadership, and exhibit strong skills in school improvement planning, resource management, and staff evaluation. The individual must model ethical leadership, data-driven decision-making, and a commitment to student growth and teacher development.

Assistant Principal

The Assistant Principal will support the Principal in the management of school operations, student discipline, staff support, and instructional leadership. Candidates must have at least five years of educational experience, with at least two years in a leadership capacity preferred. A valid North Carolina teaching license is required; administrative licensure is preferred. This role requires strong interpersonal and organizational skills, as well as a proven ability to contribute to a positive school culture and support academic initiatives.

Curriculum Coordinator

The Curriculum Coordinator will lead efforts in curriculum alignment, instructional improvement, and teacher support, with a focus on maximizing student outcomes. Candidates should have a master's degree in education (M.Ed preferred), a minimum of five years of classroom experience, and a strong record of student growth. The Curriculum Coordinator must demonstrate deep knowledge of effective instructional strategies, data analysis, and professional development planning, and will also assist teachers with small group instruction as needed.

EC Coordinator

The Exceptional Children (EC) Coordinator will oversee the provision of special education services in compliance with NC DPI regulations. The individual must hold a valid EC teaching license in North Carolina and preferably an EC Program Coordinator or EC Director license. Responsibilities include developing and monitoring IEPs, ensuring compliance with federal and state laws, coordinating services, and collaborating with general education staff and service providers. The EC Coordinator will also supervise contracted service providers and support inclusive practices school-wide.

ML Coordinator

The Multilingual Learner (ML) Coordinator will oversee services for English Language Learners, ensuring compliance with state and federal guidelines under NC DPI standards. This individual must hold a valid North Carolina ESL or related licensure and demonstrate experience in serving ML students. Responsibilities include language proficiency assessments, program placement, instructional support, compliance with WIDA standards, and providing professional development to staff in supporting multilingual learners in inclusive classroom environments.

EC Teachers



EC Teachers will provide specially designed instruction to meet the unique needs of students with disabilities, ensuring compliance with state and federal laws as outlined by NC DPI. EC teachers must hold a valid North Carolina teaching license in the appropriate area of special education (e.g., K-12 Mild to Moderate Disabilities or other EC licensure areas). Responsibilities include developing and implementing IEPs, collaborating with general education teachers and service providers, managing caseloads, maintaining documentation, and using data to drive instruction. EC teachers are also expected to foster an inclusive environment where all students can thrive academically, socially, and emotionally.

General Education Teacher

General Education Teachers will deliver instruction aligned to state standards and the school's mission while fostering a safe, engaging, and inclusive learning environment. Candidates must hold a valid North Carolina teaching license appropriate to the grade and/or subject they are assigned. Teachers are expected to use data to inform instruction, implement differentiated strategies to meet the needs of all learners, and participate in school-wide professional development, collaboration, and continuous improvement efforts.

Teaching Assistants

Teaching Assistants will support classroom teachers in providing instruction, supervising students, and managing classroom activities. They may assist with small group work, preparation of materials, and maintaining a safe and positive environment for learning. Ideal candidates will have an associate's degree or higher, or have completed at least 48 college credit hours. Experience working with children in educational settings is preferred. Teaching Assistants must demonstrate reliability, strong communication skills, and a student-centered mindset.

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The principal will be ultimately responsible for maintaining teacher licensure requirements and coordinating professional development.

Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



Mentorship Program: Aligned with Relay GSE & Get Better Faster

All new teachers will participate in a structured mentorship program aligned with the Relay Graduate School of Education model and Paul Bambrick-Santoyo's Get Better Faster (GBF) framework. Teachers will be paired with trained mentor-coaches for their first year, with an emphasis on rapid skill development through:

- Weekly observation-feedback-coaching cycles, focused on bite-sized, high-leverage instructional moves
- Practice-based coaching, where teachers rehearse techniques before implementing them in the classroom
- Step-by-step progression through the GBF scope and sequence, targeting foundational skills like strong starts, student engagement, checking for understanding, and rigorous questioning
- Video reflection and real-time coaching, encouraging teachers to reflect and adjust using evidence from their own classrooms

Mentors will be experienced educators and instructional leaders who are themselves trained in Relay and GBF methods. Curriculum coordinators will support the coaching process with additional walkthroughs and content-specific support.

Staff Retention Strategies

To promote high retention and a positive professional culture, the school will provide:

- Competitive compensation, sign-on bonuses, and benefit packages
- Clear pathways for growth into roles like instructional coach, curriculum leader, or assistant principal
- Time during the school day for PLCs, coaching, and collaborative planning
- Quarterly feedback surveys to gather input on leadership, culture, and workload
- Celebrations and recognitions for teacher excellence, creativity, and student impact

The school's culture will emphasize mutual respect, autonomy, and professional voice, aligned with the mission to trust in the abilities of educators to lead rigorous, meaningful learning.

Evaluation Process

Teacher performance will be evaluated using standards in alignment with the NC Educator Effectiveness System (NCEES), complemented by internal metrics tied to Relay/GBF practices. This includes:

- Weekly informal observations and coaching notes
- Data-driven instructional adjustments
- Student performance and growth measures
- Professionalism, leadership, and contributions to the school community

Administrators will ensure evaluations are growth-oriented, not compliance-driven, with specific, actionable feedback at every stage.



Licensure and Certification Compliance

All educators will be required to meet North Carolina Department of Public Instruction (NCDPI) licensure standards. The school will:

- Prioritize hiring fully licensed educators
- Support lateral entry teachers through partnerships with Relay and EPPs for licensure pathways
- Assist with licensure renewal and provide CEU opportunities for all staff
- Monitor compliance with state and federal regulations, especially for EC and ML teachers

Q198. Describe the core components of the professional development plan and how these components will support the 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 Plan Overview

The PD plan is foundational to the successful implementation of the educational program and vision. The Proposed School will follow the model provided by the Flagship School. Guided by the core values of Integrity, Determination, Yearning to Learn, and Leadership (IDYL), the PD program equips educators to deliver a rigorous, meaningful, and student-centered experience. Professional learning is structured to ensure alignment with curriculum standards, instructional strategies, expected outcomes, and the operational pillars of the school.

Core Components of the PD Plan

1. Academics

Academic professional development supports teachers in delivering standards-aligned instruction through effective instructional delivery moves, innovative practices like PBL, and the purposeful integration of adaptive diagnostics and other digital tools. Staff will receive training in content-area depth, cross-disciplinary planning, and ensuring equitable access to high-quality learning experiences.

Teachers will explore:

- The implementation of Multi-Tiered Systems of Support (MTSS) to address diverse learning needs
- Effective classroom management strategies that foster positive learning environments
- Data-driven instruction aligned to state standards and internal curriculum frameworks
- Clear expected outcomes tied to student mastery and school-wide academic goals

Instructional coaching cycles, peer observations, and reflective practice will ensure academic rigor and fidelity to the school's vision.

2. Wellness & Community

Supporting both student and educator well-being is essential. This PD strand is grounded in Social and Emotional Learning (SEL) principles, with training on trauma-informed care, emotional literacy, and Positive Behavioral Interventions and Supports (PBIS). Staff will learn strategies to cultivate empathy, manage conflict, and build inclusive classroom communities.

Wellness PD also includes:

- Establishing classroom and school-wide routines and procedures that promote safety, predictability, and belonging
- Training in effective school safety protocols



- Cultivating a responsive and joyful school culture where every student is seen and valued

Educators will be empowered to model self-awareness, responsible decision-making, and supportive relationship-building in line with the school's mission.

3. Leadership Study

Teachers and staff are not just implementers—they are co-creators and leaders. This strand is informed by the IDYL framework and supports the development of leadership capacity at all levels. Each educator will participate in shared decision-making, leadership workshops, and self-directed inquiry tied to their professional goals.

Leadership development includes:

- Understanding and reinforcing the school's vision and mission in daily practice
- Clarifying staff expectations, professional norms, and shared accountability
- Engaging in collaborative problem-solving related to school operations and community-building
- Developing confidence and voice in leading instructional and cultural initiatives

Delivery Approach

Professional development will be both internal and external, and individualized as well as uniform in delivery.

- **Internal PD** will occur regularly through staff meetings, PD days, and embedded coaching cycles. It will be responsive to student data, teacher feedback, and school improvement goals.
- **External PD** will include conferences, expert-led trainings, and continuing education in areas such as MTSS, SEL, and innovative instructional design.
- **Uniform PD** ensures a common language and shared understanding around expectations, curriculum implementation, family and student engagement, and operational excellence.
- **Individualized PD** allows teachers to pursue targeted goals based on their roles, classroom data, and personal growth areas. This may include micro-credentialing, independent study, or peer-mentorship opportunities.

Supporting Program Implementation

The PD plan directly supports the school's educational model and strategic goals by:

- Strengthening curriculum implementation, ensuring instruction is standards-aligned and focused on student mastery



- Providing tools and strategies for differentiated instruction and supporting diverse learners through MTSS
- Reinforcing clear and consistent school routines, procedures, and safety protocols
- Promoting effective classroom management rooted in PBIS and student empowerment
- Supporting the creation of an inclusive school culture that reflects the school's mission and values
- Empowering staff to engage and partner with families and students to build trust and collaboration
- Fostering a growth-oriented environment where every educator is an emerging leader, deeply committed to learning and leading with integrity

Q199. Provide a schedule and explanation of professional development that will take place prior to the 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.



To ensure a strong and cohesive start to the school year, all instructional staff will participate in a comprehensive, three-week pre-service professional development and induction program. This period is carefully designed to prepare teachers not only for day-to-day instruction but also to fully understand and embody the school's mission, vision, culture, and instructional approach.

Over the course of this induction, new educators and staff will engage in collaborative learning experiences, simulations, guided planning, and workshops that address every major component of the instructional and operational model.

Week 1: Culture, Systems, and Applied Practice (July 20–July 24)

- **School Culture, Staff Expectations, and Leadership Vision**

Teachers will be immersed in the school's values and expectations, rooted in IDYL: Integrity, Determination, Yearning to Learn, and Leadership. Staff will explore how to foster a student-centered, respectful, and joyful school environment.

- **Operations, Routines, and Procedures**

This week includes walkthroughs of daily systems: arrival/dismissal, hallway transitions, lunch and recess procedures, emergency drills, and safety protocols. Each routine will be practiced, refined, and aligned to the school's expectations for consistency and efficiency.

- **Social-Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS)**

Sessions will introduce teachers to the school's SEL curriculum and integration strategies. Teachers will also be trained in PBIS, focusing on proactive classroom management, student incentives, restorative practices, and de-escalation techniques.

Week 2: Foundations and Frameworks (July 27–July 31)

- **Curriculum, Standards, Strategies, and Expected Outcomes**

Teachers will be introduced to the school's curricular frameworks and grade-level standards. Training will focus on **backwards mapping**, curriculum unpacking, and unit/lesson alignment with desired student outcomes.

- **Instructional Delivery and Academic Models**

Staff will learn the school's unique **instructional delivery moves**, including gradual release, inquiry-based learning, and blended learning strategies. Time will also be spent on exploring **Project-Based Learning (PBL)** and how to scaffold it for diverse learners.

- **Classroom Management and Engagement**

Effective classroom management will be taught through a trauma-informed, relationship-driven lens. Teachers will role-play routines, design classroom norms, and practice **student engagement moves** that sustain attention, curiosity, and on-task behavior.

- **Multi-Tiered Systems of Support (MTSS)**

Staff will engage with the MTSS framework, learning how to identify and support students through academic and behavioral interventions, data tracking, and flexible grouping.

Week 3: Synthesis, Application, and Launch Readiness (August 3- August 7)

- **Family and Community Engagement**



Training will include strategies for building strong partnerships with families. Teachers will explore how to make communication authentic and consistent, plan for back-to-school night, conduct conferences, and elevate student voice in the classroom.

- **Planning Time for Implementation**

Staff will spend structured time preparing their first six weeks of instruction, developing launch units, organizing classroom spaces, and creating materials that align with both curricular goals and cultural expectations.

- **Mock Day, Pre-Opening, and Back to School Night**

Teachers will run through a “mock school day” to practice pacing, transitions, behavior expectations, and instructional moves with feedback from coaches and peers. The week culminates with a back to school event that welcomes students and families into school to meet their teacher, see their classroom, and get acquainted with their new learning community.

Each training module is designed to provide not just theory but concrete tools and supports that educators can immediately apply, ensuring that all staff enter the school year with confidence and clarity.

Q200. 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.



Professional development is intentionally embedded throughout the academic year to support continuous growth and ensure instructional excellence. A seasonal approach allows the staff to strategically reflect, plan, and adjust in alignment with student data and the school's mission. Professional development will be provided in the following ways:

- **Fall and Winter Breaks (2-3 days per break):** Each break provides 6–8 hours of PD time focused on data-driven instruction, intervention planning, curriculum overview, family engagement, and student progress analysis. These breaks are an opportunity for the faculty to engage in deep reflection and recalibrate instructional strategies based on real-time data.
- **Teacher Workdays and Half Days (3-5 days total):** During teacher workdays and half days, the school sets aside approximately 6 hours of PD time for collaborative planning, instructional coaching, and peer-led professional development sessions. These days ensure that teachers are equipped to deliver high-quality instruction while also working on individual growth goals.
- **Weekly PLCs (1 hour per week, approximately 36 hours per year):** Every week, teachers engage in Professional Learning Communities (PLCs), which focus on collaborative lesson planning, student work analysis, and sharing instructional strategies. Each PLC session is 1 hour in duration and occurs on a designated day each week. The weekly PLCs also provide an opportunity for ongoing data analysis and reflection on instructional practices.
- **Weekly Staff Meetings (1 hour per week, approximately 36 hours per year):** These weekly meetings are used for school-wide discussions, curriculum alignment, cultural initiatives, and shared leadership development. These meetings reinforce the school's mission and values, ensuring that all educators are working toward a common goal.
- **Thursday Clinics (1.5 hours per week, approximately 54 hours per year):** Each Thursday, educators participate in rotating clinics that focus on specific instructional strategies, classroom management techniques, or leadership development. These clinics allow teachers to engage in focused, deep learning on various aspects of teaching and leadership.

By the end of the school year, educators will have approximately **200–220 hours** of professional development time, spread across various formats, to ensure continuous improvement and alignment with the school's goals and mission.

Calendar, Daily Schedule, and Staffing Structure

The school calendar and daily is intentionally designed to accommodate these professional development opportunities while maintaining a balanced and rigorous academic schedule.

The staffing structure is designed to support both the delivery of high-quality instruction and the professional growth of educators. Key aspects of the staffing structure that support the PD plan include:

- **Instructional Coaches and Lead Teachers:** Instructional coaches and lead teachers play a central role in the professional development plan by providing on-the-ground support, co-planning with teachers, and offering targeted coaching in areas such as data analysis, instructional strategies, and classroom management. These leaders model best practices and work closely with teachers to



implement PD strategies in the classroom.

- **Administrative Team:** The administrative team, including the principal and leadership team, plays a critical role in ensuring that PD is aligned with the school's goals and mission. The administrative team co-leads PD sessions, provides feedback to staff, and supports teachers in applying what they learn to improve student outcomes.

- **Support and Enrichment Staff:** The school's support staff, including enrichment instructors and paraprofessionals, play a key role in maintaining instructional continuity during PD days, workdays, and coaching sessions. They assist in delivering interventions, providing small-group instruction, and helping with the implementation of school routines and procedures.

Distributed Leadership Model: The staffing structure is designed to foster a distributed leadership model, where all educators are empowered to lead learning within their classrooms and throughout the school community. This model ensures that PD is not only focused on improving individual practice but also on building a culture of shared leadership and continuous growth.

11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining 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 115C-218.45 carefully.

Q201. 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-218.45(e)).



The Proposed School will build upon the successful marketing strategy and strong reputation of its Flagship School, which has already established a trusted presence in adjacent communities. With a mission that prioritizes serving historically underserved and economically disadvantaged students, marketing efforts will intentionally target these populations throughout Wake County and its surrounding areas.

Foundational Approach:

Marketing is understood as an ongoing, community-centered effort. The Proposed School recognizes that every interaction, presence at local events, and partnership with community organizations contributes to the broader narrative of who the school is and whom it serves.

Formal Marketing Strategy:

• **Radio Advertisements (February – April):**

The Proposed School will continue the Flagship's tradition of running annual radio campaigns, ensuring placement on stations that reach a diverse audience, including multilingual programming. These ads will focus on the school's mission, open enrollment period, and family-centered learning model.

• **Community Fairs and Canvassing (March – May):**

Staff and volunteers will attend community events and conduct door-to-door outreach in underrepresented areas of Wake County. These efforts are designed to meet families where they are, provide information in multiple languages, and build personal connections.

• **Open House/School Tour Events (January – April):**

In-person and virtual open house and school tour events will be held regularly during the enrollment season, promoted widely across various platforms. Bilingual staff will be available to ensure accessibility for all attendees.

• **Social Media Campaigns:**

The proposed school will expand on the Flagship's digital presence by leveraging social media platforms to share targeted content, event announcements, and testimonials. Campaigns will be designed to reach families in economically disadvantaged neighborhoods across the county using localized demographic targeting tools.

Supplemental Outreach Initiatives:

- Collaborations with churches, neighborhood centers, early childhood programs, and local nonprofits that serve diverse and economically disadvantaged families.
- Distribution of multilingual printed materials in community hubs such as laundromats, grocery stores, clinics, and libraries.
- Peer-to-peer outreach initiatives where current families share their experiences and encourage others to learn more.

By aligning with the Flagship School's proven strategies and intentionally targeting the most underserved populations in Wake County, the Proposed School will strive to reflect the diversity of the district and honor its mission of expanding educational opportunity to those who need it most.



Q202. Describe how parents and other members of the community will be informed about the school.



The Proposed School will ensure that parents and community members in Wake County and surrounding areas learn about the school through a variety of outreach methods. Building upon the proven practices of the Flagship School, the Proposed School will leverage a combination of in-person engagement, digital promotion, and community partnerships to connect with families throughout the county—particularly those in historically underserved and economically disadvantaged areas.

Outreach Channels Will Include:

-

Community Events and Local Presence:

School staff and volunteers will participate in local fairs, cultural festivals, and neighborhood gatherings across Wake County, ensuring a consistent and welcoming presence in communities the school seeks to serve.

-

Digital Marketing and Social Media:

The school will run targeted online advertising campaigns on platforms such as Facebook, Google, and Instagram to reach a wide and diverse audience. In addition, official school accounts on Facebook, and Instagram will be used to share updates, highlight school culture, and promote upcoming events.

-

Print and Mail Advertising:

Informational flyers, postcards, and newsletters will be distributed through direct mail and placed in high-traffic community locations like libraries, churches, barbershops, and laundromats.

-

Local Business and Organizational Partnerships:

The proposed school will collaborate with small businesses and community-based organizations to share information about enrollment and upcoming events. These trusted local entities will serve as key connectors to families who may not be reached through traditional advertising.

-

Parent Interest Meetings:

The school will host a series of information sessions and interest events at the proposed location in Wake County. These events will offer prospective families a chance to meet school staff, ask questions, and learn more about the school's mission and academic approach. This will also serve as an awareness-building opportunity, fostering school spirit while introducing the school to broader audiences.

By utilizing these outreach strategies, the Proposed School aims to build a strong foundation of trust and transparency with families and community stakeholders across Wake County. The goal is not only to inform but to invite—ensuring that every family feels welcomed and empowered to consider the school as a partner in their child's education.



Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



The Proposed School has already begun laying the foundation for student recruitment and engagement. In April 2025, the school conducted its first major outreach event—a community canvassing and school supply giveaway—which resulted in over 380 completed interest and intent to enroll forms. This early data demonstrates strong community interest and provides a solid base for strategic recruitment efforts moving forward.

The following plan outlines key strategies, activities, events, responsible parties, and measurable benchmarks from June 2025 through August 2026 to ensure sustained engagement and enrollment leading up to the Proposed School's opening.

Recruitment Timeline & Benchmarks

June – August 2025

Goals: Sustain momentum, broaden reach, deepen community connections

Activities:

- Host 2–3 pop-up info sessions at local grocery stores, restaurants, libraries, and parks
- Table at community events, summer festivals, and farmers markets
- Set up recruitment booths at back-to-school events hosted by community organizations
- Door-to-door canvassing continues in underserved neighborhoods
- Begin paid social media ad campaigns and launch a recruitment-focused website landing page

Responsible Parties: Recruitment Coordinator, Community Engagement Lead, Volunteers

Benchmark: 150 new intent to enroll forms submitted (target: 530 total)

September – October 2025

Goals: Prepare for and launch formal application period

Activities:

- Distribute printed flyers to child care centers, churches, libraries, and barbershops
- Hold 3 Parent Interest Meetings across different areas of Wake County
- Conduct weekly social media live Q&As on Facebook and Instagram
- Launch school application window (October) with digital and printed promotions
- Begin email and text campaigns to families who submitted intent to enroll

Responsible Parties: Operations Team, Marketing Lead, Principal Designee

Benchmark: 750+ total intent to enroll forms collected; 250 completed enrollment forms submitted in October



November – December 2025

Goals: Maintain visibility during holidays, convert interest into applications

Activities:

- Host a Fall Family Gathering or “Coffee with the Founders” community event
- Host Charter School Information sessions for interested families
- Run radio segments on 96.9 FM, 95.3 FM, 103.9 FM, 97.5 FM, 107.1 FM, and 104.3 FM,
- Partner with Abundant Life Church and Mentors Raising Mentors for event promotion
- Weekly phone/text follow-ups to families with incomplete enrollment forms

Responsible Parties: Enrollment Support Team, Family Outreach Liaisons

Benchmark: 400+ completed enrollment forms; database of 900 interested families

January – March 2026

Goals: Final push for enrollment lottery and student application completions

Activities:

- Promote and execute open houses and tours for families
- Conduct virtual info sessions in English and Spanish
- Application deadline and enrollment lottery held in accordance with NC statute
- Personalized follow-up to accepted families with registration packets/procedures

Responsible Parties: Enrollment Coordinator, School Leader, Admin Support

Benchmark: 500+ enrollment forms received; at least 85% of families confirm enrollment

April – June 2026

Goals: Confirm enrollment, build school culture, prepare students and families

Activities:

- Hold a Welcome Family Picnic or orientation-style event
- Send periodic newsletters and family updates
- Begin student onboarding meetings (in-person or virtual)
- Continue outreach to maintain a strong waitlist

Responsible Parties: Principal, Family Engagement Team

Benchmark: 90% of enrollment goal confirmed by June; waitlist of at least 100 students

July – August 2026

Goals: Finalize enrollment, ensure readiness for school launch

Activities:

- Distribute back-to-school packets and supply lists



- Conduct new family orientations and student meet-and-greets
- Schedule last-minute registration appointments
- Continue digital outreach, focusing on day-one readiness

Responsible Parties: Full Admin Team, Office Staff

Benchmark: 100% enrollment goal met by start of school; waitlist maintained

Ongoing Strategies Throughout Planning Year

- Continuous updating of interest and enrollment dashboards
- Monthly data reviews to adjust outreach strategy
- Partnerships with local preschools and community centers
- Regular social media posting (school updates, events, reminders)
- Printed and digital materials made available in multiple languages as needed

Q204. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



The Institute for the Development of Young Leaders- Wake is committed to providing all students with the opportunity to attend. Consistent with the school's mission to serve historically underserved and economically disadvantaged students, enrollment outreach and awareness efforts will be designed to reach students and families from a wide range of backgrounds and needs.

Targeted Outreach Will Include:

-

Families Experiencing Poverty:

The school will focus its marketing and engagement efforts in areas of Wake County where poverty rates are highest. Outreach will include canvassing, home visits, distributing flyers in essential service centers (e.g., food pantries, housing offices, community clinics), and building relationships with neighborhood organizations that support low-income families. Information about the school will be shared in plain language and through multiple formats—flyers, radio ads, word-of-mouth, and digital platforms—to reduce barriers to access.

-

Academically Low-Achieving Students:

The school will communicate that it welcomes students of all academic levels, including those who may not have thrived in their previous educational settings. Parent interest meetings and promotional materials will emphasize personalized support, teacher: student ratio, and a learning environment that values high growth.

-

Students with Disabilities:

The school will provide clear information about available supports and services for students with disabilities. Marketing materials will communicate that students who have IEPs or 504 plans will receive the appropriate services as outlined in their plans.

-

Multilingual Learners (MLs):

Outreach materials will be translated into Spanish and other commonly spoken languages in Wake County. Bilingual staff and volunteers will be present at community events and open houses to answer questions and help families navigate the enrollment process. Partnerships with local refugee services and churches serving multilingual populations will support outreach to families whose first language is not English. Outreach will include canvassing, home visits, distributing bilingual flyers in essential service centers (e.g., food pantries, housing offices, community clinics), and building relationships with neighborhood organizations that support MLs.

-

Other Students At Risk of Academic Failure:

The school will prioritize visibility in areas where students have been historically underserved. In addition to marketing, the school will host neighborhood-based interest meetings and offer flexible



enrollment support through online tools and one-on-one meetings.

Through these layered and thoughtful outreach strategies, the Proposed School will ensure that all families—regardless of background or circumstance—have a fair and clear path to learn about the school and consider it as a strong educational option for their children.

Q205. What established community organizations would you target for marketing and recruitment?

The Flagship School has already built strong, ongoing relationships with a number of local businesses and community organizations that will actively support outreach and student recruitment efforts for the Proposed School. These partnerships have proven effective in helping connect with families across diverse communities and will be key in extending outreach throughout Wake County.

Notable partners include Afreya's Playground Preschool, with locations in Cary and Durham; Book Bag Buddies, a community-driven youth and family support initiative; and Abundant Life Church, which previously served as a secondary location for Torchlight Academy and remains a trusted space for family engagement. The school will also continue leveraging its established media presence on Radio ONE stations to promote open enrollment and school events. In addition, collaboration with Mentors Raising Mentors, an organization focused on youth development and mentorship, will support deeper engagement with families across the region.

To further broaden its visibility, the school will utilize community bulletin boards at local community spaces including supermarkets and other local grocery stores, ensuring that important information about the school is accessible to families in everyday spaces they frequent.

These connections and outreach strategies provide a strong foundation for community-based engagement and reflect the school's commitment to reaching families where they are.

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



Parents and community members will be reached through a variety of reliable and accessible communication methods, including:

- Social Media Platforms (Facebook and Instagram): Frequent updates, live Q&A sessions, announcements, and event promotion
- Email and Text Campaigns: Targeted and scheduled messaging to families who have submitted intent to enroll forms or applications
- Printed Materials: Flyers, postcards, and newsletters distributed at local businesses, preschools, churches, and community spaces like libraries and barber shops
- Radio Ads: Ongoing partnerships with Radio ONE will allow for consistent radio advertising to reach broader community members who may not use digital platforms
- Community Boards: Regular postings at high-traffic locations such as neighborhood grocery stores

Engagement will focus not only on informing families but also building relationships and fostering a sense of belonging early on. This includes:

- Interest Meetings & Info Sessions: Hosted in neighborhoods throughout Wake County, often in collaboration with partners like Mentors Raising Mentors and local faith-based organizations
- Community Events: Family-friendly activities such as back-to-school supply giveaways, and welcome events to build culture and connection
- Parent Ambassadors: A core group of early supporters and future families will be invited to participate in outreach events and serve as community liaisons
- Open Houses and School Tours: Held virtually and in person, providing opportunities for families to meet staff and ask questions
- Monthly Newsletters: Beginning shortly after approval, newsletters will share updates on enrollment, facility progress, hiring announcements, and upcoming events

Family Onboarding and Orientation: Once students are enrolled, families will be invited to participate in orientation meetings, receive start-of-year packets, and meet their child's teachers and support team

Q207. 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.



Parents will play an active and vital role in the life of the Proposed School from the time of enrollment through each child's academic journey. The school will foster a culture where families are seen as key partners in supporting student learning, contributing to school culture, and shaping the school community.

Parent Action Committee (PAC)

The cornerstone of the school's family engagement plan is the formation of a Parent Action Committee (PAC). This committee will be launched during the planning year and will include parents, caregivers, and guardians who volunteer to take an active role in supporting school initiatives, offering feedback, and helping to organize community-building events. The PAC will meet regularly with school leadership and serve as a bridge between the school and families, ensuring that parent voices remain central to decision-making.

Ongoing Communication and Collaboration

The school will use consistent and transparent communication strategies to keep parents informed and involved. These include:

- Monthly school newsletters and PAC updates
- Text and email alerts for timely information and reminders
- Family feedback surveys distributed regularly to gather input on school priorities and experiences

Family Engagement Activities

A variety of events will be offered throughout the year to engage families and strengthen home-school connections. These include:

- Parent-teacher goal-setting meetings and academic conferences
- Workshops and family nights focused on reading, math, and social-emotional development
- Classroom and campus volunteer opportunities for parents to support learning activities and school beautification
- Community service projects that involve students and families working together

Culturally Responsive Community Connections

In keeping with the school's mission to serve historically underserved and economically disadvantaged students, engagement efforts will be designed to be accessible and responsive to the needs of all families. Events will be held at flexible times, interpretation and translation services will be offered as needed, and outreach will continue through community partners.

Home Visits and Family Social Work

Home visits will serve as a powerful tool to build trust and meaningful relationships between families and the school. By meeting families in their own environments, staff can better understand students' backgrounds, strengths, and needs, fostering a strong home-school connection. These visits will create an open line of communication and show families they are valued partners in their child's education.



As a result, families will feel more connected, informed, and engaged in the life of the school community.

Q208.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

The Proposed School recognizes that supporting families and the broader community directly benefits student outcomes and strengthens the foundation for lifelong learning. Several programs and partnerships have already been identified to offer ongoing support to parents and community members in alignment with the mission to serve historically underserved and economically disadvantaged students.

One key initiative includes a partnership with Mentors Raising Mentors, an organization that will provide opportunities for both students and parents to engage in mentorship programs focused on leadership development, positive relationships, and navigating educational challenges. This partnership not only fosters a strong sense of community but also models success and perseverance for students and families alike.

To address the needs of families experiencing food insecurity, the school also plans to implement Backpack Buddies, a program that sends students home with nutritious food items for the weekend. This initiative helps eliminate barriers to learning by ensuring that students are physically prepared to engage in class and remain focused throughout the school week.

Additionally, the school's Director of Special Services will maintain proactive and ongoing contact with families who require specialized support. This role is designed to guide families through the process of accessing resources related to exceptional children's services, counseling, and academic interventions. The goal is to ensure families feel supported, informed, and confident navigating complex systems that impact their child's educational journey.

In alignment with the mission, the Proposed School will implement a Family Social Work Program led by the school social worker, who will regularly engage with students and families outside of school hours. These visits may include informal, relationship-building activities like playing basketball in the neighborhood, attending community events, or offering support in times of need. The social worker will serve as a positive presence in students' lives beyond the classroom, helping to reinforce school values in real-world settings and providing continuity between home, school, and community. This approach deepens trust, supports students' social-emotional development, and strengthens the school's impact beyond its walls.

11.7. Admissions Policy

Q209.Weighted Lottery Does your school plan to use a weighted lottery? The State Board



of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

☐ Yes

☒ No

Applicant Comments :

The Proposed School will not utilize a weighted lottery because the Flagship School—upon which this new campus is modeled—has demonstrated that a weighted lottery is not necessary to effectively serve a majority economically disadvantaged and historically underserved population.

The Flagship School, without any weighted lottery, has successfully built a strong reputation in the communities it serves by offering a program specifically designed to meet the needs of economically disadvantaged students. Through targeted outreach, strategic partnerships, and community-based marketing, the Flagship School consistently enrolls a student population that reflects its mission—without the need for weighting or prioritization in the admissions process.

The Proposed School in Wake County will employ the same proven strategies, including canvassing, partnerships with local organizations, active engagement in historically underserved neighborhoods, and culturally responsive family engagement efforts. These outreach efforts are designed to directly reach and enroll students from the populations the school seeks to serve.

By following this model, the school maintains an open, accessible enrollment process that reflects community demand and engagement. The success of this approach at the Flagship School is evidence that the school can fulfill its mission and attract the intended student population without altering the fairness or simplicity of the admissions process through a weighted lottery.



Q213. 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 withdrawals and transfers.



The Open Enrollment Period is designed to give all interested families an equal opportunity to enroll their children at the Institute for the Development of Young Leaders. The school is open to all North Carolina students who meet age and residency requirements, and no tuition will be charged. Enrollment will not be based on academic ability, race, ethnicity, national origin, religion, gender, income level, disability, or any other protected class.

Open Enrollment Period and Enrollment Deadlines

- The tentative Open Enrollment Application Period will begin on January 15, 2026 and conclude on March 15, 2026.
- Enrollment forms will be made available electronically on the school's website, and paper copies will be available upon request.
- All enrollment forms submitted during the Open Enrollment period will be treated equally, regardless of submission date.
- Notification confirming receipt of the enrollment form will be sent via email or postal mail, depending on method of submission.
- Enrollment forms will not be accepted prior to final approval from the State Board of Education (SBE).

Lottery Procedures

If the number of applications received during the Open Enrollment Period exceeds the number of available seats in any grade level, a public random lottery will be conducted.

- The lottery date, time, and location will be announced on the school's website and communicated directly to applicants at least 7 days in advance.
- The lottery will be held in April 2026 (exact date TBD based on SBE approval).
- Lotteries are open to the public and families are encouraged, but not required, to attend.
- Numbers will be randomly drawn to fill open seats. Remaining applicants will be placed on a waiting list in the order in which their numbers are drawn.

Statutorily Permitted Enrollment Preferences

As permitted by North Carolina law, the following groups will receive enrollment preference during the lottery, in this order and only as space permits in each grade:

1. Children of full-time employees and board members, not to exceed 15% of the school's total enrollment.
2. Siblings of currently enrolled students who were admitted in a previous year (excluding those admitted via sibling preference during the same lottery year).



Applicants qualifying for preference must still apply during the Open Enrollment Period and participate in the lottery.

Waitlist Policy

- Applicants not selected in the lottery will be placed on a waitlist for their respective grade level, in the order their number was drawn.
- The waitlist remains active through the start of the school year and will be updated regularly on the school's website.
- Families may be notified of an opening at any time, and will be required to confirm acceptance within a specified timeframe (see below).

Acceptance and Enrollment Deadlines

- Before June 1: Accepted families must confirm enrollment within 30 days.
- June 1–June 30: Confirm enrollment within 15 days.
- July 1 or later: Confirm enrollment within 48 hours.
- Failure to confirm enrollment within these timeframes will result in forfeiture of the offered seat, and the next student on the waitlist will be offered admission.

Registration Requirements

Enrollment is considered final only after completion of the school's registration process. Required documentation includes:

- Proof of Residency (acceptable documents include lease, utility bill, or valid driver's license)
- Student's Birth Certificate
- Updated Immunization Records
- Health Assessment (if new to NC public schools)
- Previous school records (for students entering grades 1 and above)
- Homeschool documentation if applicable

All documents must be submitted before July 15, 2026, unless otherwise arranged.

Re-Enrollment, Withdrawal, and Transfers

- Returning Students: Beginning in year two, current students will not be required to re-apply. They will receive a Letter of Intent to confirm their intent to return for the following year.
- Withdrawals: Families choosing to withdraw must notify the school in writing. The student's spot will be offered to the next student on the waitlist.
- Re-Enrollment After Withdrawal: Students who withdraw must reapply and will be



subject to the same lottery and waitlist procedures as all new applicants.

- Transfers: Students transferring from another public school will be enrolled based on space availability and must complete the standard enrollment and registration process.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q215. Explanation (optional):

Goodall Consulting has worked with many other charter applicants and some of the work on other applications may have been used in this application to ensure that best practices are used for the charter school application.



12. Operations

12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



The Institute for the Development of Young Leaders – Wake is committed to ensuring access to education by offering bus transportation for enrolled students. A designated portion of the school's operating budget has been allocated to cover upfront expenses, including the purchase of bus vehicles, registration, applicable taxes, and any necessary inspections or modifications.

To support this service, the Proposed School plans to employ part-time bus drivers, each working no more than 20 hours per week. Upon student enrollment, families will receive a transportation needs survey. This will collect critical information such as home addresses, interest in utilizing school-provided transportation, and whether students require specialized transport accommodations (e.g., wheelchair-accessible buses). The school is committed to meeting the needs of all students and will prioritize acquiring at least one vehicle equipped for accessibility and safety for students with mobility challenges.

Survey data will guide the creation of strategic community bus stop locations to serve the greatest number of students efficiently. Parents will then register for specific morning and afternoon bus stop assignments. In cases where families face difficulties accessing a designated stop, the school will help coordinate carpools with other nearby families.

All transportation operations will adhere strictly to state and federal safety regulations. The Proposed School will maintain regular communication with the appropriate state transportation authorities to ensure readiness for the first day of school. Bus drivers will be required to complete and submit all necessary documentation, including medical clearance and licensing materials, with records securely stored on-site in a locked file cabinet. The school will perform regular reviews and inspections to ensure full compliance and a safe transportation experience for all students.

12.2. School Lunch Plan

Q217. 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. If the school intends to participate in the National School Lunch Program, include the following components in the response:

- 1. How the school will comply with applicable local, state, and federal guidelines and regulations;**
- 2. Any plans to meet the needs of low-income students; and**
- 3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.**



As part of the Proposed School's commitment to holistic care and student well-being, they are dedicated to ensuring that every student has access to a nutritious meal each day, regardless of household income.

The lunch plan has been thoughtfully designed to meet the needs of the targeted student population while aligning with the overall school budget. Rather than participating in the National School Lunch Program, the Flagship School has established a partnership with a trusted local meal provider who caters breakfast, lunch, and snacks daily. The Proposed School will establish a partnership with a Wake County meal provider to cater breakfast, lunch, and snacks for all students. These meals are offered to *all* students at no cost to families. This model ensures that no student is left without a daily meal and reflects our mission to foster a supportive and inclusive learning environment.

Students also have the option to bring lunch from home if preferred, allowing families to make choices that best suit their child's needs. However, through the school's partnership, every child at school will always have access to a nourishing meal during the day, eliminating the stigma and logistical barriers that sometimes accompany means-based lunch programs.

This approach upholds the belief that every child deserves care, consistency, and community throughout their educational journey. This proactive approach not only addresses food insecurity but also promotes fairness and shared responsibility across our school community.

12.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q218. **Attach Appendix L: Insurance Quotes**



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

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Applicant Evidence :



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Uploaded on **4/21/2025**

by **Alicia Soto**

Bazemore

12.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q220. We, the Board members 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. The Board Chair must sign this question.

Signature

12.5. Start-Up Plan



Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



The successful launch of the Proposed School will be guided by a detailed, timeline-based plan that ensures operational readiness, instructional excellence, and a supportive community experience from day one. The following sections outline the core components of this plan, including governance, staffing, budgeting, policy development, recruitment, and vendor selection.

1. Board Development Plan

To ensure effective governance and oversight, the School's Board of Directors will actively engage in ongoing training and development during the pre-opening phase. Board members will pursue relevant professional development opportunities aligned with state best practices in nonprofit governance, finance, and academic accountability.

The Board will:

- Attend charter school development trainings and school start-up workshops from fall through summer (October 2025–June 2026).
- Complete all tasks and documentation required by relevant authorizers and oversight bodies during the pre-opening checklist period.
- Continue to identify and interview prospective Board members to diversify perspectives and expertise, with the goal of onboarding at least one additional member by July 2026.

Responsible Parties: Board of Directors & CEO

Compensation: Board members serve voluntarily; no compensation is allocated at this time.

2. Board Financial Plan

The Board Chair and Treasurer will collaborate closely with the school's financial services partner, Goodall Consulting, to develop and monitor the school's start-up and operational budgets.

Key milestones include:

- Preliminary budget creation based on intent-to-enroll forms by November 2025.
- Revised budget projections based on applications received by February 2026.
- Monthly budget updates beginning March 2026 to inform purchasing and staffing plans.
- Registration for a DUNS number and SAM.gov account by December 2025 to ensure eligibility for public and private funding streams.

Responsible Parties: Board Treasurer, CEO, & Goodall Consulting

Compensation: Services provided under a consulting agreement that will be established upon approval by the CSRB.

3. School Leadership & Staffing Plan

The Board has identified a founding Principal candidate who is actively supporting pre-opening planning and will assume formal duties upon contract finalization.

The Principal will:



- Participate in strategic planning meetings beginning January 2026.
- Internalize, write, and submit core operational policies for Proposed School (replication) by March 2026.
- Lead staff recruitment and onboarding, with all instructional staff hired by May 2026.

Compensation:

- A performance-based incentive stipend will be offered to the Principal for their pre-opening contributions.
- Full-time compensation begins upon finalization of the operating budget in July 2026, funded by local dollars and grants.

4. Policy Development Plan

To ensure operational compliance and alignment with the school's mission, the Board will develop and adopt a comprehensive set of governance, financial, and academic policies during the start-up phase.

Key tasks include:

- Drafting policies for financial oversight, academic integrity, enrollment procedures, staff conduct, and emergency preparedness.
- Finalizing all required governance policies by December 2025.
- Adopting the full policy suite by May 2026, ahead of student orientation and staff training.

Responsible Parties: Board of Directors & CEO

Compensation: Volunteer leadership

5. Student Recruitment & Enrollment Plan

Recruitment efforts began in Fall 2025, with outreach targeting families of children rising Kindergarten-Sixth grade through in-person events, social media, and local partnerships.

Key enrollment tasks:

- Host multiple interest meetings and community focus groups (October 2025–February 2026).
- Launch online enrollment portal by January 2026.
- Collect and process all Intent to Enroll forms to guide staffing and budget planning.
- Finalize rosters and class configurations by June 2026.

Responsible Parties: CEO, Principal, Select Flagship School Staff

Compensation: Built into administrative salary structures; marketing budget allocated in start-up grant.

6. Vendor Selection & Procurement Plan

The Board and leadership team will evaluate and finalize contracts with essential vendors according to the following timeline:



Service	Target Selection Date	Notes
Technology (ERate support)	January 2026	Prioritize infrastructure readiness
Technology Hardware Vendor	April 2026	Device and network installation
Furniture Supplier	June 2026	Based on final enrollment
Meal Service Provider	Partnership already secured	Breakfast, lunch, and snacks provided free to students
Curriculum Providers	Already Identified- expand resources	Based on final enrollment
EC Services Provider	May 2026	Ensure support staff ready for onboarding
Health Insurance Provider	February 2026	Staff planning census
Retirement Plan Vendor	February 2026	Benefit planning
Transportation Services	June 2026	As needed for field trips and future student growth

As new needs arise, the Board will update this plan and adjust deadlines accordingly.

Responsible Parties: Principal, Board of Directors, Goodall Consulting

Compensation: Included in start-up operational costs and contract agreements

Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



As with any new school launch, the founding Board recognizes that the start-up phase may present financial challenges, particularly related to early operational costs before per-pupil funding becomes available. Fortunately, the founding team is not navigating these efforts alone. The Flagship School, which has a successful operational model and strong financial standing, may be able to provide limited start-up support in accordance with the laws that govern charter schools in North Carolina. If feasible under applicable statutes and fiscal guidance, the Flagship School will consider offering in-kind support or temporary financial assistance—such as shared staffing & training resources, access to bulk purchasing contracts, or space-sharing—during the critical launch phase of the new school.

Additionally, the new school has already made significant progress in key areas: a fully developed social media page and website page on the Flagship School's website is live and serving as a central hub for information and enrollment, and an offer has been submitted for a property that was previously home to a K-8 school of choice, streamlining readiness for school use.

Through strategic planning, responsible financial forecasting, and the support of an experienced network, the Board is confident in its ability to overcome anticipated start-up challenges and position the school for long-term sustainability.

12.6. 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.

Q223.What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



The Proposed School's Board made an offer at the property located at 3211 Bramer in Raleigh, NC. This building previously had an ECO.

Facility Acquisition and Educational Certificate of Occupancy (ECO) Timeline

Date	Milestone	Details
April 12, 2025	Offer Submitted on Property	Offer submitted and negotiations initiated for a former charter school property.
April – June, 2025	60-Day Inspection Period	Includes: Structural and systems assessments (HVAC, roofing, plumbing, electrical). Initial walk-through with an architect/contractor to assess compliance with current educational occupancy standards. Preliminary review of required improvements (if any) for ECO renewal.
June – August, 2025	Due Diligence and Planning	Assuming favorable inspection results, planning begins for: Interior modifications (if any), Fire and health safety compliance checklists, Schedule of required inspections. Board prepares procurement strategy and improvement plan if updates are required.
September 2025	Pre-application Coordination with DPI	Early communication with the North Carolina Department of Public Instruction (DPI) and local permitting authorities to ensure streamlined re-certification process for ECO.
October 2025	Final Facility Walkthroughs and Final Purchase Preparations	Confirm readiness for closing; address any final negotiations or site preparations.
November 1, 2025	Property Closing	Facility officially acquired. Post-closing, board assumes responsibility for securing and maintaining the property.
November – December 2025	Submit Applications for State Fire Marshal and Health Inspections	If significant changes were not made to the property, prior ECO documentation may be leveraged to expedite approval. Schedule and complete any needed pre-inspections.



January – March 2026	State Fire Marshal and Health Department Inspections	Formal inspections conducted. Any deficiencies addressed promptly. Follow-up inspections (if needed) completed by March.
April 2026	Application for Educational Certificate of Occupancy	Submit final documentation for updated ECO with all supporting inspection reports and compliance confirmations.
May 2026	ECO Granted	Anticipated approval and issuance of Educational Certificate of Occupancy.
June – July 2026	Facility Setup and Final Preparations	Classroom furniture, instructional materials, signage, and safety/emergency systems installed and reviewed. Orientation for staff on safety procedures.
August 2026	School Opens	Facility fully operational and in compliance with all state requirements. School opens on schedule for the 2026–27 academic year.

Q224. Describe the school’s facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.



Based on the educational program and projected enrollment, the Proposed School's facility needs are as follows:

Facility Needs Overview

Projected Enrollment (Year One): 350 students (Grades K–6)

Educational Program: The school will offer a robust academic experience grounded in core content areas, enriched through music and Spanish instruction and supported by multi-use learning environments that promote flexibility, creativity, and collaboration. Instruction will be personalized, with a focus on small group, project-based, and independent learning opportunities.

Classroom Requirements for Year 1

- **Number of Classrooms:** 14 instructional classrooms
 - Grades K–6: 2 classrooms per grade
- **Specialized Classrooms:**
 - Music: 1 dedicated classroom
- **Resource Rooms:**
 - At least 2 resource rooms for academic intervention, delivery of related services, exceptional children (EC) services, or small group instruction
- **Square Footage per Classroom:** Approximately 900–1,000 sq ft
 - This allows for 20–25 students per classroom, aligning with recommended instructional space standards (approx. 40–50 sq ft per student).

Common Areas and Amenities

- **Multipurpose Spaces:** The identified facility includes several multi-use areas designed to function flexibly for:
 - Large- and small-group collaborative learning
 - Independent workspaces
 - Staff-led breakout sessions and student-led exploration
- These spaces enhance the school's instructional model by allowing differentiated use throughout the day without needing fixed library or computer lab spaces.
- **Administrative Offices and Conference Rooms:** Approximately 1,000–1,200 sq ft
- **Staff Lounge and Workroom:** ~600 sq ft
- **Restrooms:** Adequate for student and staff populations, ADA-compliant
- **Outdoor Play Area:** ~5,000 sq ft, meeting the required 100 sq ft per student using the space at one time

Overall Square Footage

The overall facility is estimated at approximately **25,000–27,000 sq ft**, accounting for



instructional spaces, specialized rooms, administrative areas, multi-use collaborative zones, and core infrastructure needs as well as future expansion as the school adds 1 grade level per year until the school is at K-8 with approximately 450 students.

Short-Term Facility Plan

The school intends to open in Fall 2026 in a facility formerly operated as a charter school, located at 3211 Bramer in Raleigh. The facility:

- Previously obtained an Educational Certificate of Occupancy (ECO) on record
- Contains the required amount of classroom space for the target ADM
- Offers a dedicated music room
- Includes multiple flexible learning area
- Features space for at least two resource rooms
- Satisfies fire, safety, and ADA regulations with minimal to no renovations anticipated

The board made an offer on this facility in April 2025, with a 60-day inspection period and a closing date set for November 1, 2025. This timing ensures a full year for pre-opening setup and adjustments.

Long-Term Facility Plan

As the school reaches full enrollment capacity in future years, the board will explore:

- Small-scale renovations to optimize classroom-to-student ratios
- Enhancing flexible learning areas with built-in technology and furnishings to support evolving instructional practices
- Formalizing partnerships with local organizations to provide additional enrichment or learning spaces off-site if needed

Budget Justification

The facility-related costs reflected in the school's budget are consistent with current market rates for educational spaces of this size and condition. Given that the identified building was previously used for charter school operations, the need for capital renovations is minimal. The budget includes allowances for:

- Modest updates or customization of learning spaces
- Safety and compliance checkups
- Furnishing and outfitting multi-use areas

These projections ensure a financially responsible plan that supports programmatic needs from day one.



Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.



The following design intentionally prioritizes flexible learning environments over traditional single-use rooms, supporting a modern direct instruction and PBL integrated approach.

Instructional and Specialized Spaces

- **Science Labs:**

While there is no dedicated science lab, each classroom for grades 6–8 will be equipped with mobile lab kits and storage to facilitate hands-on science instruction. Science instruction in lower grades will occur in the homerooms with age-appropriate materials and teacher support.

- **Art Room:**

Art is integrated within classroom projects and multi-use spaces. Teachers will have access to shared carts and art supplies housed in centralized storage areas for use across classrooms and flexible spaces.

- **Computer Labs:**

No dedicated computer labs are planned. Technology use is integrated into instruction with mobile devices deployed schoolwide. Internet access and charging hubs will be accessible in classrooms and common areas.

- **Library/Media Center:**

A traditional library/media center is not included. Instead, students will access digital reading platforms, classroom libraries, and a rotating collection of books maintained in each instructional space. Multi-use areas serve as quiet reading and research zones.

- **Performance/Dance Room:**

Not a required component of the Proposed School's program. Performances and music instruction will take place in a dedicated **music room**, with access to one of the multi-use spaces for rehearsals, performances, or family events.

- **Gymnasium and Athletic Facilities:**

The Proposed School will not have a full-sized gymnasium. Instead, students will use an outdoor play area (~5,000 sq ft) and large multi-use indoor spaces for physical activity and indoor movement. Partnerships with local recreational centers are being explored for athletic events or expanded programming.

- **Auditorium:**

No standalone auditorium is planned. Instead, multi-use spaces will support assemblies, student showcases, and community events. These spaces are equipped with flexible furniture and AV capabilities to support performance or presentation use.

Administrative and Staff Areas

- **Main Office:**



A central front office will serve as the hub for visitor check-in, administrative coordination, and school communication.

- **Satellite Offices:**

Two to three smaller offices will be allocated for the Principal, Director of Student Services, and itinerant staff (e.g., school psychologist, EC coordinator).

- **Workroom/Copy Room:**

A centralized workroom will include printing and copying equipment, office supplies, and storage for staff.

- **Supplies/Storage:**

Designated storage rooms and closet spaces throughout the building will house instructional materials, seasonal supplies, technology equipment, and furniture overflow. Mobile supply carts will be used by teachers to maintain flexibility in the use of shared spaces.

- **Teacher Workrooms:**

Two teacher workrooms/staff lounges will be provided—one near the primary grades and one near the middle grades—to support planning, collaboration, and breaks.

Other Spaces

- **Resource Rooms:**

At least two small rooms will be dedicated to EC services, interventions, related services and testing. These quiet, focused spaces ensure individualized support without disruption to classroom instruction.

- **Multi-Use/Flexible Learning Areas:**

A cornerstone of the facility design, these spaces will accommodate:

- Small-group and breakout instruction
- Independent and project-based learning
- Advisory sessions and community circles
- Presentations and collaborative activities

Health Room:

A designated health and wellness room will serve students who are ill, injured, or in need of medication during the school day.

Q226. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.



Based on the current offer of \$4.1 million for the identified facility, the estimated cost per square foot is approximately \$164, with a represented total building size of 25,000 square feet. This figure represents a cost-effective investment, especially when compared to current market rates for commercial and educational real estate in Wake County, North Carolina.

As of Spring 2025, commercial properties in the Wake County area, including Raleigh, average approximately \$209 per square foot, according to recent market data. In addition, the Wake County Public School System recently approved a \$1.98 billion multi-year capital program that includes new construction and renovations—illustrating the high costs associated with developing or renovating educational facilities in the region.

Given this context, the proposed facility acquisition at \$164 per square foot reflects a prudent highly conservative cost. The building, previously used as a charter school, is already equipped for educational use and would require minimal renovation to meet occupancy standards, further enhancing the value of the investment.

This pricing structure supports the Proposed School's financial sustainability plan and aligns with the long-term goal of securing a permanent, appropriately scaled facility that can accommodate projected enrollment growth while providing flexible, high-quality learning environments.

Q227. 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.



In the event that the proposed facility is not ready for occupancy by the Proposed School's intended opening date, the Board has established a proactive and realistic contingency plan to ensure the school launches on schedule with minimal disruption to students, families, and staff.

The Proposed School has received a letter of support from **APG Advisors**, a real estate development firm that currently serves as the Lessor for the Flagship School in Durham. APG Advisors has confirmed that it maintains properties in inventory in Wake County that meet the general specifications and spatial needs of the new school. These properties are ready for immediate lease and fall within the school's approved facility budget, allowing the board to secure an alternative space quickly if needed.

In the event the primary facility is not available in time, the Board will collaborate with APG Advisors to select a temporary lease facility that can accommodate:

- 14-18 classrooms
- A dedicated music classroom
- At least 2 resource rooms for EC and small group instruction
- Multi-use areas for flexible learning and school-wide gatherings
- Administrative and staff space, including a front office, workroom, and teacher workspace
- Adequate outdoor or indoor space for student movement and recreation

The contingency facility would prioritize core academic instruction and essential student support services. In the unlikely event that some specialized programming (such as larger-scale performances or extracurricular athletic activities) cannot be accommodated in the interim location, those offerings would be delayed until the school transitions to its permanent facility. All core programming and compliance with the Educational Certificate of Occupancy and state health and safety requirements will be maintained at the temporary site.

This contingency approach, backed by the resources and experience of APG Advisors, gives the board a high level of confidence in the Proposed School's ability to open on time and deliver a consistent, high-quality educational experience from day one.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.



The Proposed School's board of directors brings substantial experience and proven capacity in the areas of facilities acquisition, management, and development. The board has successfully overseen all aspects of the flagship school's facility since its opening and has more than 12 years of direct experience managing and maintaining that campus, including routine operations, renovations, expansions, and long-term strategic planning for physical space.

For the proposed facility, the board chair has led negotiations directly with the real estate firm representing both the school board and the seller as a dual agent. This has allowed for a collaborative and informed negotiation process that ensures the proposed property acquisition aligns with both the Proposed School's academic needs and financial parameters. The board's ongoing relationship with this firm and other real estate professionals has strengthened its ability to navigate complex transactions and maintain clear communication throughout the process.

Additionally, the board has demonstrated a strong track record in managing build-outs and tenant improvements, ensuring all work aligns with educational programming needs, timelines, and state regulatory requirements (including inspections and obtaining the Educational Certificate of Occupancy).

This combined expertise positions the board to successfully manage the acquisition, transition, and ongoing operations of the proposed facility with confidence and competence.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ Yes
- ☐ No

Q230. Explanation (optional):

Goodall Consulting has worked with many other charter applicants and some of the work on other applications may have been used in this application to ensure that best practices are used for the charter school application.



13. Financial Plan

13.1. Charter School Budget



All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

Q230. **If applicable, attach as Appendix M: Revenue Assurances.** Assurances are needed to confirm the commitment of any additional sources of revenue.

Q231. **Attach as Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use: Excel 2021 or later (PC and Mac) Excel for Microsoft 365 Subscriptions (PC and Mac Versions) Excel Online"**

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Applicant Evidence :

	
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13.2. Budget Narrative



Please include additional information that explains the assumptions used in the 5-year budget.

Q233. How was the student enrollment number projected?

The enrollment number was projected based on the completed Intent to Enroll Forms and space available at the Proposed School's proposed location.

As of April 16, 2025, the following have declared an intent to enroll per grade level:

Kindergarten: 151 students

First Grade: 189 students

Second Grade: 205 students

Third Grade: 270 students

Fourth Grade: 212 students

Fifth Grade: 206 students

Sixth Grade: 203 students

Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

The Proposed School received intent to enroll forms from **1,436 students**—*over 410% of the Year 1 enrollment goal and 319% greater than the eventual target of 450 students*. This widespread enthusiasm is not only a testament to the quality of the Flagship School's program but also a clear indicator that there is a demand for this school and the proposed enrollment projection and growth plan is conservative and realistic.

Q235. Provide the break-even point of student enrollment.

The break-even point is 210 students which falls well below the amount of students that the Proposed School received intent to enroll forms for.

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



To ensure financial stability in the event that anticipated revenues are not received or fall below projections, the Proposed School has proactively submitted an 80% ADM and break event budget as a contingency planning measure. This conservative budgeting approach provides a realistic financial cushion and allows the school to make prudent decisions without compromising student learning and essential operations. Should actual enrollment or funding come in lower than projected, the school will take deliberate steps to reduce expenditures while continuing to meet the needs of its students. These actions may include adjusting staffing levels to align with the actual student population—such as hiring part-time lunch staff or office managers, and reevaluating the number of instructional coaches needed. In terms of operational costs, the school will also consider scaling back planned purchases of student computers and reducing office supply expenditures. These flexible, responsive strategies reflect the school's commitment to maintaining fiscal responsibility and educational quality, even in the face of financial uncertainty.

Q237. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The budget does not rely on any additional sources of funding.

Q238. Provide the student to teacher ratio that the budget is built on.

K-4= 12:1

5-8= 18:1 (based on an average of the core content teachers and instructional coaches that will actively support these classes)

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



Dr. Christopher L. Edwards

Dr. Edwards brings an exceptional depth of experience and expertise to the successful implementation of financial plans, grounded in over 25 years of leadership in clinical psychology, research, and academia. His extensive roles across Duke University Medical Center—as a tenured associate professor and director of key clinical programs—demonstrate a profound ability to manage multidisciplinary teams, secure research funding, and steward complex projects within large institutional frameworks. His work has required ongoing budget oversight, grant administration, and cross-departmental coordination, often balancing the fiscal demands of clinical programs, research initiatives, and educational efforts. As a licensed practicing psychologist and health services provider, Dr. Edwards also brings a nuanced understanding of compliance, reporting, and outcome-driven resource allocation. His ability to operate within academic, federal, and community-based systems further underscores his strategic thinking and adaptability—critical skills for guiding financial plans with insight, accountability, and long-term impact.

Dr. Jennifer Rounds-Bryant

Dr. Rounds-Bryant brings over 25 years of experience in research, clinical psychology, and program evaluation. As a former Research Analyst for the Federal Bureau of Prisons and Clinical Director for the NC Department of Correction, she has managed multi-million-dollar federal research grants and understands the nuances of compliance, budgeting, and fiscal accountability. Her strategic oversight skills ensure data-driven financial decisions and long-term sustainability planning.

Christy A. Walker

Christy brings a strong capacity to implement financial plans successfully, backed by nearly two decades of leadership in higher education, workforce development, and career services. At Durham Tech, she managed budgets supporting over 200 programs and led the college-wide implementation of its Quality Enhancement Plan, requiring strategic resource allocation and ongoing assessment. Across roles at NPower, Tech Elevator, and UNC-Chapel Hill, she demonstrated fluency in data systems like Salesforce and SharePoint, using them to drive informed decision-making and track outcomes. Her experience developing employer partnerships, overseeing admissions, and promoting programming through platforms like LinkedIn showcases her ability to manage operations efficiently while aligning efforts with broader institutional goals.

Jasmine Brenner

Jasmine brings a unique blend of community health experience, clinical care, and academic research that equips her with a strong capacity to implement financial plans effectively, especially in mission-driven environments. In her current role as Program Manager and HIV Case Manager at CAARE, she oversees testing and outreach in high-risk communities, coordinating services and reporting results to state and county systems—demonstrating both operational leadership and data accountability. Jasmine has also led and contributed to major research initiatives across institutions like Duke, NCCU, RTI, and Michigan State, where she coordinated mixed-methods studies, mentored teams, managed



project deliverables, and communicated findings at national conferences. This breadth of experience—spanning direct service, systems-level coordination, and research leadership—demonstrates her ability to align resources with outcomes, manage data-driven projects, and navigate complex organizational structures, all of which are critical to executing a successful financial plan.

Rene McKenzie

Rene brings nearly two decades of deep operational and systems analysis experience demonstrating a strong capacity to implement financial plans with accuracy, efficiency, and strategic foresight. As a Business Systems Analyst at Blue Cross Blue Shield of North Carolina, she led the resolution of over 100,000 provider data issues, directly contributing to audit compliance and system integrity—key components of any successful financial strategy. Her work spans complex data analysis across multiple platforms, systems documentation, team mentorship, and quality improvement through the development of monthly error reports. With a solid background in Agile methodologies, user acceptance testing, and cross-functional collaboration, Rene has consistently translated technical data into actionable insights that drive organizational improvements. Her longstanding progression from customer service to leadership in enterprise testing and analysis highlights her deep understanding of systems, processes, and the people they serve—making her exceptionally well-prepared to implement and sustain financial plans that require technical precision, compliance, and coordination across teams.

Latoya Williams

Latoya brings extensive federal experience in budget management, human capital strategy, and organizational operations—making her exceptionally well-equipped to implement a financial plan with precision, accountability, and long-term sustainability. As a Program Analyst and former Budget Analyst with the U.S. EPA, she has advised senior leaders on hiring and workforce planning, developed comprehensive hiring templates to guide FTE projections, and served as a Funds Certifying Officer responsible for monitoring expenditures and ensuring regulatory compliance. Her deep knowledge of data systems like FPPS, OBIEE/OAS, Qlik, and WTTs, along with her experience training managers and leading HR initiatives, shows her ability to align people, processes, and budgets toward strategic goals. From coordinating national awards processes to streamlining interviews under tight deadlines, Latoya has consistently demonstrated leadership in both planning and execution. Her analytical mindset, combined with a clear understanding of federal systems and protocols, positions her to lead financial plan implementation with a focus on clarity, accuracy, and results.

Collective Capacity

Collectively, this team brings an extraordinary breadth and depth of experience across education, healthcare, public health, research, federal operations, and corporate systems—each with a proven track record of strategic planning, data-informed decision-making, and operational execution. From leading multi-million-dollar program budgets and navigating complex HR and compliance structures, to managing data systems, grant administration, and high-stakes project deliverables, each member



contributes a unique and complementary skill set. Together, they demonstrate the analytical rigor, cross-sector collaboration, and systems-level thinking required to implement a financial plan with precision, transparency, and sustainability—ensuring resources are allocated wisely, progress is monitored consistently, and goals are achieved with measurable impact.

Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

The budget has incorporated a special line item for "Emergency EC Services" to be prepared for any unexpected costs related to EC. This could help cover additional one-on-one time with new students or additional EC related services. In addition to the extra state funding associated with that student, this line item helps create a buffer. If for some reason the needs of a student exceed the amount in "Emergency EC Services," the School would need to dig into their projected surplus and adjust the budget accordingly. The Proposed School will also apply for Special State Reserve Funds to help offset going into the surplus.

Q241. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The Proposed School will be working with Goodall Consulting on payroll and accounting services. The board plans to institute strict financial policies that will provide accountability. Additionally, the board will receive monthly budget reports outlining the state of the school's finances. These reports include but are not limited to, an income statement, account history report, and budget vs. actual report. These reports will be generated in LINQ.

Q242. 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.

The Proposed School intends to work with Goodall Consulting for student accounting. Their team has experience and success with transferring over to Infinite Campus from PowerSchool with multiple phase one schools. As mentioned previously, the Proposed School will be working with Goodall Consulting on financial services. The Proposed School will have a policy requiring getting quotes from numerous vendors, evaluating pricing and quality.

Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The Proposed School has budgeted for a significant number of co-teachers which supports the academic model especially in K-4. Budgeting for a considerable number of co-teachers directly supports the proposed school's mission by ensuring that every student receives the individualized attention, autonomy, and meaningful academic experiences that the mission promises. The presence of co-teachers allows for smaller student-to-teacher ratios, which facilitates differentiated instruction, responsive feedback, and stronger relationships between educators and learners. This aligns with the school's commitment to trust students' abilities, nurture independence, and foster deep engagement with learning.

Additionally, co-teachers bring diverse strengths, perspectives, and teaching styles, enriching the learning environment and allowing students to explore content in multiple ways. They also create space for more project-based and inquiry-driven experiences, which are foundational to the school's vision of rigorous, joyful, and purpose-driven education. Operationally, having co-teachers provides flexibility for mentorship, professional collaboration, and instructional consistency, especially in a setting that values both academic rigor and minimal invasiveness. This staffing structure is an intentional investment in building a dynamic, student-centered culture where all learners can thrive.

The Proposed School has set aside enough funds to purchase used buses. The Proposed School has set aside \$12,000 for purchasing the buses, \$15,000 set aside for maintenance (including tags, title, taxes), gas, and \$12,000 in emergency costs. The emergency costs for older buses are needed as other charter schools have found having an emergency bus cost line item important and helpful each year. Having a secure transportation budget allows the Proposed School to run two buses, have one back-up bus, and provide transportation to the at-risk population the Proposed School has committed to serving.

The budget aligns with the facility needs of the Proposed School. Assuming common terms for a commercial mortgage with a 5% interest rate, a term of 25 years, and a purchase price of 4.1 million dollars, the estimated mortgage payment falls well below the annual budgeted mortgage of \$416,400. Additionally, the Proposed School has set aside nearly \$105,000 a year in utilities. The budget for the proposed facility is intentionally designed to support the school's mission by creating a physical environment that reflects its commitment to trust, autonomy, and meaningful academic experiences. By allocating sufficient funds for a thoughtfully designed and well-maintained space, the budget ensures that students and educators have access to a safe, flexible, and inspiring environment where exploration and independent learning can thrive.

The School has budgeted \$18,000 for insurance which meets the state's minimum requirements according to the submitted quote and even includes potential umbrella policies for the School.

Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.



The Proposed School's general fund balance goal is 5.0% in the first year of operation. Moving into the second year, that percentage increases to 8.8%, 12.9% in year three, 12.1% in year four, and 10.7% in year five. In addition to an annual budget which the Proposed School will employ a monthly budget, taking into consideration that often LEA funds are delayed for new charters, that EC funds are deferred for several months until headcount is submitted, and that they may incur expenses before opening that must be repaid with local funds only.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The Proposed School's financing structure combines a mix of commercial mortgage debt, operational budgeting, and strategic leasing to support both the acquisition of facilities and the overall sustainability of the school. The primary component is an approximately \$4 million commercial mortgage, secured for the purchase and renovation of the school's permanent facility. This mortgage is expected to carry monthly payments within the \$25,000–\$30,000 range, which fits within the broader \$37,000 monthly overhead budget allocated for facility-related costs—including mortgage payments, insurance, utilities, maintenance, and reserves.

In addition to the primary facility financing, the Proposed School anticipates minor asset financing through short-term, low-interest equipment loans or lease-to-own agreements for classroom furniture, technology infrastructure, and specialized instructional materials. These arrangements will preserve cash flow while ensuring timely access to high-quality resources.

The Proposed School may also enter into strategic leases for satellite instructional space or community-use areas (e.g., athletic fields, co-op learning centers) during the first years of operation or to accommodate flexible programming. All lease commitments will be negotiated with an emphasis on affordability, short-term flexibility, and alignment with student-centered learning experiences. The combination of a stable facility mortgage, responsible asset financing, and scalable leasing positions the Proposed School for sustainable growth while remaining true to its mission-driven approach.

Q246. 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 current taxable value of the proposed location is above the offer price. Assuming the appraisal comes in at or close to the tax value and assuming a final price at 4.1 million dollars, the Proposed School anticipates having nearly half a million dollars in equity once the building is fully acquired. The Proposed School will also solicit donations of goods and services upon receipt of acceptance of its application in addition to an aggressive business fundraising campaign and grant request project.



13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

The basics of strong internal control form the cornerstone of reliable financial reporting and are essential to safeguarding a school's resources. When controls are weak or improperly enforced, the school not only risks the loss of valuable assets but also the reputational damage that can arise from events like financial theft or mismanagement. Such incidents often cast a shadow beyond a single institution, affecting perceptions of charter schools across the state and undermining trust in North Carolina's charter school oversight as a whole.

To proactively mitigate these risks, the Proposed School will engage Rebekah Barr to conduct the annual audit. Beyond this statutory requirement, the Proposed School will also request an early assessment of internal controls, with a goal of identifying and correcting any deficiencies before the school's first day of operation. Waiting until the standard audit reporting deadline—15 months after opening—would be too late to prevent potential issues from arising.

Accounting services will be outsourced to a third-party provider, including all financial operations through LINQ. This structure introduces an added layer of cash segregation, as pupil funds, accounts payable, and payroll will be externally managed. Internally, a small petty cash fund will be maintained for emergencies, governed by a receipt-based or pre-authorization process. Any expenditure above a predetermined threshold will require the CEO's signature. To further support transparency and accountability, the use of school-issued checks will be limited to no more than 10 per month, encouraging real-time documentation through LINQ rather than retroactive entry.

Accounting records will be secured daily in locked physical files and stored digitally in password-protected systems. Sensitive documentation will be routinely shredded in alignment with data protection practices. The Board Treasurer will present a comprehensive financial report at every regularly scheduled board meeting. This will include a balance sheet, a profit and loss statement, and a budget-to-actuals report, along with clear explanations to support board understanding. Additionally, both the business services provider and the auditors will be invited to attend these meetings to ensure transparency and to field any questions regarding financial performance and oversight.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

None at this time.

Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone



number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Rebekah Barr, CPA PC

2505-B Nash Street

Wilson, NC 27896

252-294-6920

Email: contact@rbarrcpa.com (mailto:contact@rbarrcpa.com)

Fax: NA

13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q250. Explanation (optional):

Goodall Consulting has worked with many other charter applicants and some of the work on other applications may have been used in this application to ensure that best practices are used for the charter school application.



14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 2

Resources



2025 Charter School ...

Applicant Evidence :



2025_Charter_School...

Uploaded on **4/18/2025**

by **Alicia Soto**

Bazemore



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

☒ Yes

☐ No

Q254. Give the name of the third-party person or group:

Goodall Consulting

Q255. Fees provided to the third-party person or group:

\$25,000



16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools
6307 Mail Service Center Raleigh, NC 27699-6307

☒ I understand

Resources



2025 Payment Form....

Applicant Evidence :



DPI CHECK (WAKE) TR...

Uploaded on **4/22/2025**

by **Alicia Soto**

Bazemore



17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources



Signature Page.docx

Applicant Evidence :



PUBLIC SCHOOLS OF ...

Uploaded on **4/24/2025**

by **Alicia Soto**

Bazemore

Q258. Board chair, please digitally sign your application here.

Signature

Final Status



☐ Reject

☐ Approve

Approver Comments

THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS- WAKE

BY-LAWS OF:

The Institute for the Development of Young Leaders- Wake

Article I Purposes of the Corporation

The Corporation is a nonprofit corporation organized for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The Corporation's purposes are: (a) to engage in the charitable and educational purposes of providing quality public education as a charter school created pursuant to the General Statutes of North Carolina establishing charter schools; (b) to do any other lawful charitable or educational activity that qualifies under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and Section 105-125 and Section 105-130.11(a)(3) of the General Statutes of North Carolina as being a charitable or educational purpose and activity. The purposes of the Corporation shall be limited so that it will be an exempt charitable and educational corporation pursuant to Section 501(c)(3) of the Code and Section 105-125 and Section 105-130.11 of the General Statutes of North Carolina, or the corresponding provision of any future revenue law.

Article II Offices

The PRINCIPAL OFFICE of the Corporation shall be located at 4300 South Miami Boulevard, Durham, NC 27703.

The REGISTERED OFFICE of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

OTHER OFFICES: The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine or, as the affairs of the Corporation may require.

Article III Membership

The Corporation shall have no less than five (5) and no more than eleven (11) members. Additionally the CEO, Principal, and Parent Action committee President shall be non-voting members of the Board of Directors.

Article IV Directors

GENERAL POWERS: The management of the corporation shall be vested in the Board of Directors. The Board may delegate all or part of the management

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functions to an Executive Committee established by the Board pursuant to these By-laws. Members of the Board shall serve without pay. The Board of Directors shall have the power to make and amend rules and regulations pertaining to the operation of the Corporation, and shall have the responsibility for the entire management of the affairs of the Corporation, except as may be otherwise provided in the By-laws.

ELECTION: New Directors shall be elected by a majority vote of the Board members present at a meeting at which a quorum is present, as provided in Article V, Section 4, hereof. The Board of Directors will elect officers in the same manner. Officers of the Corporation are limited to the following:

The Chair, the Secretary, the Treasurer, the assistant secretary and the assistant treasurer. Employees of the Corporation are not eligible to be Directors.

NUMBER, TERM: The number of Directors constituting the Board of Directors shall not be less than five (5) nor more than eleven (11). Directors shall serve for a period of one (1) year. Directors may serve consecutive terms. The Board of Directors may from time to time change the number of Directors or the term of service for all Directors or for specific Directors by amendment of these by-laws. Officers shall serve for a term of five (5) years. Officers may serve consecutive terms. The Board of Directors may from time to time change the number of Officers or the term of service for all Officers or for specific Officers by amendment of these by-laws.

REMOVAL: Board members may be removed from office with or without cause by a vote of two-thirds of the members of the Board at the annual meeting or a special meeting called for that purpose. If any member is so removed, a new member may be elected at the same meeting.

VACANCIES: A vacancy occurring on the Board may be filled by a majority of the remaining Board, though less than a quorum, or by the sole remaining Board member. Any member who shall be absent from three (3) CONSECUTIVE MEETINGS OF THE Board, without excuse satisfactory to the Board, shall be deemed to have resigned from the Board, and the vacancy shall have the same term as the Director that he replaces. Any Directorship to be filled by reason of an increase in the authorized number of Directors shall be filled by a majority of the remaining Directors, though less than a quorum, or by the sole remaining Director.

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CHAIRPERSON OF THE BOARD: There may be a Chairperson of the Board of Directors elected by the Directors from their number at any meeting of the Board. The Chairperson shall preside at all meetings of the Board of Directors and perform such other duties as may be directed by the Board. The Chair organizes the agenda and Board meetings. The Chair and the Secretary works with the other officers to evaluate the CEO annually and to help Officers to come to agreement on a CEO compensation recommendation for the full board.

COMPENSATION: Members of the Board of Directors shall serve without pay. Members may receive reimbursement for expenses incurred as a result of their service on the Board.

Article V Meetings of the Board of Directors

ANNUAL MEETINGS: The annual meeting of the Board shall be held in August of each year. In addition, a meeting shall be held at least once during each calendar quarter at such time and place as may be determined by the Chairperson of the Board. Prior notice of time and place of such meeting shall be given to the Directors by postal mail, email, telephone, or voicemail, or any usual means of communication.

SPECIAL MEETINGS: Special meetings of the Board may be called by or at the request of the Chairperson of the Board or by the CEO of the Corporation or by any three (3) Board members. Such meetings may be held either within or without the State of North Carolina.

OPEN MEETINGS LAW: Meetings of the Board of Directors will be open to the public and subject to the provisions of the North Carolina Open Meetings Law. However, the Board of Directors shall have the right to call, consistent with the provisions of the Open Meetings Law, an executive session during any meeting for the purpose of discussing corporation affairs inappropriate to disseminate among the public because of confidentiality rules or otherwise.

NOTICE OF MEETINGS: The Chairman of the Board or the CEO of the Corporation may call a regular meeting of the Board by giving at least five (5) days advance notice thereof by any usual means of communication and those listed above in Article V section I. The person or persons calling a special meeting of the Board shall, at least five (5) days prior to the meeting, give notice thereof by any usual means of communication. Such notice need not specify the purpose for which the meeting is called. Attendance by a Board member at a meeting shall constitute a waiver of notice of such meeting, except where a

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Board member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called. Notice of meetings of the Board will be provided to the public according to the provisions of the North Carolina Open Meetings Law.

QUORUM: A majority of the members of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board.

VOTING: Except as otherwise provided in this Section, the act of the majority of the Board members present at a meeting at which a quorum is present shall be the act of the Board. The vote of a majority of the number of Board members fixed pursuant to these By-Laws shall be required to adopt a resolution constituting an Executive Committee. The vote of a majority of the Board members then holding office shall be required to adopt, amend or repeal a By-law or to change the number of Directors between five (5) and eleven (11) as established in Article IV, Section 2.

INFORMAL ACTION BY THE DIRECTORS: Action taken by the Directors without a meeting is nevertheless Board action if written consent to the action in question is signed by all the Directors and filed with the minutes of the proceedings of the Board, whether done before or after the action so taken. Additional action taken by a majority of the Directors or Executive Committee without a duly called meeting is nevertheless Board or Executive Committee action if the action is approved by a majority of the Board at the next regular meeting of the Board. If a meeting of Directors otherwise valid is held without proper call or notice, action taken at such meeting otherwise valid is deemed ratified by a Director who did not attend unless promptly after having knowledge of the action taken and of the impropriety in question he files with the Board Secretary his written objection to the holding of the meeting or to any specific action taken. Any one or more Directors or members of the Executive Committee may participate in a meeting of the Board or Committee by means of a conference telephone or similar communication device which allows all members participating in the meeting to hear each other and such participation in a meeting shall be deemed present in person at such meeting.

PARLIAMENTARY AUTHORITY: Robert's Rules of Order, Revised, shall constitute the ruling authority in all cases in which they are not inconsistent with these By-Laws or with any statute of the state.

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MINUTES: Minutes of all Board meetings will be kept by the Secretary of the Corporation or, in the absence of the Secretary, by another member of the Board of Directors designated by the Chairman.

Article VI Executive Committee and Other Committees

CREATION: The Board of Directors by resolution may designate three (3) or more Directors to constitute an Executive Committee, which Committee, to the extent provided in such resolution, shall have and may exercise all the authority of the Board of Directors in the management of the Corporation, except that the Executive Committee shall not have any authority to alter or amend the By-laws.

VACANCY: Any vacancy occurring in the Executive Committee shall be filled by the Directors at a regular or special meeting of the Board of Directors.

REMOVAL: Any member of the Executive Committee may be removed at any time with or without cause by the Board of Directors.

MINUTES: The Executive Committee shall elect a member of the committee to keep regular minutes of its proceedings and report the same to the Board when required.

RESPONSIBILITY OF DIRECTORS: The designation of an Executive Committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility or liability imposed upon it or him by law. If action taken by the Executive Committee is not thereafter formally considered by the Board, a Director may dissent from such action by filing his written objection with the Secretary with reasonable promptness after learning of such action.

CONFLICT OF INTEREST: If any matter should come before the Board of Directors, or any of its committees, in such a way as to give rise to a conflict of interest, any interested party shall make full disclosure of the potential conflict and, if requested, withdraw from the meeting for so long as the matter shall continue under discussion, except to answer any questions that might be asked regarding the situation. Should the matter be brought to vote, and the interested party shall not vote. If the matter involves an item of business for which a special meeting was called, the interested party shall not be counted to establish a quorum, or shall the interested party participate in the deliberation or vote on it.

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The Board of Directors may adopt additional policies regarding conflicts of interest not inconsistent with the provisions of this Article VI, Section 6.

OTHER COMMITTEES: Other Committees not having and exercising the authority of the Board in the management of the Corporation may be designated by a resolution adopted by a majority of the Board present at a meeting at which a quorum is present. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interest of the Corporation shall be served by such removal.

TERM OF OFFICE: Each member of a committee shall continue as such until resignation or removal with or without cause by the Board, or until such member shall cease to qualify as a member thereof.

CHAIRPERSON: One member of each committee shall be appointed chair by the person or persons authorized to appoint the members thereof. The Chair reviews and gives final approval to the board meeting agenda and moderates the quarterly meetings

VACANCIES: Vacancies in the membership of any committee may be filled by appointment made in the same manner as provided in the case of the original appointments.

QUORUM: Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

RULES: Each committee may adopt rules for its own governance not inconsistent with these By-laws or with rules adopted by the Board, and provided such rules are approved by the Board.

Article VII Officers

NUMBER: The officers of the Corporation shall consist of no more than a chair, a Secretary, a Treasurer, and the assistant secretary and assistant treasurer and other officers as the Board of Directors may from time to time elect. Any two or more offices may be held by the same person. In no event however, may an officer act in more than one capacity where action of two or more officers is required.

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ELECTION AND TERM: The Officers of the Corporation shall be elected by the Board of Directors. Such election may be held at any regular or special meeting of the Board. Each officer shall hold office until his death, resignation, retirement, removal, disqualification, or his successor is elected and qualifies.

REMOVAL: Any officer or agent elected or appointed by the Board of Directors may be removed by the Board with or without cause; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Chief Executive Officer: The CEO, who shall serve, with compensation as decided by the board, shall manage or cause to be managed all business of the Corporation and under the direction, authority and instruction of the Board of Directors oversee the planning, implementation and development of the Corporation in a manner congruent with the stated mission, purpose, and educational focus. The CEO shall be a principal Executive Officer of the Corporation and, subject to the control of the Board of Directors, shall supervise and control the management of the Corporation in accordance with these By-laws. The CEO, shall, when present, preside at all meetings except in the event of a meeting of the Board of Directors when there is a duly elected Chairperson of the Board present at the meeting. The CEO shall sign, with any other proper officer, any deeds, mortgages, bonds, contracts, or other instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be other wise signed and executed and except where the signing and execution thereof shall be delegated by the Board of Directors to some other officer or agent; and, in general, the CEO shall perform all duties incident to the office of CEO and such other duties as may be prescribed by the Board of Directors from time to time.

SECRETARY: The Secretary, who shall serve without compensation, shall keep accurate records of the acts and proceedings of all meetings of Directors. He shall give all notices required by law and by these By-laws. He shall have general charge of the corporate books and records and of the corporate seal, and he shall affix the corporate seal to any lawfully executed instrument requiring it. He shall sign such instruments as may require his signature, and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned him from time to time by the President or by the Board of Directors.

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TREASURER: The Treasurer, who shall serve without compensation in such capacity, shall have custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors. He shall keep full and accurate accounts of the finances of the Corporation in books especially provided for the purpose and he shall cause a true statement of its assets and liabilities as of the close of each fiscal year and of the results of its operation and of changes in fund balance for such fiscal year, all in reasonable detail, to be made and filed at the registered or principal office of the Corporation within three months after the end of such fiscal year. The Treasurer shall, in general, perform all duties incident to his office and such other duties as may be assigned to him from time to time by an Executive Director or by the Board of Directors. **ASSISTANT SECRETARIES**

AND TREASURERS: The Assistant Secretaries and Assistant Treasurers, who shall serve without compensation, in such capacity, shall, in the absence or disability of the Secretary or the Treasurer, respectively, perform the duties and exercise the powers of those offices, and they shall, in general, perform such other duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by an Executive Director or by the Board of Directors.

BOND: The Board of Directors may, by resolution, require any or all officers, agents and employees of the Corporation to give bond to the Corporation with sufficient sureties, conditioned on the faithful performance of the duties of their respective offices or position, and to comply with such other conditions as may from time to time be required by the Board of Directors.

Article VII Indemnification

EXPENSES AND LIABILITIES: Except as provided below, to the extent and upon the terms and conditions provided by the North Carolina Business Corporation Act as it exists or may hereafter be amended, the Corporation shall indemnify any and all of its officers and Directors against liability and litigation expense, including reasonable attorneys' fees, arising out of their status as such. Said Officers and Directors shall be entitled to recover from the Corporation, and the Corporation shall pay, all reasonable costs, expenses, and attorneys' fees in connection with the enforcement of rights to indemnification provided herein. Such right shall inure to the benefit of the legal representatives of any such person and shall not be exclusive of any other right to which such person may be entitled apart from the provisions of this By-Law. Such

THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS- WAKE

indemnification rights shall not apply for liability or litigation expense which any Officer or Director may incur (i) on account of his activities which were (at the time taken) know or believe by him to be clearly in conflict with the best interest of the Corporation or (ii) in connection with any claim that the Corporation may make against such Officer or Director unless he ultimately shall prevail against the Corporation in respect to such claim. The Corporation also shall have the power, in its sole discretion, to indemnify any present or former Director, officer, employee or agent or any person (who has served or is serving (i) in such capacity at the request of the Corporation in any other corporation, partnership joint venture, company, trust or other enterprise or (ii) as a trustee or administrator under an employee benefit plan), with respect to any liability or litigation expenses, including reasonable attorneys' fees (incurred in such capacity by any such person) to the extent and upon the terms and conditions provided by the National Carolina Business Corporation Act as it exists or may hereafter be amended.

ADVANCE PAYMENT OF EXPENSES: Expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case or as authorized or required under any charter or By-law provision or by any applicable resolution or contract upon receipt of any undertaking by or on behalf of the Director, officer, employee or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation against such expenses. Notwithstanding the provisions of the preceding paragraph, the Corporation shall, upon receipt of an undertaking by or on behalf of the Director or officer involved to repay the expenses described in the second paragraph of the preceding Section I of ARTICLE II unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation against such expenses, pay expenses incurred by such Director or officer in defending a civil or criminal action, suit or proceeding in advance of the final disposition of such action, suit or proceeding.

INSURANCE: The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as Director, officer, employee, trustee or agent of another nonprofit corporation

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or trust against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability.

Article IX Contracts, Loans and Deposits

CONTRACTS: The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.

LOANS: No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. In no event shall loans be made by the Corporation to its Board members or officers.

CHECKS AND DRAFTS: All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

DEPOSITS: All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depository or depositories, as the Board shall direct.

GIFTS: The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

Article X Forbidden Activities

The Corporation is organized as a nonprofit Corporation exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"). No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its officers, Directors, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its charitable purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing

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or distribution of statement) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this Article X, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Code, or the corresponding provision of any future United States Internal Revenue Law or (b) by a corporation the contributions to which are deductible under Section 170(c)(2) of the Code.

Article XI CONFLICT OF INTEREST

POLICY: Full Disclosure, by notice in writing, shall be made by the interested parties to the full Board of Directors in all conflicts of interest, including but not limited to the following:

A Director related to another Director;

A Director is related to a staff member;

A staff member in a supervisor capacity is related to another staff member whom he/she supervises;

A Director or staff member receives payment from the Corporation for any subcontract, goods or services other than as part of his/her regular job responsibilities or as reimbursement for reasonable expenses incurred as provided in the By-laws and Board policy.

A Director or staff member is a member of the governing body of a contributor to the School or nonprofit running the School;

A Director or staff member may not have personal, financial, professional, or political gain at the expense of the Corporation.

DETERMINATION OF CONFLICT: Following full disclosure of a possible conflict of interest or any condition listed above, the Board of Directors shall determine whether a conflict of interest exists and, if so, the Board shall vote to authorize or reject the transaction and/or condition. Both votes shall be by a majority vote without counting the vote of any interested Director, even if the disinterested Directors are less than a quorum, provided that at least one consenting Director is disinterested.

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PARTICIPATION: An interested Director or staff member shall not participate in any discussion or debate of the Board of Directors or on any committee thereof, in which the subject of discussion is a contract, transaction, or situation in which there may be a conflict of interest. No Director, officer, or staff member shall participate in the selection, award, or administration of a procurement transaction in which federal or state funds are used, where, to his/her knowledge, any of the following has a financial interest in that transaction:

The Director or the staff member;

Any member of his/her family;

His/her partner;

An organization in which any of the above is an officer, Director, or employee;

A person or organization with whom any of the above is negotiating or has any arrangement concerning prospective employment.

DISCLOSURE: Existence of any of the above-listed conditions shall render a contract or a transaction voidable unless full disclosure of personal interest is made in writing to the Board of Directors and the Board in full knowledge of such interest approved such transaction.

SANCTIONS: The disinterested Directors are authorized to impose by majority vote other reasonable sanctions as necessary to recover associated costs against a Director, officer, or staff member for failure to disclose a conflict of interest as described in Section 1 or for any appearance of a conflict.

APPEALS: Appeal from sanction shall be prescribed by law in those courts of the state of North Carolina with jurisdiction over both the parties and the subject matter of the appeal.

NOTIFICATION OF POLICY: A copy of this policy shall be given to all Directors, officers, and staff members upon commencement of their relationship with the Corporation.

Article XII Racially Nondiscriminatory Policy

The Institute for the Development of Young Leaders (IDYL) admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, and programs, and athletic or other school-administered programs. The Institute for the

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Development of Young Leaders will include a statement of its racially nondiscriminatory policy towards students in its application form, brochures or written advertising. Said statement will be similar in form to the following: "The Institute for the Development of Young Leaders (IDYL) admits students of any race, color, national or ethnic origin."

Article XIII GENERAL PROVISIONS

SEAL: The Corporate seal of the Corporation shall consist of picture of the globe in which is the name of the Corporation and in the center of which is inscribed The Institute For The Development Of Young Leaders; and such seal is hereby adopted as the corporate seal of the Corporation.

WAIVER OF NOTICE: Whenever any notice is required to be given to any Board member under the provisions of North Carolina Nonprofit Corporation Act or under the provisions of the charter or By-laws of this Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

AMENDMENTS: Except as otherwise provided herein, these By-laws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Board members then holding office at any regular or special meeting of the Board except if the amendment or change affects the mission, purpose or focus of the Corporation. The Board of Directors shall have no power to adopt a By-law providing for the management of the Corporation otherwise than by the Board or its Executive Committee.

BOOKS AND RECORDS: The Corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its Board members and committees having any of the authority of the Board. These records shall be kept at the Corporation's principal office. The Corporation shall maintain all records in good order and submit and file all reports timely as required by applicable law. The treasurer and Secretary is responsible for recording, keeping and submitting all financial and accounting records or reports, and all other records and reports of the Corporation.

FISCAL YEAR: The fiscal year of the Corporation shall begin on the 1st day of July and end on the 30th day of June in each year.

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GENDER; Wherever the context shall so require, all words herein in any gender shall be deemed to include the masculine, feminine, or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

STANDING COMMITTEES: In addition to the Executive Committee, the board includes four other standing committees, each of which has three members and reports and is subject to the Board of Directors: Finance Committee – reviews budget proposals and year-to-date expenses and revenues;

Audit Committee – elects an auditor, reviews the annual audit, and reports to the full board; Parent Action

Committee-responsible for advising the Board of Directors on policy issues; and Governance Committee – responsible for board recruitment and development.

ROLE FUNCTIONS and RESPONSIBILITIES OF BOARD OF DIRECTORS:

The primary role of The Institute For The Development Of Young Leaders BOARD OF DIRECTORS is to serve as a group of engaged thought partners charged with the Corporation's policy and fiscal management as they work to design and implement the organization's strategy to provide dynamic, innovative, comprehensive educational services that is accountable and compliant with all applicable local, state, and federal laws.. The three primary areas for board involvement are:

Policy- developing and adopting policy congruent with the stated purpose, mission, and educational focus of the Corporation;

Finance – budget development and oversight, fundraising; and financial strategy

The Institute for the Development of Young Leaders' BOARD RESPONSIBILITIES: The Board is a governing and policymaking body.

The Board of Directors as a whole is generally responsible for:

- Ensuring that by-laws and appropriate board policies are in place and followed to meet expectations outlined in all applicable local, state and federal laws.
- Monitoring the financial stability and integrity of the organization, through reports made by the Finance and Audit Committees to full board, by reviewing quarterly financial statements, approving the external auditor, and reviewing annual audited statements.
- Every year, reviewing and providing feedback on reports from the CEO including goals, performance measures and outcomes of the Corporation performance against the priorities as well as other objectives.
- Supporting the CEO to lead the organization;
- Selecting and employing the CEO; and annually reviewing the CEO's performance against annual objectives and organizational priorities, and approving his/her annual compensation package.

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Individual Board Members are responsible for:

- Attending the quarterly board meetings, including reading the board briefing materials ahead of the meeting and participating in meeting discussions.
- Reporting to the CEO and Board Chair any potential conflicts of interest between what is in the Corporation's best interests and what might be in the best interest of the individual Board Member or of other agencies with which he or she is closely affiliated.
- Keeping the Corporation's finances, fund development, or business development strategy, and other information as requested confidential.
- Providing input and feedback to staff – in board meetings and between meetings as requested
- Enhancing the Corporation's public image, visibility and credibility.
- Identifying and recruiting strong Board Members who will contribute time and energy to the agency's credibility, visibility, quality, and growth while ensuring a broad range of education perspectives consistent with The Institute for the Development of Young Leaders' mission.
- Annually and candidly assessing one's own participation on the board, and looking for opportunities to increase contribution over time.

Involvement of parents and community members in governing the school

Research shows that **family involvement** promotes student success. Students with involved parents are more likely to: Earn higher grades and pass their classes, attend school regularly and have better social skills.

"When families, schools, and communities work together, student achievement improves, Teacher morale rises, Communication increases, family, school, and community connections multiply."⁹

Parents are the single most important resource of the school. As such they will play a crucial role in day-to-day decision- making and daily operations of the school. To accomplish this The Institute for the Development of Young Leaders will rely on the following essential factors to promote parent/families engagement:

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Institute for the Development of Young Leaders - Wake.

2. ☒ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Yvette J. Munroe.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 4300 S. Miami Blvd.
City: Durham State: NC Zip Code: 27703 County: Durham

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____
City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>W.E. Goodall</u>	<u>2132 Greenbrook Pkwy.</u>
	<u>Weddington, NC 28104</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. ☐ The corporation will have members.

b. ☒ The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

See Attached
See Attached

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 919-308-9731

Number and Street: 4300 S. Miami Blvd.

City: Durham State: NC Zip Code: 27703 County: Durham

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. (Optional): Please provide a business e-mail address:

Privacy Redaction

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 9th day of April, 2025.

Institute for the Development of Young Leaders-Wake

Incorporator Business Entity Name

W. E. Goodall

Signature of Incorporator

W. E. Goodall *Incorporator*

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Institute for the Development of Young Leaders
Wake
(attached to Articles of Incorporation)
April 9, 2025

Purpose of Corporation

This corporation is organized for the following purpose(s) (check as applicable):

- ☐ religious,
- ☐ charitable,
- ☒ educational,
- ☐ testing for public safety,
- ☐ scientific,
- ☐ literary,
- ☐ fostering national or international amateur sports competition, and/or
- ☐ prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Date of this notice: 04-18-2025

Employer Identification Number:
33-4655791

Form: SS-4

Number of this notice: CP 575 A

INSTITUTE FOR THE DEVELOPMENT OF
YOUNG LEADERS-WAKE
2132 GREENBROOK PKWY
WEDDINGTON, NC 28104

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 33-4655791. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 941	04/30/2026
Form 940	01/31/2027

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit www.irs.gov/mefbusproviders for a list of companies that offer IRS e-file for business products and services.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is INST. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

04-18-2025 INST B 9999999999 SS-4

CP 575 A (Rev. 7-2007)

CP 575 A

999999999999

DATE OF THIS NOTICE: 04-18-2025
EMPLOYER IDENTIFICATION NUMBER: 33-4655791
FORM: SS-4 NOBOD

INSTITUTE FOR THE DEVELOPMENT OF
YOUNG LEADERS-WAKE
2132 GREENBROOK PKWY
WEDDINGTON, NC 28104

FOR SALE / LEASE

3211 Bramer Dr

Raleigh, NC



23,625 SF Building – transform ready for a variety of uses

MEDALIST CAPITAL

Trey Navo
tnavo@medalistcapital.com
919.896.7823

Josh Points
jpoints@medalistcapital.com
919.896.7834

ABOUT THE PROPERTY

Property Facts

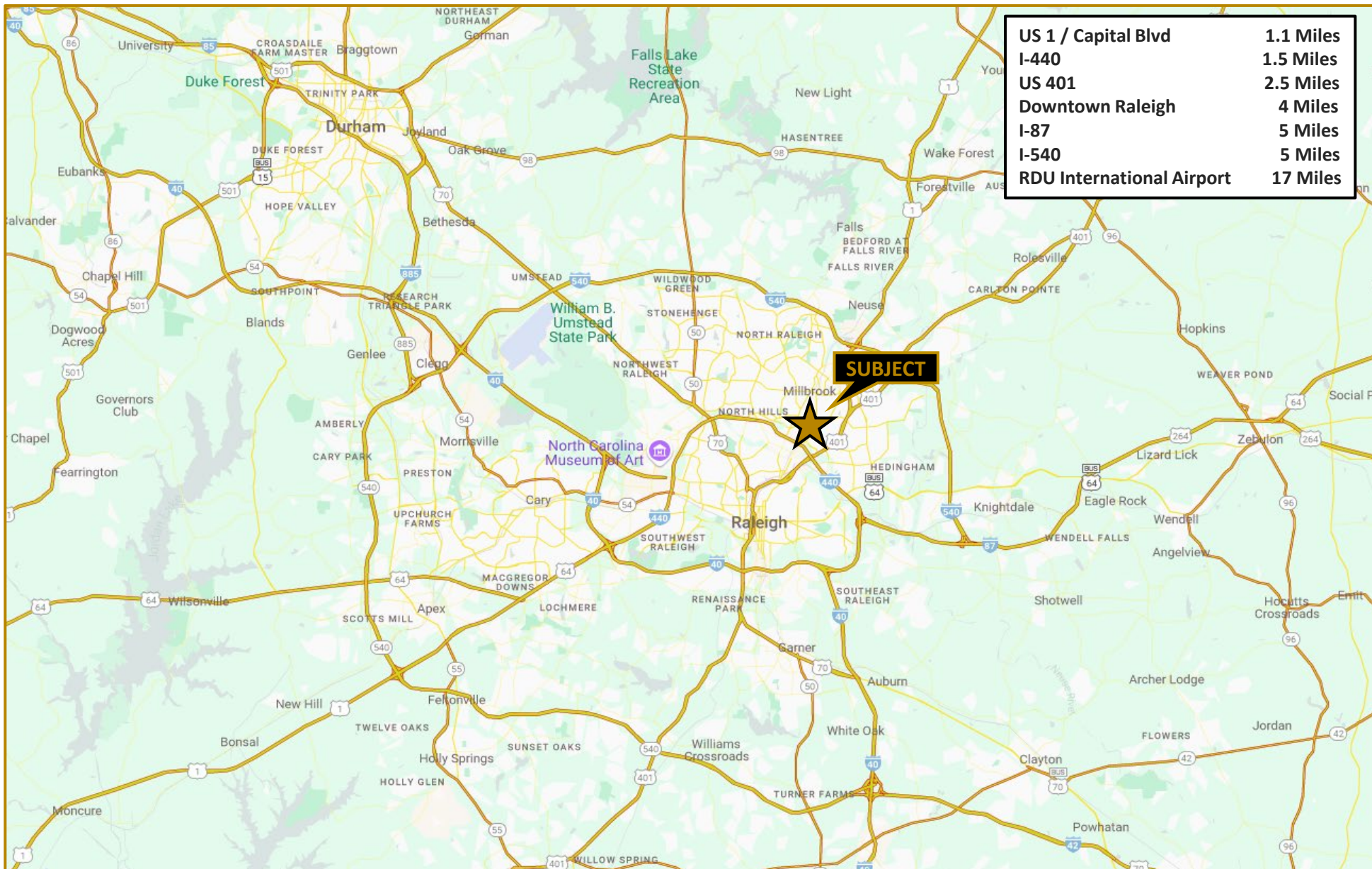
Address	3211 Bramer Dr Raleigh, NC 27604
Pin Number	1715665287
Building Size	23,625
Land Area	1.62
Occupancy	Vacant
Year Built / Renovated	1969 / 1993
Construction	Masonry / Steel
Parking	26 parking spots with additional parking in the rear
Sale Price	\$4,250,000 / \$180 PSF
Lease Rate	\$16 NNN



THE LOCATION

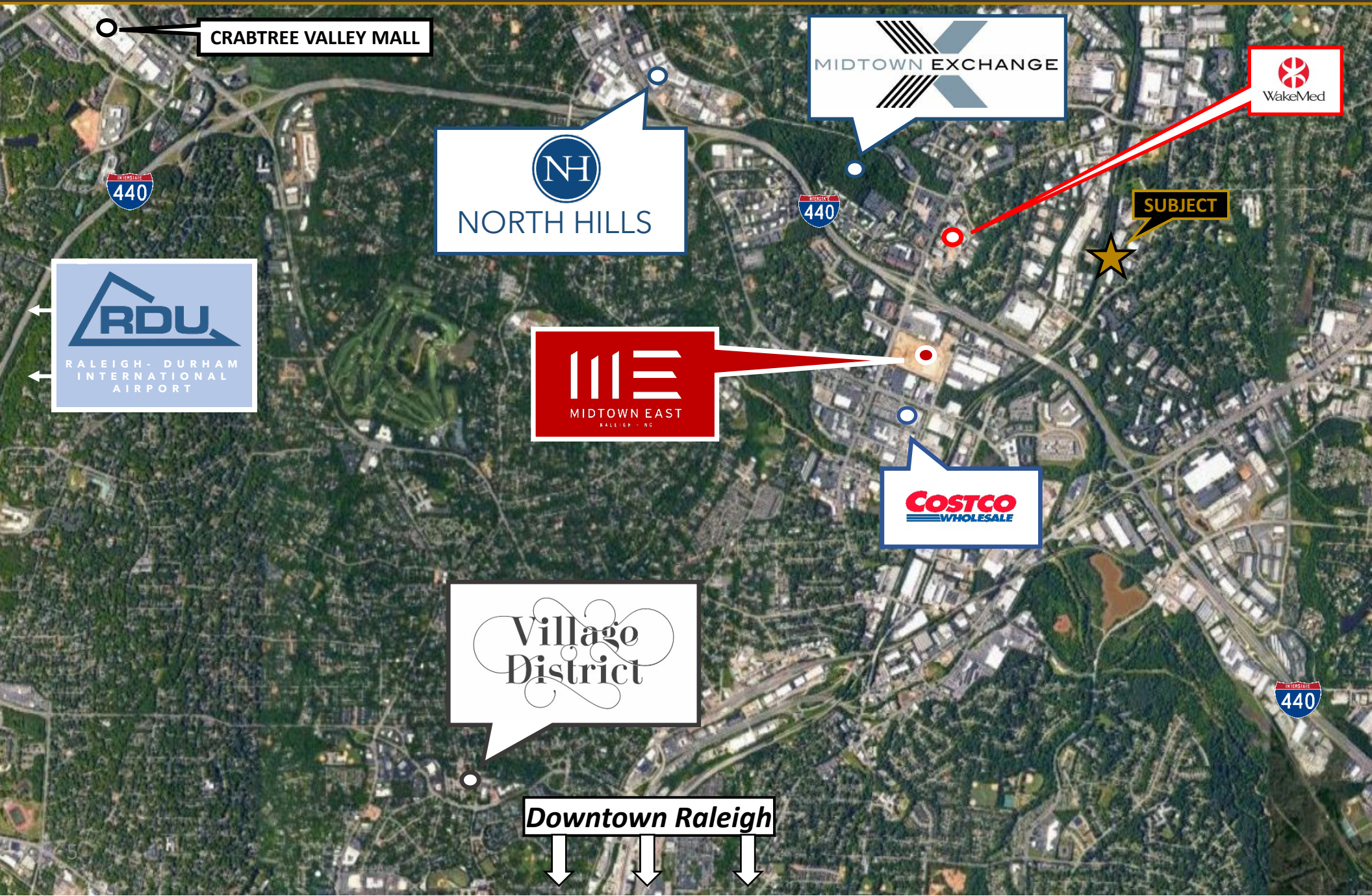


THE LOCATION



MEDALIST CAPITAL

SUBJECT AERIAL



EXTERIOR PHOTOS



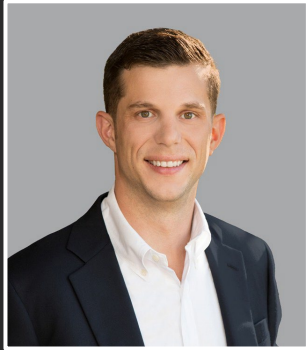
EXTERIOR PHOTOS



EXTERIOR PHOTOS



MEDALIST CAPITAL INVESTMENT & ADVISORY TEAM



TREY NAVO

Vice President of Investment Sales – Broker

- *Masters in Real Estate Development, Auburn*
- *BS, History, Iowa State University*
- *Licensed NC Real Estate Broker*

RALEIGH OFFICE
3201 Glenwood Ave
Suite 200
Raleigh, NC 27612

medalistcapital.com



JOSH POINTS

Vice President of Investment Sales – Broker

- *MBA, Finance and Marketing, University of North Carolina-Chapel Hill*
- *BS, Government, University of Virginia*
- *Licensed NC Real Estate Broker*



NC REALTORS®
Commercial Forms

AGREEMENT FOR PURCHASE AND SALE OF IMPROVED REAL PROPERTY

THIS AGREEMENT, including any and all addenda attached hereto ("Agreement"), is by and between
Institute for the Deveopment of Young Leaders and or its assigns

a(n) NC Non-Profit Corporation ("Buyer"), and
(individual or State of formation and type of entity)

Macon Holdings, LLC

a(n) NC LLC ("Seller").
(individual or State of formation and type of entity)

(NOTE: If the Buyer or Seller is an entity, in order to form a binding agreement and complete a transaction, the entities listed as Buyer or Seller in this Agreement should be validly formed and in good standing with the Secretary of State in the State of formation of the entity.)

FOR AND IN CONSIDERATION OF THE MUTUAL PROMISES SET FORTH HEREIN AND OTHER GOOD AND VALUABLE CONSIDERATION, THE RECEIPT AND SUFFICIENCY OF WHICH ARE HEREBY ACKNOWLEDGED, THE PARTIES HERETO AGREE AS FOLLOWS:

Section 1. Terms and Definitions: The terms listed below shall have the respective meaning given them as set forth adjacent to each term.

(a) "**Property**": (Address) 3211 Bramer Dr Raleigh, NC 27604

Plat Reference: Lot(s) _____, Block or Section _____, as shown on Plat Book or Slide
at Page(s) _____, _____ County, consisting of _____ acres.

☒ If this box is checked, "Property" shall mean that property described on **Exhibit A** attached hereto and incorporated herewith by reference,

(For information purposes: (i) the tax parcel number of the Property is: 0040950;
and, (ii) some or all of the Property, consisting of approximately 1.62 acres, is described in Deed Book
019328, Page No. 02180, Wake County.)

together with all buildings and improvements thereon and all fixtures and appurtenances thereto and all personal property, if any, itemized on **Exhibit A**.

\$ 4,100,000

(b) "**Purchase Price**" shall mean the sum of _____
four million one hundred thousand Dollars,

payable on the following terms:

\$ 50,000

(i) "**Earnest Money**" shall mean _____ Dollars

or terms as follows: Fifty thousand dollars and Buyer shall deposit \$7500 non-refundable
every 30 days following the end of examination period to be applied to purchase price

The Earnest Money shall be deposited in escrow with
Tryon Title (name of person/entity with whom
deposited- "Escrow Agent") within five (5) calendar days of the Contract Date, to be applied as part
payment of the Purchase Price of the Property at Closing, or disbursed as agreed upon under the provisions
of Section 10 herein. Should Buyer fail to deliver the Earnest Money by the date required hereunder, or
should any check or other funds paid by Buyer be dishonored, for any reason, by the institution upon which



This form jointly approved by:
North Carolina Bar Association's Real Property Section
North Carolina Association of REALTORS®, Inc.

STANDARD FORM 580-T
Revised 7/2023
© 7/2024

Buyer Initials 1/1m Seller Initials _____

the payment is drawn, Buyer shall have one (1) banking day after written notice of such dishonor to deliver cash, official bank check, wire transfer or electronic transfer to the Escrow Agent. If Buyer fails to deliver the required funds within one (1) banking day after written notice, then Seller may terminate this Agreement by written notice to Buyer at any time thereafter, provided Seller has not then received acknowledgement by Escrow Agent of its receipt of funds from Buyer. If the Escrow Agent has not delivered to the Seller the acknowledgement of Earnest Money on the last page of this Agreement by the calendar day following the date the Earnest Money is required to be delivered hereunder, it shall be presumed that the Earnest Money was not delivered by the required time (unless, upon the written request of Seller, Escrow Agent can provide proof of its receipt of the Earnest Money by the required time). Buyer and Seller consent to the disclosure by the Escrow Agent, to the parties to this Agreement, the Broker(s) and any Buyer lender, of any material facts pertaining to the Earnest Money.

☒ **ANY EARNEST MONEY DEPOSITED BY BUYER IN A TRUST ACCOUNT MAY BE PLACED IN AN INTEREST BEARING TRUST ACCOUNT, AND: (check only ONE box)**

☐ **ANY INTEREST EARNED THEREON SHALL BE APPLIED AS PART PAYMENT OF THE PURCHASE PRICE OF THE PROPERTY AT CLOSING, OR DISBURSED AS AGREED UPON UNDER THE PROVISIONS OF SECTION 10 HEREIN. (Buyer's Taxpayer Identification Number is: _____)**

☒ **ANY INTEREST EARNED THEREON SHALL BELONG TO THE ACCOUNT HOLDER IN CONSIDERATION OF THE EXPENSES INCURRED BY MAINTAINING SUCH ACCOUNT AND RECORDS ASSOCIATED THEREWITH.**

\$ _____ (ii) **Delivery of a promissory note** secured by a deed of trust, said promissory note in the amount of _____ Dollars

being payable over a term of _____ years, with an amortization period of _____ years, payable in monthly installments of principal, together with accrued interest on the outstanding principal balance at the rate of _____ percent (_____ %) per annum in the amount of \$ _____, with the first principal payment beginning on the first day of the month next succeeding the date of Closing, or such other terms as may be set forth on **Exhibit B**. At any time, the promissory note may be prepaid in whole or in part without penalty and without further interest on the amounts prepaid from the date of such prepayment. **(NOTE: In the event of Buyer's subsequent default upon a promissory note and deed of trust given hereunder, Seller's remedies may be limited to foreclosure of the Property. If the deed of trust given hereunder is subordinated to senior financing, the material terms of such financing must be set forth on Exhibit B. If such senior financing is subsequently foreclosed, the Seller may have no remedy to recover under the note.)**

\$ 4,050,000 (iii) **Cash, balance of Purchase Price**, at Closing in the amount of _____ Dollars.
four million fifty thousand

Buyer, at Buyer's expense, shall be entitled to pursue qualification for and approval of any loan Buyer intends to obtain in connection with the transaction contemplated by this Agreement. **(Note: Buyer's obligations under this Agreement are not conditioned upon obtaining or closing any loan. Therefore, Buyer is advised to consult with Buyer's lender prior to signing this offer to assure that the Examination Period allows sufficient time for Buyer's lender to provide Buyer sufficient information to decide whether to proceed with or terminate the transaction.)**

(c) **"Closing"** shall mean the date of completion of the process detailed in Section 11 of this Agreement. Closing shall occur on or before November 1, 2025 or _____.

(d) **"Contract Date"** means the date this Agreement has been fully executed by both Buyer and Seller.

(e) **"Examination Period"** shall mean the period beginning on the first day after the Contract Date and extending through 5:00pm (based upon time at the locale of the Property) on _____.

Buyer Initials YJM Seller Initials _____ Page 2 of 9

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60 days from contract execution

TIME IS OF THE ESSENCE AS TO THE EXAMINATION PERIOD.

- (f) **"Broker(s)"** shall mean:
Medalist Capital ("Listing Agency"),
Josh Points ("Listing Agent" - License # 315658)
Acting as: ☐ Seller's Agent; ☒ Dual Agent
and _____ ("Selling Agency"),

("Selling Agent" - License # _____)
Acting as: ☐ Buyer's Agent; ☐ Seller's (Sub) Agent; ☐ Dual Agent

- (g) **"Seller's Notice Address"** shall be as follows:

500 Cardinal Dr Raleigh, NC 27604

e-mail address: _____ fax number: _____
except as same may be changed pursuant to Section 12.

- (h) **"Buyer's Notice Address"** shall be as follows:

4300 S Miami Blvd Durham, NC 27703

e-mail address: _____ fax number: _____
except as same may be changed pursuant to Section 12.

- ☐ (i) If this block is marked, additional terms of this Agreement are set forth on Exhibit B attached hereto and incorporated herein by reference. (**Note: Under North Carolina law, real estate agents are not permitted to draft conditions or contingencies to this Agreement.**)
- ☐ (j) If this block is marked, additional terms of this Agreement are set forth on the Additional Provisions Addendum (Form 581-T) attached hereto and incorporated herein by reference.
- ☐ (k) If this block is marked, additional terms of this Agreement are set forth on the Back Up Agreement Addendum (Form 581A-T) attached hereto and incorporated herein by reference.

Section 2. Sale of Property and Payment of Purchase Price: Seller agrees to sell and Buyer agrees to buy the Property for the Purchase Price.

Section 3. Proration of Expenses and Payment of Costs: Seller and Buyer agree that all property taxes (on a calendar year basis), leases, rents, mortgage payments and utilities or any other assumed liabilities as detailed on attached **Exhibit B, and/or Exhibit C, as applicable**, if any, shall be prorated as of the date of Closing. Seller shall pay for preparation of a deed and all other documents necessary to perform Seller's obligations under this Agreement, excise tax (revenue stamps), any deferred or rollback taxes, and other conveyance fees or taxes required by law, any fees required for confirming Seller's account payment information on owners' association dues or assessments for payment or proration; any fees imposed by an owners' association and/or a management company as agent of the owners' association in connection with the transaction contemplated by this Agreement other than those fees required to be paid by Buyer in this Section 3 below, and the following:

Buyer shall pay recording costs, costs of any title search, title insurance, survey, the cost of any inspections or investigations undertaken by Buyer under this Agreement, charges required by an owners' association declaration to be paid by Buyer for Buyer's future use and enjoyment of the Property, including, without limitation, working capital contributions, membership fees, or charges for Buyer's use of the common elements and/or services provided to Buyer, any costs or charges for determining restrictive covenant

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compliance, and the following:

Each party shall pay its own attorney's fees.

Section 4. Deliveries: Seller agrees to use best efforts to deliver to Buyer, as soon as reasonably possible after the Contract Date, copies of all material information relevant to the Property in the possession of Seller, including but not limited to: title insurance policies (and copies of any documents referenced therein), surveys, soil test reports, environmental surveys or reports, site plans, civil drawings, building plans, maintenance records and copies of all presently effective warranties or service contracts related to the Property. Seller authorizes (1) any attorney presently or previously representing Seller to release and disclose any title insurance policy in such attorney's file to Buyer and both Buyer's and Seller's agents and attorneys; and (2) the Property's title insurer or its agent to release and disclose all materials in the Property's title insurer's (or title insurer's agent's) file to Buyer and both Buyer's and Seller's agents and attorneys. If Buyer does not consummate the Closing for any reason other than Seller default, then Buyer shall return to Seller all hard copy materials delivered by Seller to Buyer pursuant to this Section 4 (or Section 7, if applicable), if any, and shall, upon Seller's request, following release of the Earnest Money, provide to Seller copies of (subject to the ownership and copyright interests of the preparer thereof) any and all studies, reports, surveys and other information relating directly to the Property prepared by or at the request of Buyer, its employees and agents, without any warranty or representation by Buyer as to the contents, accuracy or correctness thereof. Notwithstanding the above provisions regarding delivery and return of information and documentation, should there exist a separate non-disclosure, confidentiality, or similar agreement between Buyer and Seller, the terms of which conflict with this provision insofar as delivery and return of information and documentation, then the terms of such non-disclosure, confidentiality, or similar agreement shall control as to the delivery and return of information and documentation.

Section 5. Evidence of Title: Seller agrees to convey fee simple insurable title to the Property without exception for mechanics' liens, free and clear of all liens, encumbrances and defects of title other than: (a) zoning ordinances affecting the Property, (b) Leases (as defined in Section 7, if applicable) and (c) specific instruments on the public record at the Contract Date agreed to by Buyer (not objected to by Buyer prior to the end of the Examination Period), which specific instruments shall be enumerated in the deed referenced in Section 11 (items 5(a), 5(b) and 5(c) being collectively "Permitted Exceptions"); provided that Seller shall be required to satisfy, at or prior to Closing, any encumbrances that may be satisfied by the payment of a fixed sum of money, such as deeds of trust, mortgages or statutory liens. Seller shall not enter into or record any instrument that affects the Property (or any personal property listed on **Exhibit A**) after the Contract Date without the prior written consent of Buyer, which consent shall not be unreasonably withheld, conditioned or delayed.

Section 6. Conditions: This Agreement and the rights and obligations of the parties under this Agreement are hereby made expressly conditioned upon fulfillment (or waiver by Buyer, whether explicit or implied) of the following conditions:

(a) **Title Examination:** After the Contract Date, Buyer shall, at Buyer's expense, cause a title examination to be made of the Property before the end of the Examination Period. In the event that such title examination shall show that Seller's title is not fee simple insurable, subject only to Permitted Exceptions, then Buyer shall promptly notify Seller in writing of all such title defects and exceptions, in no case later than the end of the Examination Period, and Seller shall have thirty (30) days to cure said noticed defects. If Seller does not cure the defects or objections within thirty (30) days of notice thereof, then Buyer may terminate this Agreement and receive a return of Earnest Money (notwithstanding that the Examination Period may have expired). If Buyer is to purchase title insurance, the insuring company must be licensed to do business in the state in which the Property is located. Title to the Property must be insurable at regular rates, subject only to standard exceptions and Permitted Exceptions.

(b) **Same Condition:** If the Property is not in substantially the same condition at Closing as of the date of the offer, reasonable wear and tear excepted, then the Buyer may (i) terminate this Agreement and receive a return of the Earnest Money or (ii) proceed to Closing whereupon Buyer shall be entitled to receive, in addition to the Property, any of the Seller's insurance proceeds payable on account of the damage or destruction applicable to the Property.

(c) **Inspections:** Buyer, its agents or representatives, at Buyer's expense and at reasonable times during normal business hours, shall have the right to enter upon the Property for the purpose of inspecting, examining, conducting timber cruises, and surveying the Property; provided, however, that Buyer shall not conduct any invasive testing of any nature without the prior express written approval of Seller as to each specific invasive test intended to be conducted by Buyer. Buyer shall conduct all such on-site inspections, examinations, testing, timber cruises and surveying of the Property in a good and workmanlike manner, at Buyer's expense, shall repair any damage to the Property caused by Buyer's entry and on-site inspections and shall conduct same in a manner that does not unreasonably interfere with Seller's or any tenant's use and enjoyment of the Property. In that respect, Buyer shall make reasonable efforts to undertake on-site inspections outside of the hours Seller's or any tenant's business is open to the public. Buyer

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shall provide Seller or any tenant (as applicable) reasonable advance notice of and Buyer shall cause its agents or representatives and third party service providers (e.g. inspectors, surveyors, etc.) to give reasonable advance notice of any entry onto the Property. Buyer shall be obligated to observe and comply with any terms of any tenant lease which conditions access to such tenant's space at the Property. Upon Seller's request, Buyer shall provide to Seller evidence of general liability insurance. Buyer shall also have a right to review and inspect all contracts or other agreements affecting or related directly to the Property and shall be entitled to review such books and records of Seller that relate directly to the operation and maintenance of the Property, provided, however, that Buyer shall not disclose any information regarding this Property (or any tenant therein) unless required by law, and the same shall be regarded as confidential, to any person, except to its attorneys, accountants, lenders and other professional advisors, in which case Buyer shall obtain their agreement to maintain such confidentiality. Buyer assumes all responsibility for the acts of itself and its agents or representatives in exercising its rights under this Section 6(c) and agrees to indemnify and hold Seller harmless from any damages resulting therefrom. This indemnification obligation of Buyer shall survive the Closing or earlier termination of this Agreement. Except as provided in Section 6(b) above, Buyer shall have from the Contract Date through the end of the Examination Period to perform the above inspections, examinations and testing. **IF BUYER CHOOSES NOT TO PURCHASE THE PROPERTY, FOR ANY REASON OR NO REASON, AND PROVIDES WRITTEN NOTICE TO SELLER THEREOF PRIOR TO THE EXPIRATION OF THE EXAMINATION PERIOD, THEN THIS AGREEMENT SHALL TERMINATE, AND BUYER SHALL RECEIVE A RETURN OF THE EARNEST MONEY.**

Section 7. Leases (Check one of the following, as applicable):

☒ If this box is checked, Seller affirmatively represents and warrants that there are no Leases (as hereinafter defined) affecting the Property.

☐ If this box is checked, Seller discloses that there are one or more leases affecting the Property ("Leases") and the following provisions are hereby made a part of this Agreement.

(a) A list of all Leases shall be set forth on **Exhibit C**. Seller represents and warrants that, as of the Contract Date, there are no other Leases, oral or written, recorded or not, nor any subleases affecting the Property, except as set forth on **Exhibit C**. Unless written consent is given by Buyer, Seller will not enter in to any Lease affecting the Property nor terminate any Lease in Exhibit C during the effectiveness of this Agreement. Buyer agrees to take no action which would affect any lease in Exhibit C prior to Closing;

(b) Seller shall deliver copies of any Leases to Buyer pursuant to Section 4 as if the Leases were listed therein;

(c) Seller represents and warrants that as of the Contract Date, there are no current defaults (or any existing situation which, with the passage of time, or the giving of notice, or both, or at the election of either landlord or tenant could constitute a default) either by Seller, as landlord, or by any tenant under any Lease ("Lease Default"). In the event there is any Lease Default as of the Contract Date, Seller agrees to provide Buyer with a detailed description of the situation in accordance with Section 4. Seller agrees not to commit a Lease Default as Landlord after the Contract Date; and agrees further to notify Buyer immediately in the event a Lease Default arises or is claimed, asserted or threatened to be asserted by either Seller or a tenant under the Lease.

(d) In addition to the conditions provided in Section 6 of this Agreement, this Agreement and the rights and obligations of the parties under this Agreement are hereby made expressly conditioned upon the assignment of Seller's interest in any Lease to Buyer in form and content acceptable to Buyer (with tenant's written consent and acknowledgement, if required under the Lease). Seller agrees to deliver an assignment of any Lease at or before Closing, with any security deposits held by Seller under any Leases to be transferred or credited to Buyer at or before Closing. The assignment shall provide: (i) that Seller shall defend, indemnify and hold Buyer harmless from claims, losses, damages and liabilities (including, without limitation, court costs and attorneys' fees) asserted against or incurred by Buyer which are caused by or the result of any default by Seller under any Lease prior to the date of Closing, and (ii) that Buyer shall defend, indemnify and hold Seller harmless from claims, losses, damages and liabilities (including, without limitation, court costs and attorneys' fees) asserted against or incurred by Seller which are caused by or the result of any default by Buyer under any Lease after the date of Closing.

(e) Seller also agrees to work diligently to obtain any tenant signatures on any estoppel certificates in such form as Buyer may reasonably request and to work diligently to obtain any subordination, nondisturbance and attornment agreements in such form as Buyer may reasonably request.

Section 8. Environmental: Seller represents and warrants that it has no actual knowledge of the presence or disposal, except as in accordance with applicable law, within the buildings or on the Property of hazardous or toxic waste or substances, which are defined as those substances, materials, and wastes, including, but not limited to: those substances, materials and wastes listed in the United States Department of Transportation Hazardous Materials Table (49 CFR Part 172.101) or by the Environmental Protection Agency as hazardous substances (40 CFR Part 302.4) and amendments thereto, or such substances, materials and wastes, which are or become regulated under any applicable local, state or federal law, including, without limitation, any material, waste or substance which is (i) petroleum, (ii) asbestos, (iii) polychlorinated biphenyls, (iv) designated as a Hazardous Substance pursuant to Section 311 of the

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Clean Water Act of 1977 (33 U.S.C. §1321) or listed pursuant to Section 307 of the Clean Water Act of 1977 (33 U.S.C. §1317), (v) defined as a hazardous waste pursuant to Section 1004 of the Resource Conservation and Recovery Act of 1976 (42 U.S.C. §6903) or (vi) defined as a hazardous substance pursuant to Section 101 of the Comprehensive Environmental Response, Compensation and Liability Act of 1980 (42 U.S.C. §9601). Seller has no actual knowledge of any contamination of the Property from such substances as may have been disposed of or stored on neighboring tracts.

Section 9. Risk of Loss/Damage/Repair: Until Closing, the risk of loss or damage to the Property, except as otherwise provided herein, shall be borne by Seller. Except as to maintaining the Property in its same condition, Seller shall have no responsibility for the repair of the Property, including any improvements, unless the parties hereto agree in writing.

Section 10. Earnest Money Disbursement: In the event that any condition hereto is not satisfied, then the Earnest Money shall be refunded to Buyer. In the event of breach of this Agreement by Seller, the Earnest Money shall be refunded to Buyer upon Buyer's request, but such return shall not affect any other remedies available to Buyer for such breach. In the event of breach of this Agreement by Buyer, the Earnest Money shall be paid to Seller as liquidated damages and as Seller's sole and exclusive remedy for such breach, but without limiting Seller's rights under Section 6(c) or Section 22 of this Agreement. It is acknowledged by the parties that payment of the Earnest Money to Seller in the event of a breach of this Agreement by Buyer is compensatory and not punitive, such amount being a reasonable estimation of the actual loss that Seller would incur as a result of such breach. The payment of the Earnest Money to Seller shall not constitute a penalty or forfeiture but actual compensation for Seller's anticipated loss, both parties acknowledging the difficulty determining Seller's actual damages for such breach.

NOTE: In the event of a dispute between Seller and Buyer over the disposition of the Earnest Money held in escrow, a licensed real estate broker is required by state law (and Escrow Agent, if not a broker, hereby agrees) to retain the Earnest Money in the Escrow Agent's trust or escrow account until Escrow Agent has obtained a written release from the parties consenting to its disposition or until disbursement is ordered by a court of competent jurisdiction. Alternatively, if a broker or an attorney licensed to practice law in North Carolina is holding the Earnest Money, the broker or attorney may deposit the disputed monies with the appropriate clerk of court in accordance with the provisions of N.C.G.S. §93A-12.

Seller and Buyer hereby agree and acknowledge that the Escrow Agent assumes no liability in connection with the holding of the Earnest Money pursuant hereto except for negligence or willful misconduct of Escrow Agent. Escrow Agent shall not be responsible for the validity, correctness or genuineness of any document or notice referred to under this Agreement. Seller and Buyer hereby agree to indemnify, protect, save and hold harmless Escrow Agent and its successors, assigns and agents pursuant to this Agreement, from any and all liabilities, obligations, losses, damages, claims, actions, suits, costs or expenses (including attorney fees) of whatsoever kind or nature imposed on, incurred by or asserted against Escrow Agent which in any way relate to or arise out of the execution and delivery of this Agreement and any action taken hereunder; provided, however, that Seller and Buyer shall have no such obligation to indemnify, save and hold harmless Escrow Agent for any liability incurred by, imposed upon or established against it as a result of Escrow Agent's negligence or willful misconduct.

Section 11. Closing: At or before Closing, Seller shall deliver to Buyer a special warranty deed unless otherwise specified on **Exhibit B** and other documents customarily executed or delivered by a seller in similar transactions, including without limitation, a bill of sale for any personal property listed on **Exhibit A**, an owner's affidavit, lien waiver forms (and such other lien related documentation as shall permit the Property to be conveyed free and clear of any claim for mechanics' liens) and a non-foreign status affidavit (pursuant to the Foreign Investment in Real Property Tax Act), and Buyer shall cause to be delivered the funds necessary to pay to Seller the Purchase Price. The Closing shall be conducted by Buyer's attorney or handled in such other manner as the parties hereto may mutually agree in writing. Possession shall be delivered at Closing, unless otherwise agreed herein. The Purchase Price and other funds to be disbursed pursuant to this Agreement shall not be disbursed until the Buyer's attorney's (or other designated settlement agent's) receipt of authorization to disburse all necessary funds.

Section 12. Notices: Unless otherwise provided herein, all notices and other communications which may be or are required to be given or made by any party to the other in connection herewith shall be in writing (which shall include electronic mail) and shall be deemed to have been properly given and received (i) on the date delivered in person or (ii) the date deposited in the United States mail, registered or certified, return receipt requested, to the addresses set out in Section 1(g) as to Seller, and in Section 1(h) as to Buyer, or at such other addresses as specified by written notice delivered in accordance herewith, (iii) at such time as the sender performs the final act to send such transmission, in a form capable of being processed by the receiving party's system, to any electronic mail address or facsimile number, if any, provided in Section 1(g) as to Seller, and in Section 1(h) as to Buyer or (iv) on the date deposited with a recognized overnight delivery service, addressed to the addresses set out in Section 1(g) as to Seller, and in Section 1(h) as to Buyer, or at such other addresses as specified by written notice delivered in accordance herewith. If a notice is sent by more than one method, it will be deemed received upon the earlier of the dates of receipt pursuant to this Section.

Section 13. Counterparts; Entire Agreement: This Agreement may be executed in one or more counterparts, which taken together, shall constitute one and the same original document. Copies of original signature pages of this Agreement may be exchanged via

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facsimile or e-mail, and any such copies shall constitute originals. This Agreement constitutes the sole and entire agreement among the parties hereto and no modification of this Agreement shall be binding unless in writing and signed by all parties hereto. The invalidity of one or more provisions of this Agreement shall not affect the validity of any other provisions hereof and this Agreement shall be construed and enforced as if such invalid provisions were not included.

Section 14. Enforceability: This Agreement shall become a contract when signed by both Buyer and Seller and such signing is communicated to both parties; it being expressly agreed that notice given in accordance with Section 12 is not required for effective communication for the purposes of this Section 14. The parties acknowledge and agree that: (i) the initials lines at the bottom of each page of this Agreement are merely evidence of their having reviewed the terms of each page, and (ii) the complete execution of such initials lines shall not be a condition of the effectiveness of this Agreement. This Agreement shall be binding upon and inure to the benefit of the parties, their heirs, successors and assigns and their personal representatives.

Section 15. Adverse Information and Compliance with Laws:

(a) **Seller Knowledge/Assessments:** Seller has no actual knowledge of (i) condemnation(s) affecting or contemplated with respect to the Property; (ii) actions, suits or proceedings pending or threatened against the Property; (iii) changes contemplated in any applicable laws, ordinances or restrictions affecting the Property; or (iv) governmental special assessments, either pending or confirmed, for sidewalk, paving, water, sewer, or other improvements on or adjoining the Property, and no pending or confirmed owners' association special assessments, except as follows (Insert "None" or the identification of any matters relating to (i) through (iv) above, if any):

Note: For purposes of this Agreement: (i) a "special assessment" is defined as a charge against the Property by a governmental authority in addition to ad valorem taxes and recurring governmental service fees levied with such taxes, or by an owners' association in addition to any regular assessment (dues), either of which may be a lien against the Property; a special assessment may be either pending or confirmed; (ii) a "confirmed" special assessment is defined as an assessment that has been approved by a governmental agency or an owners' association for the purpose(s) stated, whether, at the time of Closing, it is payable in a lump sum or future installments; (iii) a "pending" special assessment is defined as an assessment that is under formal consideration by a governmental agency or an owners' association but which has not been approved prior to Closing. Seller shall pay, in full at Closing, all confirmed governmental or association special assessments, provided that the amount thereof can be reasonably determined or estimated. The payment of such determined or estimated amount shall be the final payment between Buyer and Seller as to any confirmed special assessments. If the amount of any special assessment cannot be reasonably determined or estimated, the special assessment shall be deemed a pending special assessment. Buyer shall take title subject to all pending special assessments disclosed by Seller herein, if any.

(b) **Compliance:** To Seller's actual knowledge, (i) Seller has complied with all applicable laws, ordinances, regulations, statutes, rules and restrictions pertaining to or affecting the Property; (ii) performance of the Agreement will not result in the breach of, constitute any default under or result in the imposition of any lien or encumbrance upon the Property under any agreement or other instrument to which Seller is a party or by which Seller or the Property is bound; and (iii) there are no legal actions, suits or other legal or administrative proceedings pending or threatened against the Property, and Seller is not aware of any facts which might result in any such action, suit or other proceeding.

(c) **Owners' Association:** If the Property is subject to regulation by an owners' association, Seller shall deliver the following information to Buyer pursuant to Section 4 as if the same were listed therein (or Seller shall state that Seller does not have same in their possession or that such item is not applicable): (i) the name of the owners' association; (ii) the amount of regular assessments (dues); (iii) the name, address and telephone number of the president of the owners' association or of the association manager or management company; (iv) the owners' association website address; (v) the Seller's statement of account; (vi) the master insurance policy showing the coverage provided and the deductible amount; (vii) copies of any Declaration and/or Restrictive Covenants; (viii) the Rules and Regulations, (ix) the Articles of Incorporation and Bylaws of the owners' association; (x) the current financial statement and budget of the owners' association; (xi) the parking restrictions and information; and (xii) the architectural guidelines. Seller authorizes and directs any owners' association, any management company of the owners' association, any insurance company and any attorney who has previously represented the Seller to release to Buyer, Buyer's agents, representative, closing attorney or lender true and accurate copies of the foregoing items affecting the Property, including any amendments thereto.

Section 16. Survival of Representations and Warranties: All representations, warranties, covenants and agreements made by the parties hereto shall survive the Closing and delivery of the deed. Seller shall, at or within six (6) months after the Closing, and without further consideration, execute, acknowledge and deliver to Buyer such other documents and instruments, and take such other action as Buyer may reasonably request or as may be necessary to more effectively transfer to Buyer the Property described herein in accordance with this Agreement.

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Section 17. Applicable Law: This Agreement shall be construed under the laws of the state in which the Property is located. This form has only been approved for use in North Carolina.

Section 18. Assignment: This Agreement is freely assignable unless otherwise expressly provided on **Exhibit B**.

Section 19. Tax-Deferred Exchange: In the event Buyer or Seller desires to effect a tax-deferred exchange in connection with the conveyance of the Property, Buyer and Seller agree to cooperate in effecting such exchange; provided, however, that the exchanging party shall be responsible for all additional costs associated with such exchange, and provided further that a non-exchanging party shall not assume any additional liability with respect to such tax-deferred exchange. Seller and Buyer shall execute such additional documents, at no cost to the non-exchanging party, as shall be required to give effect to this provision.

Section 20. Memorandum of Contract: Upon request by either party, the parties hereto shall execute a memorandum of contract in recordable form setting forth such provisions hereof (other than the Purchase Price and other sums due) as either party may wish to incorporate. Such memorandum of contract shall contain a statement that it automatically terminates and the Property is released from any effect thereby as of a specific date to be stated in the memorandum (which specific date shall be no later than the date of Closing). The cost of recording such memorandum of contract shall be borne by the party requesting execution of same.

Section 21. Authority: Each signatory to this Agreement represents and warrants that he or she has full authority to sign this Agreement and such instruments as may be necessary to effectuate any transaction contemplated by this Agreement on behalf of the party for whom he or she signs and that his or her signature binds such party.

Section 22. Brokers: Except as expressly provided herein, Buyer and Seller agree to indemnify and hold each other harmless from any and all claims of brokers, consultants or real estate agents by, through or under the indemnifying party for fees or commissions arising out of the sale of the Property to Buyer. Buyer and Seller represent and warrant to each other that: (i) except as to the Brokers designated under Section 1(f) of this Agreement, they have not employed nor engaged any brokers, consultants or real estate agents to be involved in this transaction and (ii) that the compensation of the Brokers is established by and shall be governed by separate agreements entered into as amongst the Brokers, the Buyer and/or the Seller.

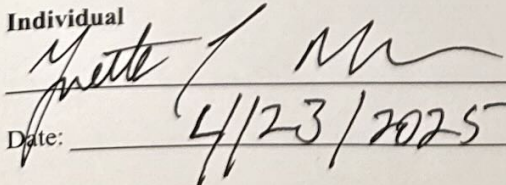
Section 23. Attorneys Fees: If legal proceedings are instituted to enforce any provision of this Agreement, the prevailing party in the proceeding shall be entitled to recover from the non-prevailing party reasonable attorneys fees and court costs incurred in connection with the proceeding.

☐ **EIFS/SYNTHETIC STUCCO:** If the adjacent box is checked, Seller discloses that the Property has been clad previously (either in whole or in part) with an "exterior insulating and finishing system" commonly known as "EIFS" or "synthetic stucco". Seller makes no representations or warranties regarding such system and Buyer is advised to make its own independent determinations with respect to conditions related to or occasioned by the existence of such materials at the Property.

THE NORTH CAROLINA ASSOCIATION OF REALTORS®, INC. AND THE NORTH CAROLINA BAR ASSOCIATION MAKE NO REPRESENTATION AS TO THE LEGAL VALIDITY OR ADEQUACY OF ANY PROVISION OF THIS FORM IN ANY SPECIFIC TRANSACTION. IF YOU DO NOT UNDERSTAND THIS FORM OR FEEL THAT IT DOES NOT PROVIDE FOR YOUR LEGAL NEEDS, YOU SHOULD CONSULT A NORTH CAROLINA REAL ESTATE ATTORNEY BEFORE YOU SIGN IT.

BUYER:

Individual


Date: 4/23/2025
Date: _____

SELLER:

Individual

Date: _____
Date: _____

Buyer Initials

YJM

Seller Initials

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Business Entity

The Institute for the Dev. of Young Leaders

(Name of Entity)

Business Entity

(Name of Entity)

By: [Signature]

By: _____

Name: Yvette J. Munroe

Name: _____

Title: CEO

Title: _____

Date: 4/23/25

Date: _____

WIRE FRAUD WARNING

To Buyers: Before sending any wire, you should call the closing agent's office to verify the instructions. If you receive wiring instructions for a different bank, branch location, account name or account number, they should be presumed fraudulent. Do not send any funds and contact the closing agent's office immediately.

To Sellers: If your proceeds will be wired, it is recommended that you provide wiring instructions at closing in writing in the presence of the closing agent. If you are unable to attend closing, you may be required to send an original notarized directive to the closing agent's office containing the wiring instructions. This directive may be sent with the deed, lien waiver and tax forms if those documents are being prepared for you by the closing agent. At a minimum, you should call the closing agent's office to provide the wire instructions. The wire instructions should be verified over the telephone via a call to you initiated by the closing agent's office to ensure that they are not from a fraudulent source.

Whether you are a buyer or a seller, you should call the closing agent's office at a number that is independently obtained. To ensure that your contact is legitimate, you should not rely on a phone number in an email from the closing agent's office, your real estate agent or anyone else.

The undersigned hereby acknowledges receipt of the Earnest Money set forth herein and agrees to hold said Earnest Money in accordance with the terms hereof.

(Name of Escrow Agent)

Date: _____

By: _____

Escrow Agent's contact/notice information is as follows:

e-mail address: _____ fax number: _____

except as same may be changed pursuant to Section 12.

Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	K-6		350
Year 2	K-7		400
Year 3	K-8		450
Year 4	K-8		450
Year 5	K-8		450

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

Year 3

Year 4

Year 5

Ethnicity/Race	# Students	Percentage (%)
American Indian or Alaska Native	1	0%
Asian	22	5%
Black or African American	153	34%
Hispanic	108	24%
Native HI or Pacific Islander	1	0%
Two or More Races	75	17%
White	90	20%
EDS Subgroups	370	100%
Economically Disadvantaged Students	230	62%
Students with Disabilities	45	12%
English Language Learners	90	24%
Students Experiencing Homelessness	5	1%

Year	School	Performance Score	Performance Grade	Growth	EDS %
2022	Bethesda Elementary	43	D	Exceeded	46.7
2022	Brogden Middle	41	D	Exceeded	46.3
2022	Fayetteville Street Elementary	41	D	Exceeded	51.1
2022	Lowe's Grove Middle	40	D	Exceeded	58
2022	Neal Middle	34	F	Met	36.3
2022	IDYL	44	D	Met	49.3
2022	Durham Co	NA	NA	NA	NA
2023	Bethesda Elementary	48	D	Met	59.5
2023	Brogden Middle	47	D	Exceeded	54.4
2023	Fayetteville Street Elementary	53	D	Met	63.2
2023	Lowe's Grove Middle	40	D	Met	76.3
2023	Neal Middle	38	F	Met	51.9
2023	IDYL	52	D	Exceeded	53.7
2023	Durham Co	NA	NA	NA	NA
2024	Bethesda Elementary	49	D	Met	60
2024	Brogden Middle	46	D	Exceeded	57.1
2024	Fayetteville Street Elementary	54	D	Met	66.9
2024	Lowe's Grove Middle	33	F	Not Met	65.7
2024	Neal Middle	44	D	Met	58.2
2024	IDYL	54	D	Exceeded	56
2024	Durham Co	NA	NA	NA	NA

Math Proficiency	Math C&CR	Reading Proficiency	Reading C&CR	Science Proficiency	Science C&CR	ML Proficiency
33.3	15.6	24.9	12.3	55.8	38.9	22.9
24.9	13.9	28.5	16.4	49.7	37.2	5
33.3	12.4	20	7.6	52.8	44.4	21.2
18.6	7.5	32.5	11.2	50.5	36.5	5
15.2	5.3	26.4	9.4	38.7	30.1	5
32.1	12.7	34.3	14.6	43.3	32.8	33.9
41.1	24.6	42.2	25.4	63.8	52.1	16.6
39.3	21.5	31.2	15.3	59	44	48.1
28.6	18.6	32.3	15.2	49.8	40.9	16.7
48.1	17.9	28.3	15.1	61.5	53.8	34
25.6	11.6	33.7	13.6	49.7	34.3	7.8
19.9	8.8	32.7	12.1	53.3	41.6	5
43.9	27	33.3	12.7	66.7	55.6	31.7
47.7	30.1	45.3	28	64.9	54.5	25.4
39.7	20.2	36.7	18.7	49	32.3	40.5
33.8	20	28.6	14	46.9	40.3	18.1
57.4	27	26	13	42.1	28.9	41
20.7	10	25	9	41	30.2	8.8
28.2	13	33.8	13.7	49.6	36.2	5
43.4	25.7	36.5	15.3	71.6	60.5	30.9
48.5	31.1	44.5	28.1	60.8	50.1	27.1





<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Principal/School Leader	1	1	1	1
Assistant Principal	0	1	1	1
ML Coordinator	0	1	1	1
EC Coordinator	0	1	1	1
Core Classroom Teachers	0	14	16	18
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	3	4	4
Instructional Coaches	0	2	3	3
Co-Teachers/Teaching Assistants K-4	0	10	10	10
School Operations Support Staff	0	1	1	1
Custodian	0	1	1	1
Food Service Staff	0	1	1	1

Year 4

Year 5

1	1
1	1
1	1
1	1
18	18
4	4
3	3
10	10
1	1
1	1
1	1

Appendix A

Evidence of Community/Parent Support,

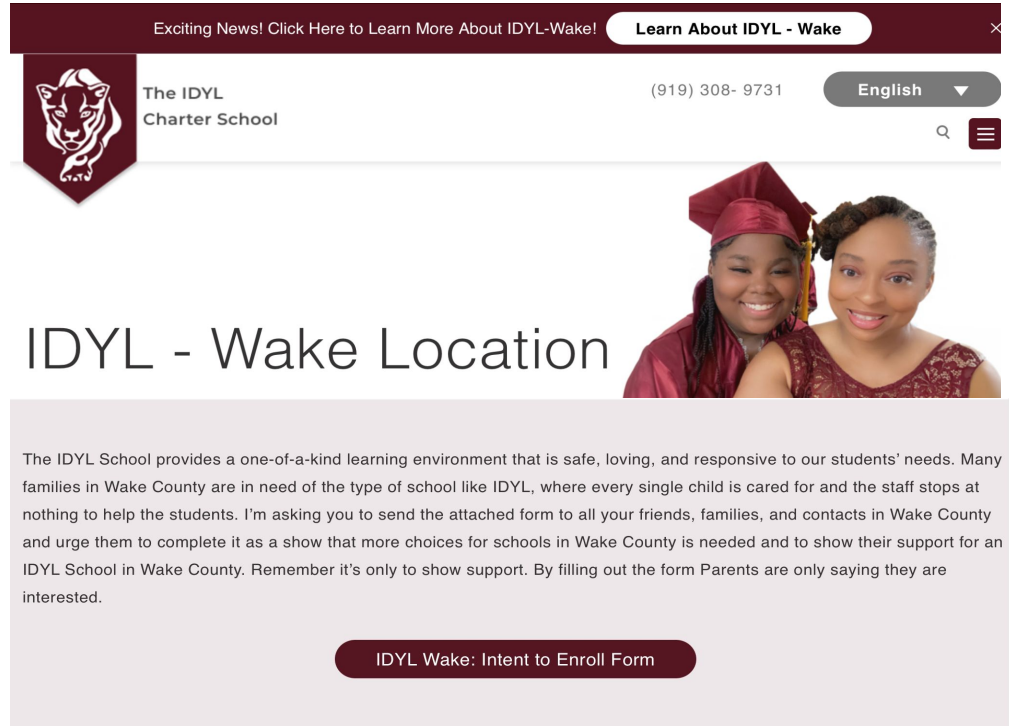


The Institute for the Development
of Young Leaders- Wake

(Proposed School)

Website Update

In the Spring of 2025, the Flagship School website was updated to inform families and stakeholders of the plan to apply for replication in Wake County, NC.



The screenshot shows the top portion of The IDYL Charter School website. The header is dark red with a white tiger logo on the left, the text "The IDYL Charter School" in the center, and the phone number "(919) 308- 9731" on the right. A navigation bar includes a link "Learn About IDYL - Wake", a language dropdown set to "English", and search and menu icons. Below the header is a hero section with a photograph of two young women in red graduation gowns and caps. The text "IDYL - Wake Location" is overlaid on the right side of the photo. Below the photo, a paragraph of text describes the school's mission and asks for support in Wake County. At the bottom, a dark red button with white text reads "IDYL Wake: Intent to Enroll Form".

Exciting News! Click Here to Learn More About IDYL-Wake! [Learn About IDYL - Wake](#)

The IDYL
Charter School

(919) 308- 9731 English

IDYL - Wake Location

The IDYL School provides a one-of-a-kind learning environment that is safe, loving, and responsive to our students' needs. Many families in Wake County are in need of the type of school like IDYL, where every single child is cared for and the staff stops at nothing to help the students. I'm asking you to send the attached form to all your friends, families, and contacts in Wake County and urge them to complete it as a show that more choices for schools in Wake County is needed and to show their support for an IDYL School in Wake County. Remember it's only to show support. By filling out the form Parents are only saying they are interested.

[IDYL Wake: Intent to Enroll Form](#)

Social Media Presence

In the Spring of 2025, a Facebook Account was created for the Proposed School, amassing nearly 100 followers in under 1 week allowing the Proposed School to reach out to even more families outside of the Flagship school's immediate network.



Flyer Distribution

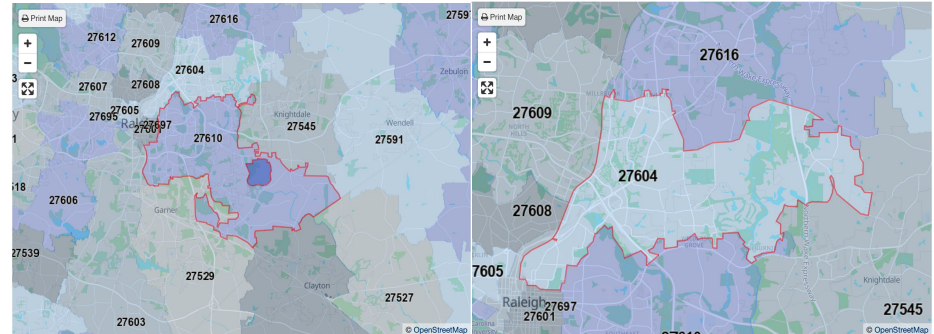
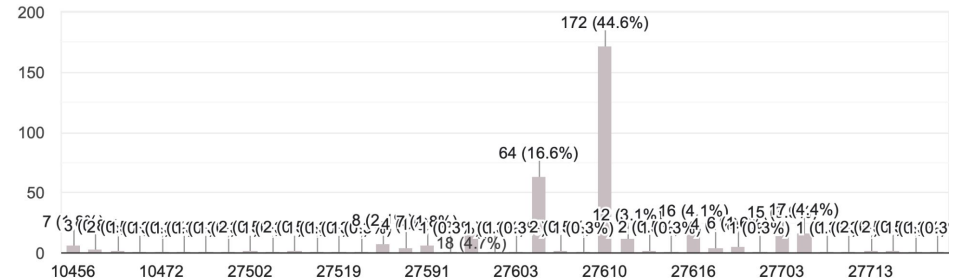
On April 3rd, Founding School Leaders and Staff distributed bilingual flyer to local Wake County community locations including local and chain grocery stores and community centers.



Neighborhood Outreach- Canvassing

On April 4th and 5th, 2025, Founding School leaders canvassed door to door in wake county in primarily economically disadvantaged communities and neighborhoods to access demand for a high-growth charter school option yielding **over 250 overwhelmingly positive and supportive responses in under 24 hours.**

Please enter your zip code Codigo Postal
386 responses



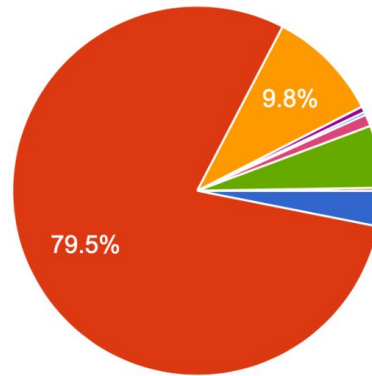
Neighborhood Outreach- Interest Event

On April 12, 2025 Founding School Leaders and Staff held an outreach event at the proposed location of the Proposed School from 11am-1pm reaching out to more families who demonstrated specific interest in a charter option at the proposed location.



Intent to Enroll Form Results - by LEA

As of April 16, 2025, nearly 80% of families who filled out the intent to enroll form currently enroll their children in Wake County Public Schools. **This demonstrates an urgent need for a high-growth charter school option in this area.**



- Preschool
- Wake County Schools
- Durham County Schools
- Chatham County Schools
- Johnston County Schools
- Franklin County Schools
- Homeschool
- Other
- Johnson County Schools

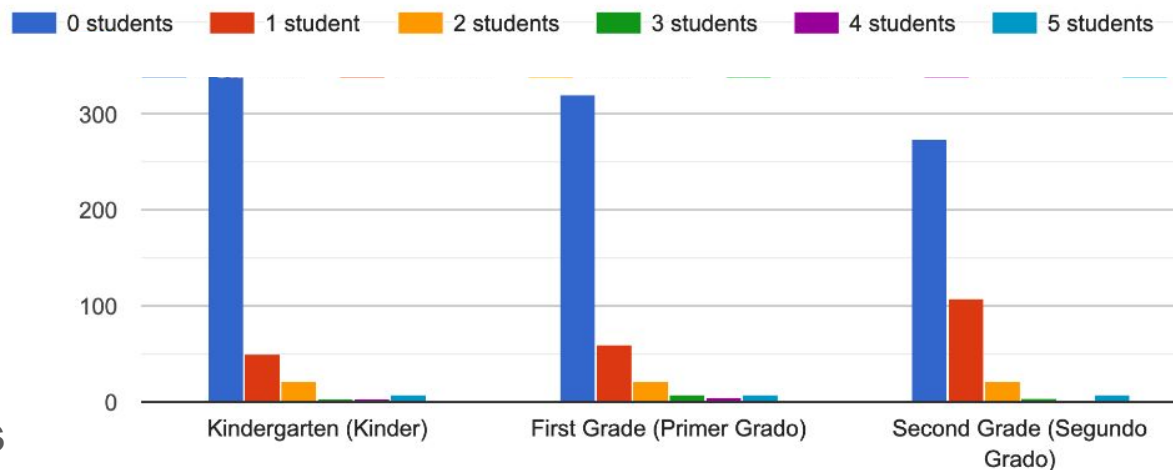
Intent to Enroll - Grades K-2 Enrollment

As of April 16, 2025, the following have declared an intent to enroll per grade level:

Kindergarten= 151 Students

First Grade= 189 Students

Second Grade= 205 Students



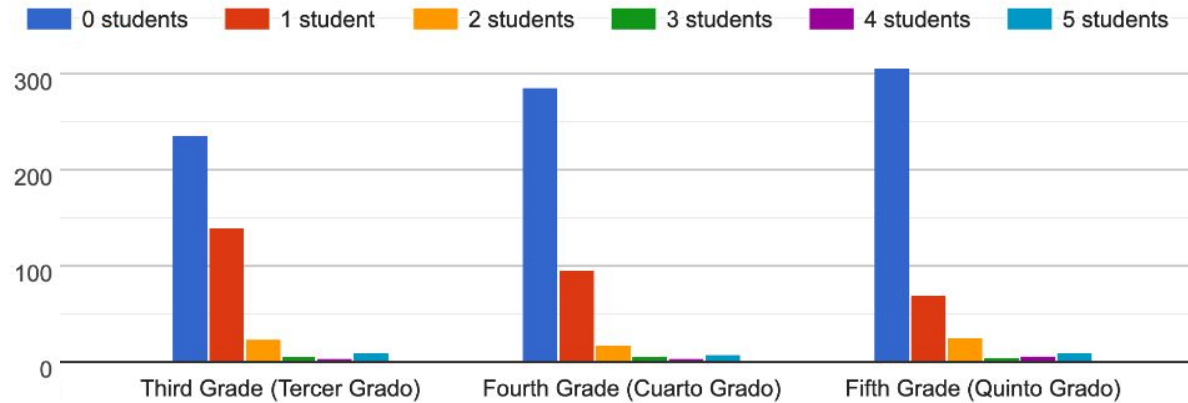
Intent to Enroll - Grades 3-5 Enrollment

As of April 16, 2025, the following have declared an intent to enroll per grade level:

Third Grade= 270 Students

Fourth Grade= 212 Students

Fifth Grade= 206 Students

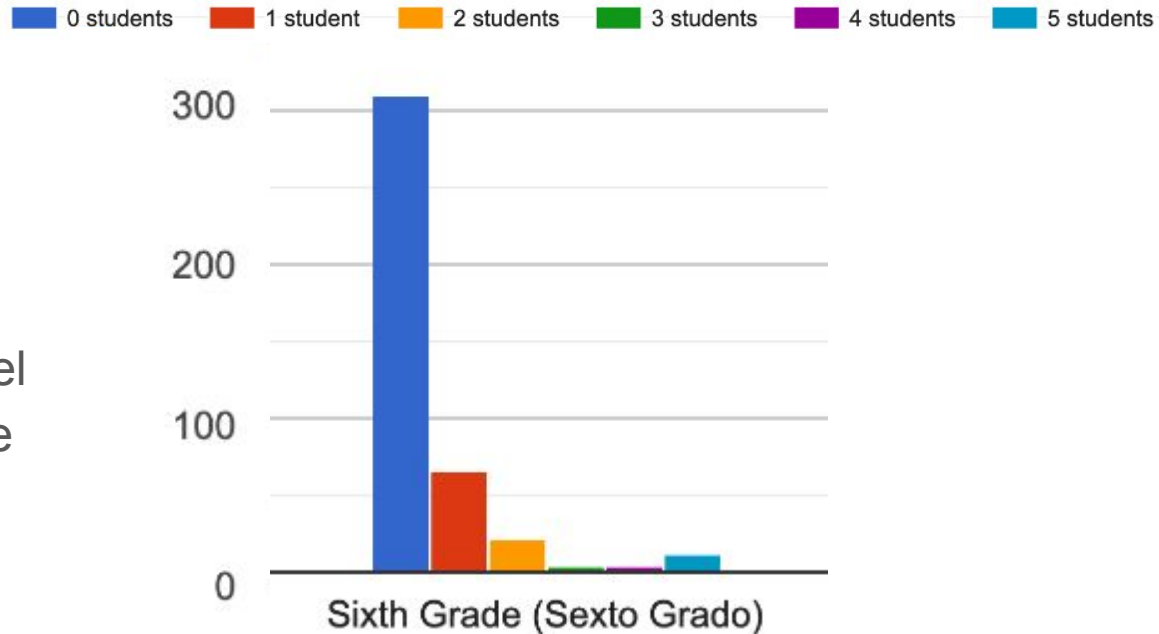


Intent to Enroll - Grade 6 Enrollment

As of April 16, 2025, the following have declared an intent to enroll:

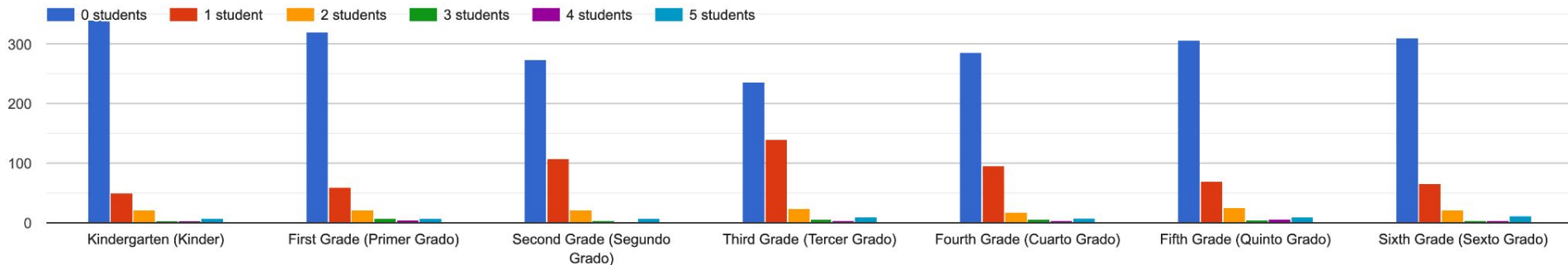
Sixth Grade= 203

This is especially important at 6th grade is an entry grade level and this is an indication that the growth plan is realistic.



Intent to Enroll - K-6 Enrollment Overview and Big Picture

How many students per grade level will you be enrolling in the 2026-2027 school year? (if you don't have any students in a grade level, select 0) ¿Cuántos estudiantes por grado escolar inscribirá en el año escolar 2026-2027? (si no tiene ningún estudiante en un grado escolar, seleccione 0)



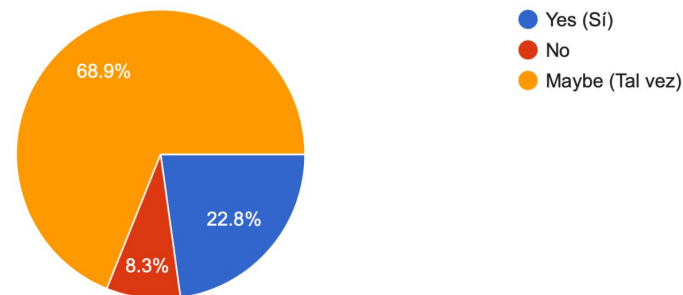
As of April 16, 2025, the Proposed School received enrollment interest from **1,436 students**—over 410% of our Year 1 enrollment goal and 319% greater than the eventual target of 450 students. This widespread enthusiasm is not only a testament to the quality of the Flagship School's program but also a clear indicator that the proposed growth plan is conservative and realistic.

Intent to Enroll - Furthering Community Outreach

As of April 16, 2025, nearly 25% of families indicated they would be interested in serving on a community outreach team. This represents almost 100 families that are **committed** to the Proposed School's mission-nearly 30% of the year 1 enrollment goals.

Would you be interested in serving on our Community Outreach Team? ¿Estaría interesado en servir en nuestro Equipo de Alcance Comunitario?

386 responses



Appendix B

K-8 Program Framework



The Institute for the Development
of Young Leaders- Wake

(Proposed School)

Purpose of Appendix B

- To provide a written curriculum outline for each grade span (K–2, 3–5, 6–8)
- To provide a Sample Curriculum outline for Mystery Science for each grade span to demonstrate the integrated PBL focus of the Proposed School
- Reflects the chosen curriculum resources and instructional approach
- Aligned to NC standards and the school's educational philosophy

Curriculum Overview by Grade Span

Grade Span K-2 Curriculum Overview

ELA	HMH Into Reading: Emphasizes foundational reading skills, phonics, vocabulary, and reading comprehension through research-backed instructional routines.
MATH	i-Ready Math: Provides a personalized, standards-aligned curriculum that develops early numeracy, problem-solving, and mathematical reasoning.
SCIENCE	Mystery Science: Engaging, hands-on, NGSS-aligned lessons that build curiosity and scientific thinking through storytelling and simple experiments.
SOCIAL STUDIES	McGraw Hill Social Studies: Introduces civic ideals, geography, and basic history through age-appropriate stories, visuals, and interactive activities.
ADDITIONAL AREAS	Emphasis on Foreign Languages , SEL , arts integration , and structured play-based learning to support whole-child development.

Grade Span 3-5 Curriculum Overview

ELA	i-Ready Reading: Builds comprehension, vocabulary, and fluency with leveled texts and data-driven instruction tailored to each student's needs.
MATH	i-Ready Math: Standards-aligned and adaptive, this program continues to personalize learning and strengthen understanding of place value, operations, fractions, and geometry.
SCIENCE	Mystery Science: Continues to provide engaging science content with more complex experiments and explanations, aligned with NGSS.
SOCIAL STUDIES	McGraw Hill Social Studies: Expands to cover U.S. geography, history, government, and economic principles through reading and interactive lessons.
WRITING	Ready Writing instruction focuses on structured paragraph and essay writing; technology and research skills are introduced.
ADDITIONAL AREAS	Emphasis on Foreign Languages and Music and integrated SEL continue to support whole-child development.

Grade Span 6-8 Curriculum Overview

ELA	i-Ready Reading: Emphasizes critical analysis of literature and informational texts, writing for different purposes, and expanding academic vocabulary.
MATH	i-Ready Math: Continues through pre-algebra concepts, focusing on problem-solving, mathematical modeling, and fluency in ratios, equations, and functions.
SCIENCE	Mystery Science: Adapted or supplemented for middle grades; continues to support inquiry-based learning and NGSS with more rigorous scientific exploration.
SOCIAL STUDIES	McGraw Hill Social Studies: Offers deeper study in world history, U.S. history, civics, and geography with project-based learning opportunities.
ADDITIONAL AREAS	Music , integrated SEL , Leadership , and Digital Citizenship are integrated throughout to support whole-child and young leader development.

Sample Curriculum Outline by Grade Span

Mystery Science

Mystery Science K-2

Grade Span	Focus Areas & Units	Sample Essential Questions	NGSS Standards	Cross Cutting Concepts	Sample PBL Connections
K-2	<ul style="list-style-type: none">- Weather & Climate- Animals & Their Needs- Force & Motion- Plant Growth	<ul style="list-style-type: none">- Why do we wear clothes in winter?- What do plants need to grow?- How can we move objects?	K-ESS2-1, K-PS2-1, 1-PS4-1, 2-LS2-1,	<ul style="list-style-type: none">- Cause & Effect- Patterns- Structure & Function	<ul style="list-style-type: none">- Design a weather-appropriate outfit- Build a plant habitat- Create a push-pull playground model

Mystery Science 3-5

Grade Span	Focus Areas & Units	Sample Essential Questions	NGSS Standards	Cross Cutting Concepts	Sample PBL Connections
3-5	<ul style="list-style-type: none">- Earth's Systems- Energy & Motion- Inheritance & Adaptation- Environmental Impact	<ul style="list-style-type: none">- How do volcanoes form?- What's the role of the sun in energy transfer?- Why do animals look like their parents?	3-ESS3-1, 4-PS3-4, 5-LS1-1, 5-ESS3-1	<ul style="list-style-type: none">- Systems & System Models- Energy & Matter- Stability & Change	<ul style="list-style-type: none">- Model a natural disaster response plan- Design a solar oven- Create a class family traits museum

Mystery Science 6-8

Grade Span	Focus Areas & Units	Sample Essential Questions	NGSS Standards	Cross Cutting Concepts	Sample PBL Connections
6-8	<ul style="list-style-type: none">- Human Body Systems- Chemical Reactions- Space Systems- Natural Selection	<ul style="list-style-type: none">- How does blood travel through the body?- What changes in a chemical reaction?- Why do we see phases of the moon?	MS-LS1-3, MS-PS1-2, MS-ESS1-1, MS-LS4-4	<ul style="list-style-type: none">- Scale, Proportion & Quantity- Structure & Function- Patterns	<ul style="list-style-type: none">- Build a working heart model- Conduct & document a chemical reaction lab- Create a visual space calendar or virtual planetarium

IDYL Wake: Intent to Enroll Form

The Institute for the Development of Young Leaders (IDYL) in Wake County is a proposed charter school replication. If approved, it will open in the 2026-2027 school year, and will begin with grades K-6. Our school will provide a child-centered education. You can learn more about us here: <https://www.theidylschool.org>

This form is not an application for admission to IDYL WAKE. Your personal information will remain private and NOT be shared. BY SUBMITTING THIS FORM YOU ARE INDICATING THAT YOU ARE MEANINGFULLY INTERESTED IN APPLYING FOR ENROLLMENT AT IDYL WAKE FOR THE 2026-2027 SCHOOL YEAR.

El Instituto para el Desarrollo de Jóvenes Líderes (IDYL) del Condado de Wake es una escuela réplica propuesta. De aprobarse, abrirá sus puertas en el año escolar 2026-2027 y comenzará con los grados K-6. Nuestra escuela ofrecerá una educación centrada en el niño. Puede obtener más información sobre nosotros aquí: <https://www.theidylschool.org>

Este formulario no constituye una solicitud de admisión al IDYL WAKE. Su información personal se mantendrá privada y no se compartirá. AL ENVIAR ESTE FORMULARIO, USTED INDICA QUE ESTÁ REALMENTE INTERESADO EN SOLICITAR LA INSCRIPCIÓN EN IDYL WAKE PARA EL AÑO ESCOLAR 2026-2027.

* Indicates required question

1. Parent/Guardian First Name *
- Primer Nombre*

2. Parent/Guardian Last Name *

Apellido

3. Phone Number *

Numero de Telefono

4. Email Address *

Correo Electronico

5. Please enter your zip code *

Codigo Postal

6. **How many students per grade level will you be enrolling in the 2026-2027 school year?** *(if you don't have any students in a grade level, select 0)*

¿Cuántos estudiantes por grado escolar inscribirá en el año escolar 2026-2027? *(si no tiene ningún estudiante en un grado escolar, seleccione 0)*

Check all that apply.

	0 students	1 student	2 students	3 students	4 students	5 students
Kindergarten (Kinder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Grade (Primer Grado)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Grade (Segundo Grado)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third Grade (Tercer Grado)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fourth Grade (Cuarto Grado)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fifth Grade (Quinto Grado)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sixth Grade (Sexto Grado)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. **What school does your child currently attend?** *(if your child is younger than 5 years of age, select "preschool")* *

⌵ Dropdc

Cual escuela asiste tu hijo(a) en este momento. *(Si tu hijo(a) tiene menos de 5 años, ponga preschool)*

Mark only one oval.

- ☐ Preschool
- ☐ Wake County Schools
- ☐ Durham County Schools
- ☐ Chatham County Schools
- ☐ Johnston County Schools
- ☐ Franklin County Schools
- ☐ Homeschool
- ☐ Other

8. **Would you be interested in serving on our Community Outreach Team?** *

¿Estaría interesado en servir en nuestro Equipo de Alcance Comunitario?

Mark only one oval.

- ☐ Yes (Sí)
- ☐ No
- ☐ Maybe (Tal vez)

This content is neither created nor endorsed by Google.

Google Forms

The Institute for the Development of Young Leaders- Wake

2026-2027 School Calendar

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						




March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			




April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

	School Closed
	Parent Teacher Conferences (1/2 Day)
	Employee Planning (no school for students)

	Progress Reports Sent Home
	Report Cards
	First and Last Day of School

	Testing Days
---	--------------

7-Aug	Back to School Bash (4pm-6pm)
10-Aug	First Day of School for Students
Aug 24-28	Testing Days
7-Sep	Labor Day
9-Sep	Q1 Progress Reports Sent Home
11-Sep	Parent Teacher Conferences
Oct 5-9	Fall Break (no school for students)
16-Oct	Q1 Report Cards Sent Home
11-Nov	Veteran's Day
18-Nov	Q2 Progress Reports Sent Home

18-Jan	Martin Luther King Jr Day
10-Feb	Q3 Progress Reports Sent Home
20-Feb	Parent Teacher Conferences
12-Mar	Q3 Report Card Send Home
Mar 22-Mar 26	Spring Break (School Closed)
21-Apr	Q4 Progress Reports Sent Home
23-Apr	Parent Teacher Conferences
21-May	EOG Testing Begins
31-May	Memorial Day
4-Jun	Last Day of School for Students

Mentor Raising Mentors, PLLC



Behavioral Health Services

4913 Professional Court Ste. 210

Raleigh, NC 27609

Telephone: 919-806-6835

Jhazmere Preston, MS, LCMHC, LCAS-A

Licensed Therapist

Mentor Raising Mentors Behavioral Health Services, PLLC

4913 Professional Court Suite 210

Raleigh, NC 27609

919-806-6835

Jhazmere@mrmbhs.com

04/07/2025

To Whom It May Concern,

I am writing to offer my professional recommendation for IDYL, a valuable educational resource in our community. As a licensed therapist working closely with children and families in the Triangle, I have had the opportunity to observe the positive impact that IDYL has on the academic and emotional well-being of many of the students and families I serve.

The school demonstrates a strong commitment to fostering a safe, inclusive, and nurturing learning environment. Their staff consistently shows dedication to the holistic development of each student, not only academically, but socially and emotionally as well. I have witnessed students thrive in this setting due to the individualized attention, structured supports, and emphasis on character development.

What stands out most about IDYL is their ability to collaborate with families and community providers to support the whole child. Their willingness to communicate with mental health professionals, implement appropriate interventions, and advocate for students' unique needs truly sets them apart.

I confidently recommend IDYL as an excellent choice for families seeking a supportive and enriching educational environment. I am grateful to have such a resource in our community and look forward to continued collaboration in supporting the success and wellness of our youth.

Sincerely,

Jhazmere Preston, MS, LCMHC, LCAS-A

Licensed Therapist

Mentor Raising Mentors Behavioral Health Services, PLLC



Dear members of the Charter School Review Board,

It is my honor to write this letter in support of The Institute for the Development of Young Leaders led by Yvette Munroe.

I am a real estate developer located in Raleigh serving the entire state of North Carolina for the last 42 years. It was my privilege to house the IDYL school for the past 8 years. I am able to confirm that I have in my ownership a building that is available to house the school in Durham County.

My partnership with Mrs. Munroe started more than 7 years ago as I was moved by her mission for the children of North Carolina. Since that time to this she has received my full support morally and financially to grow their school.

I have been involved with the school in various events including mentoring students in business ownership and entrepreneurship through an annual field trip to my offices, and financial contributions to IDYL's food and school supplies for students.

The students, the staff and the mission are a hope realized for the Durham community. A hope of serving all children with a personalized education that offers dignity and a sense of belonging while holding students to high expectations.

Please let me know if you need anything else from me.



Jim Anthony
CEO, APG Advisors



To The Charter School Review Board,

It is my honor to write this letter of recommendation in support of Yvette Munroe and The Institute for the Development of Young Leaders (IDYL) as they seek charter replication in Wake County. I have known Ms. Munroe since she first applied to open IDYL in 2012, while I was serving in the North Carolina Office of Charter Schools. Since then, I've had the privilege of working alongside her in numerous roles—as a coach to her directly, a trainer to her board and staff, and as interim principal of the school.

In my 20+ years in school leadership, I can say without hesitation that the six months I spent at IDYL stretched me more than any other professional experience. It made me think, lead, and serve differently. IDYL's student population—comprised almost entirely of Black and Hispanic children from low-wealth communities—faces significant challenges tied to generational poverty, trauma, and systemic neglect. And yet, what Yvette and her team have built is a place of hope, growth, and belonging. IDYL does not just educate; it transforms.

For over a decade in operation, The IDYL School is financially stable, ethically compliant, and rooted in a culture of high expectations, compassion, and a commitment to student leadership. IDYL's enrollment doubled in our most challenging time (the pandemic) as public school leaders. Morning circles prioritize connection before content. Social-emotional learning is not an add-on—it's embedded. Mentoring, extended-day supports, Saturday Academy, and a relentless focus on student data and teacher coaching all contribute to a school that meets the moment for its students, every single day.

I believe strongly that replicating IDYL would be a gift to the charter sector and the public education landscape as a whole. Wake County's families would be fortunate to gain access to the kind of community-centered, equity-driven model that IDYL represents. Yvette Munroe is a leader of conviction and capacity. I give her and this application my strongest recommendation.

Sincerely,

Thomas Miller

Dr. Tom Miller

Founder & CEO, Leaders Building Leaders

Former NC Office of Charter Schools Staff



March 27, 2025

To Whom it May Concern:

I am pleased to write this letter of recommendation for The Institute for the Development of Young Leaders (IDYL), an exceptional school that serves a unique and critical role in the community.

IDYL was founded with a clear and purposeful focus: to serve historically underserved students, particularly those who are socially and economically disadvantaged. The school is dedicated to meeting the unique needs of its students, all of whom are Black or Hispanic, with 25% identified as English Language Learners. As a Title I school, IDYL serves students who are primarily below grade level when they enter and provides the resources and care to ensure these children succeed academically and socially.

From its opening in 2013, IDYL has consistently met or exceeded academic growth (with the exception of its first year), demonstrating a commitment to closing the achievement gap. What truly sets IDYL apart is its ability to not only focus on academic growth but also to address the holistic needs of the students the school serves.

One of the school's most impressive and impactful initiatives is its robust and integrated approach to Social and Emotional Learning (SEL). The daily morning circle sets a tone of connection, empathy, and personal growth, where every child is heard and can share their experiences. Students leave these sessions not only feeling seen, but also equipped with the emotional and social tools they need to succeed. This emphasis on emotional wellness is extended throughout the school day through embedded SEL practices in the curriculum and the direct support provided through small group SEL sessions.

Furthermore, IDYL's commitment to behavioral and emotional support is evident in its use of three master-level behavioral specialists who provide daily instruction in the general education program. These specialists work alongside teachers to support students with behavioral challenges, ensuring that every child receives individualized attention.

IDYL also goes above and beyond by offering one-on-one school-based mentoring for students who are at risk for engaging in high-risk behaviors. This mentoring program pairs students with trusted adults, meeting regularly to build meaningful relationships and address both academic and personal concerns. This proactive approach significantly reduces behavioral referrals, absenteeism, and feelings of isolation, while fostering a sense of belonging and empowerment.

In sum, the work being done at IDYL is transformative. Through a dedicated staff, a strong commitment to SEL and behavioral health, and a focus on academic achievement, IDYL is ensuring its students have the tools they need for long-term success. The school has become an invaluable resource in the Durham community, and its programs are an essential part of helping students overcome adversity and achieve their potential.

I highly recommend the replication of the Institute for the Development of Young Leaders, as it has consistently demonstrated the ability to make a positive and lasting impact on the lives of underserved students.

Sincerely,

A handwritten signature in cursive script that reads "Rhonda Dillingham".

Rhonda Dillingham
Executive Director
NC Association for Public Charter Schools

Institute for the Development of Young Leaders Flagship School

Historical Growth Data in Reading and Math

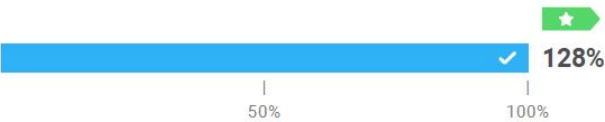
Diagnostic Growth



School IDYL CHARTER SCHOOL
Subject Reading
Academic Year 2021 - 2022
Comparison Diagnostic Final Diagnostic

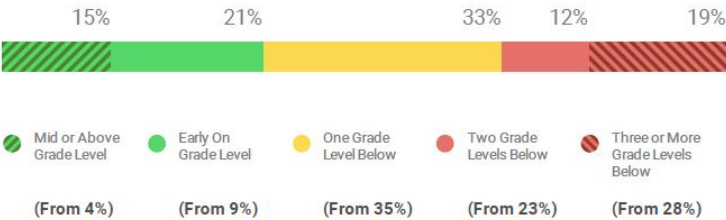
Students Assessed/Total: 338/354

Progress to Annual Typical Growth (Median)

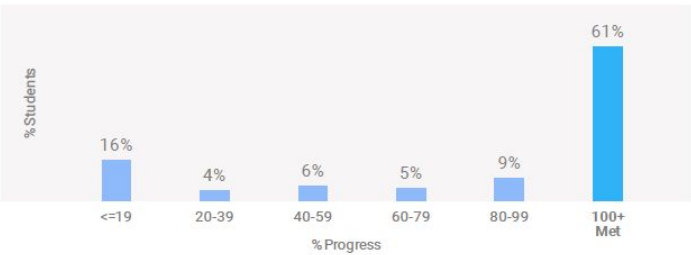


The median percent progress towards Typical Growth for this school is 128%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

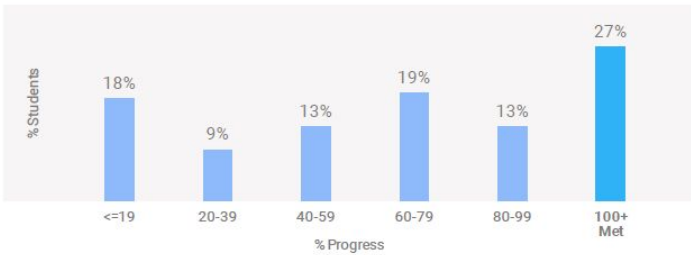
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div></div> 94%	38%	<div><div></div></div> 69%	15%	59%	39/39
Grade 1	<div><div></div></div> 100%	51%	<div><div></div></div> 69%	11%	49%	35/37
Grade 2	<div><div></div></div> 109%	56%	<div><div></div></div> 65%	21%	54%	48/53
Grade 3	<div><div></div></div> 136%	60%	<div><div></div></div> 77%	29%	66%	35/35
Grade 4	<div><div></div></div> 64%	41%	<div><div></div></div> 32%	15%	41%	34/34

Diagnostic Growth



School IDYL CHARTER SCHOOL
 Subject Reading
 Academic Year 2021 - 2022
 Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	146%	63%	64%	32%	59%	41/50
Grade 6	233%	82%	85%	41%	70%	44/44
Grade 7	245%	79%	89%	35%	71%	34/34
Grade 8	310%	82%	93%	50%	75%	28/28

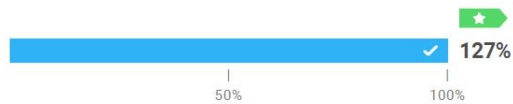
Diagnostic Growth



School IDYL CHARTER SCHOOL
Subject Math
Academic Year 2021 - 2022
Comparison Diagnostic Final Diagnostic

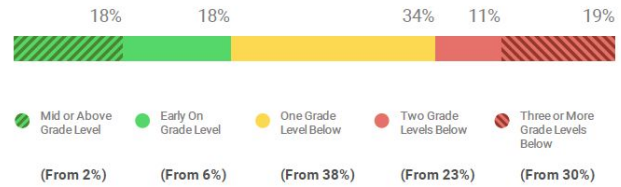
Students Assessed/Total: 338/356

Progress to Annual Typical Growth (Median)

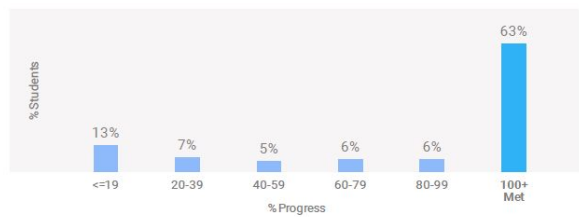


The median percent progress towards Typical Growth for this school is 127%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

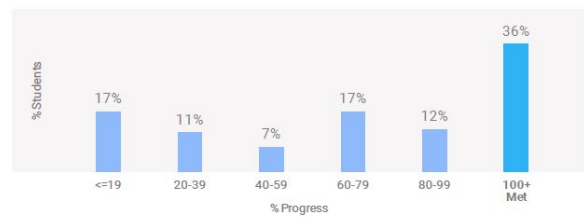
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	113%	54%	92%	46%	54%	39/39
Grade 1	134%	77%	95%	49%	57%	35/39
Grade 2	116%	67%	72%	27%	69%	48/53
Grade 3	127%	63%	77%	34%	69%	35/35
Grade 4	26%	26%	18%	12%	41%	34/34

Diagnostic Growth



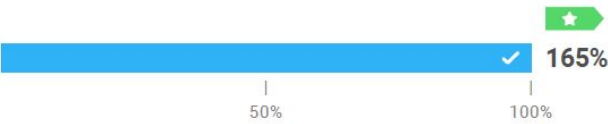
School	IDYL CHARTER SCHOOL
Subject	Math
Academic Year	2021 - 2022
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	<div><div></div></div> 128%	61%	<div><div></div></div> 68%	32%	78%	41/50
Grade 6	<div><div></div></div> 147%	64%	<div><div></div></div> 67%	27%	61%	44/44
Grade 7	<div><div></div></div> 227%	74%	<div><div></div></div> 95%	47%	76%	34/34
Grade 8	<div><div></div></div> 273%	86%	<div><div></div></div> 116%	54%	75%	28/28

School IDYL CHARTER SCHOOL
Subject Reading
Academic Year 2022 - 2023
Comparison Diagnostic Final Diagnostic

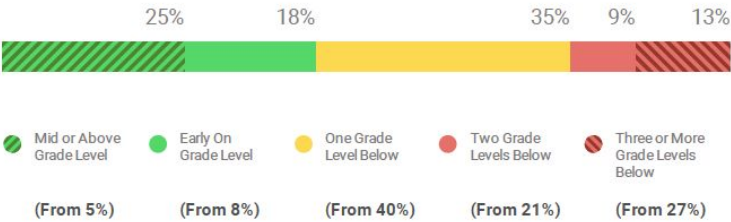
Students Assessed/Total: 390/399

Progress to Annual Typical Growth (Median)

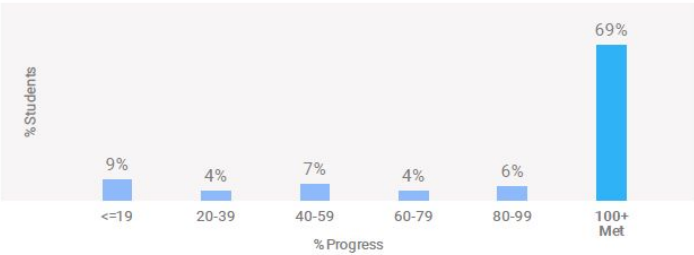


The median percent progress towards Typical Growth for this school is 165%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

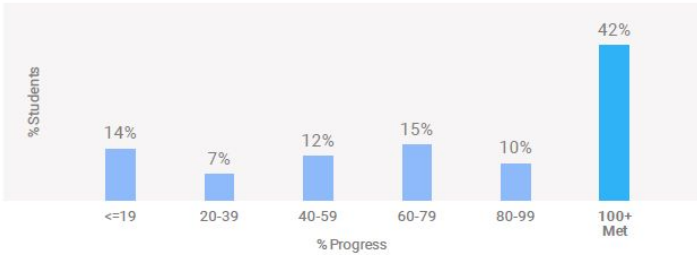
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	102%	52%	73%	44%	70%	61/66
Grade 1	67%	26%	46%	4%	36%	47/48
Grade 2	142%	83%	95%	48%	87%	46/46
Grade 3	182%	81%	100%	51%	75%	53/54
Grade 4	178%	63%	82%	41%	59%	41/41

Diagnostic Growth



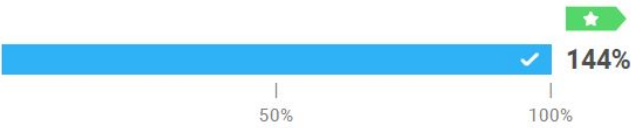
School IDYL CHARTER SCHOOL
 Subject Reading
 Academic Year 2022 - 2023
 Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	300%	93%	145%	67%	96%	27/29
Grade 6	242%	83%	90%	46%	77%	35/35
Grade 7	224%	76%	76%	36%	69%	45/45
Grade 8	278%	89%	100%	51%	83%	35/35

School	IDYL CHARTER SCHOOL
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

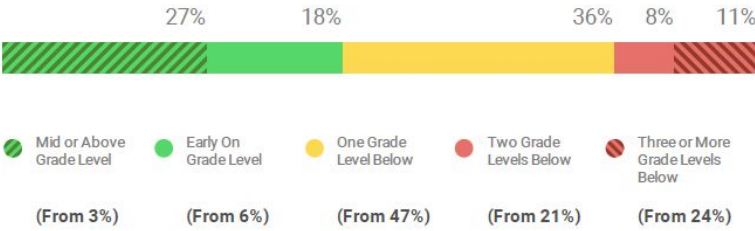
Students Assessed/Total: 379/397

Progress to Annual Typical Growth (Median)



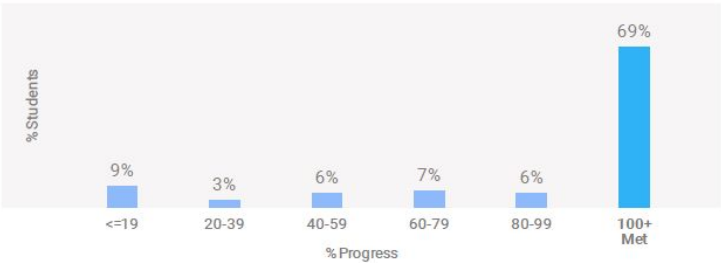
The median percent progress towards Typical Growth for this school is 144%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

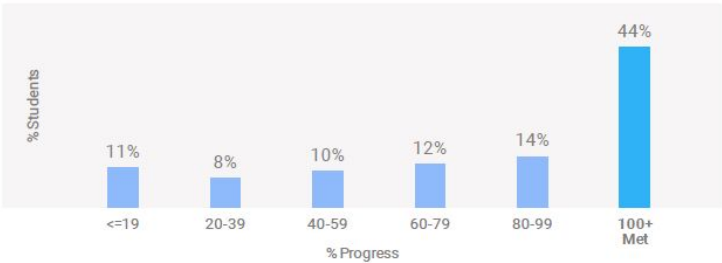


Mid or Above Grade Level (From 3%) Early On Grade Level (From 6%) One Grade Level Below (From 47%) Two Grade Levels Below (From 21%) Three or More Grade Levels Below (From 24%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®










Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	144%	82%	118%	70%	74%	50/65
Grade 1	75%	32%	53%	13%	34%	47/48
Grade 2	138%	74%	94%	41%	74%	46/46
Grade 3	154%	75%	100%	51%	85%	53/54
Grade 4	139%	80%	85%	32%	85%	41/41

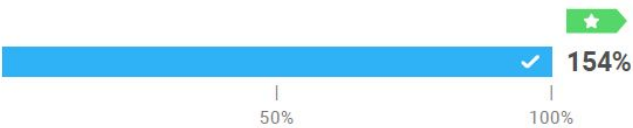
School IDYL CHARTER SCHOOL
 Subject Math
 Academic Year 2022 - 2023
 Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	 145%	56%	 85%	41%	63%	27/28
Grade 6	 243%	86%	 119%	54%	94%	35/35
Grade 7	 142%	62%	 60%	36%	69%	45/45
Grade 8	 325%	77%	 126%	63%	77%	35/35

School	IDYL CHARTER SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

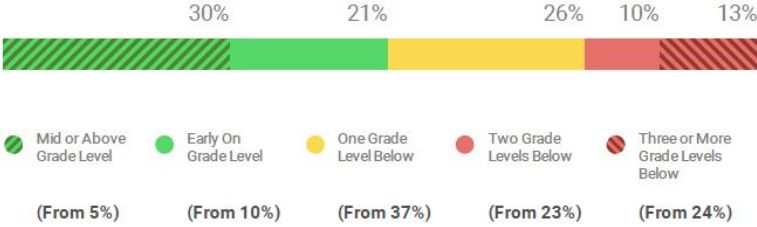
Students Assessed/Total: 391/401

Progress to Annual Typical Growth (Median)

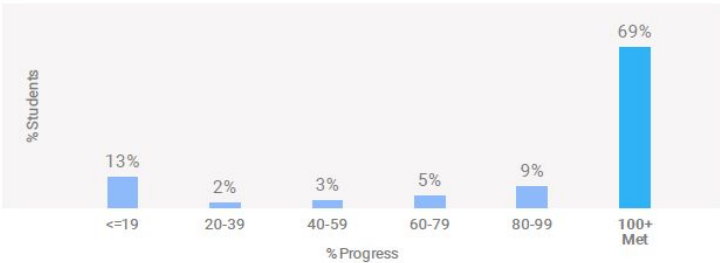


The median percent progress towards Typical Growth for this school is 154%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

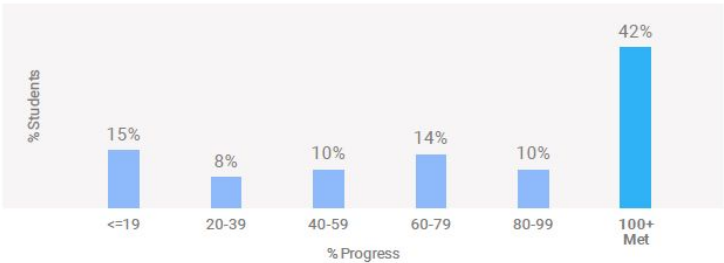
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By						
Grade						
Showing 9 of 9						
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div></div> 135%	70%	<div><div></div></div> 99%	46%	80%	50/57
Grade 1	<div><div></div></div> 102%	57%	<div><div></div></div> 75%	28%	72%	46/46
Grade 2	<div><div></div></div> 150%	70%	<div><div></div></div> 100%	50%	59%	46/47
Grade 3	<div><div></div></div> 118%	56%	<div><div></div></div> 68%	27%	58%	45/46
Grade 4	<div><div></div></div> 143%	61%	<div><div></div></div> 70%	34%	55%	56/56

School	IDYL CHARTER SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	<div><div></div></div> 320%	92%	<div><div></div></div> 141%	82%	92%	39/39
Grade 6	<div><div></div></div> 228%	70%	<div><div></div></div> 78%	43%	63%	30/30
Grade 7	<div><div></div></div> 340%	70%	<div><div></div></div> 91%	49%	70%	37/37
Grade 8	<div><div></div></div> 220%	81%	<div><div></div></div> 78%	31%	76%	42/43

SchoolIDYL CHARTER SCHOOL

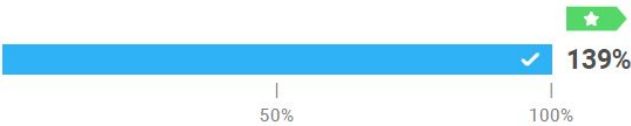
SubjectMath

Academic Year2023 - 2024

Comparison DiagnosticFinal Diagnostic

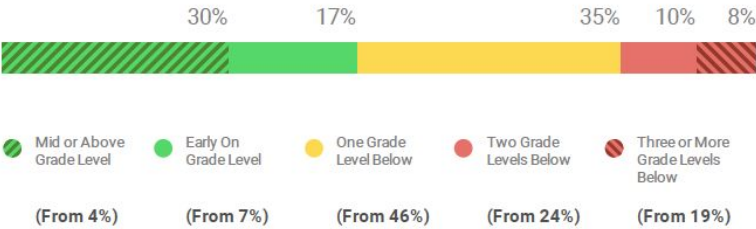
Students Assessed/Total: 391/401

Progress to Annual Typical Growth (Median)



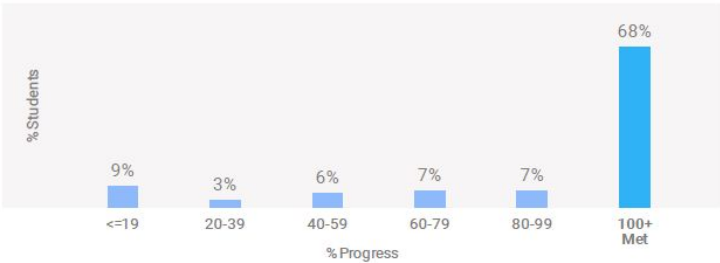
The median percent progress towards Typical Growth for this school is 139%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

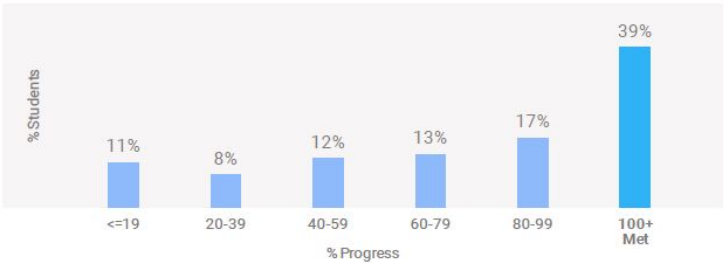


Mid or Above Grade Level (From 4%) Early On Grade Level (From 7%) One Grade Level Below (From 46%) Two Grade Levels Below (From 24%) Three or More Grade Levels Below (From 19%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	<div><div></div></div> 114%	58%	<div><div></div></div> 90%	46%	66%	50/56
Grade 1	<div><div></div></div> 121%	59%	<div><div></div></div> 92%	35%	63%	46/46
Grade 2	<div><div></div></div> 108%	61%	<div><div></div></div> 72%	22%	65%	46/47
Grade 3	<div><div></div></div> 108%	53%	<div><div></div></div> 69%	27%	69%	45/46
Grade 4	<div><div></div></div> 109%	54%	<div><div></div></div> 74%	25%	75%	56/56

SchoolIDYL CHARTER SCHOOL

SubjectMath

Academic Year2023 - 2024

Comparison DiagnosticFinal Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	<div><div></div><div>✓</div></div> 155%	77%	<div><div></div><div></div></div> 81%	46%	82%	39/39
Grade 6	<div><div></div><div>✓</div></div> 203%	83%	<div><div></div><div>✓</div></div> 100%	53%	83%	30/30
Grade 7	<div><div></div><div>✓</div></div> 254%	92%	<div><div></div><div>✓</div></div> 115%	65%	89%	37/37
Grade 8	<div><div></div><div>✓</div></div> 246%	88%	<div><div></div><div></div></div> 97%	48%	83%	42/44



The Institute for the Development of Young Leaders

JOB DESCRIPTION

POSITION: PRINCIPAL

REPORTS TO: Board of Directors or designee

Our Mission: Our mission is to provide a relevant child-centered education for historically underserved children by empowering students to take ownership of their learning, developing their skills to lead and supporting their wellness and community.

Our Vision: We envision a school where every child is seen, heard, and valued—where learning is joyful, purposeful, and rooted in each student’s unique gifts. In our thriving community, students confidently take the lead in their learning. They are supported by educators who honor their experiences, help to remove barriers to success, and serve as mentors and coaches. This is done by modeling leadership through empathy, curiosity, and integrity. This approach fosters meaningful relationships and enriches both student experience and outcomes.

As we live out our mission, our school will be known not only for cultivating curious minds, compassionate hearts, and courageous voices—but as a trusted model for how to engage, empower, and transform outcomes for students who are at risk, and for navigating social, and economic barriers to school success. Our work will set the standard for what’s possible when schools put the whole child at the center.

Our Guiding Principles: IDYL: I-integrity D-determined Y-yearning to L- lead.

We are further guided by the 4 E’s: Equity, Ethics, Engagement and Excellence—Equity in our approach to decision making, Ethics to demonstrate our integrity, Engagement with our school and local community, and Excellence in everything we do.

POSITION SUMMARY: The Principal’s primary job is to drive academic and social emotional learning outcomes for students. We expect that our Principal spends more than half of their time on instructional leadership, specifically on the activities involved in leading and developing teachers to improve their instruction and drive student achievement. We also expect our Principal to build lasting, equitable and sustainable organizations by developing a positive school culture for teachers and students, creating systems for the ongoing development of school staff, building a pipeline of future leaders that consistently demonstrate mastery of IDYL’s ’definitions of excellence, effectively engaging families and developing his/her successor.

MINIMUM REQUIREMENTS EDUCATION: Master's Degree, Education Specialist (10 years or more in progressive education roles up to AP), or Doctorate Degree required.

CERTIFICATION/LICENSE: • Valid Professional Certification in Educational Leadership

WORK EXPERIENCE: • 7 years of successful experience in education with 3 of the years in a school administrative leadership position required.



The Institute for the Development of Young Leaders

KNOWLEDGE, SKILLS & ABILITIES • Demonstrated commitment to IDYL's core values • Demonstrated student achievement results from teachers and leaders that he/she managed and coached • Demonstrated expertise in what the school-wide academic standards and state assessments require of students' knowledge and skills to demonstrate mastery; demonstrated ability to translate student mastery requirements into instructional plans and strategies • Demonstrated command of instructional design and the benefits and tradeoffs of school design decisions in driving student achievement • Demonstrated understanding of appropriate application and differentiation of high-leverage instructional strategies (e.g. pacing, checks for understanding, students doing the heavy lifting, etc.) based on comprehension of child development and pedagogy • Demonstrated investment in and understanding of appropriate application of social emotional strategies to promote the development of the whole child • Demonstrated skill in data analysis; ability to extract meaningful insights across school-wide data • Demonstrated ability to develop, facilitate and ensure positive outcomes of teacher teams and professional learning communities • Demonstrated ability to set direction across an entire school and invest and motivate others to action • Demonstrated ability to create inclusive environments that honor and support a diversity of backgrounds and perspectives • Demonstrated ability to use a variety of strategies to invest and influence team and community members • Demonstrated ability to develop and use well-defined systems to recruit, select and hire high-performing teachers and school staff • Demonstrated ability to develop teacher, teacher-leader and staff competencies through providing helpful feedback and professional learning opportunities • Demonstrated ability to retain top talent through recognizing strengths, developing career pathways and applying diverse strategies • Demonstrated ability to align finances, time, people, systems and other school resources to supporting the success of all students • Ability to be flexible and adapt as needed between in-person work environments

ESSENTIAL DUTIES • Sets ambitious school-wide vision and goals, aligned with IDYL's mission and goals, that prepare students for success in college and beyond • Builds self and school staff's knowledge and expertise in effective instructional design and academic standards • Develops teachers' conceptual understanding of what students must know and be able to do and what instructional methods drive student mastery • Develops knowledge of how standards map to curriculum and assessment • Develops teachers to provide rigorous and high quality instruction • Leads analysis of and develops teachers' ability to analyze student data to identify strategies that will move students toward mastery • Regularly observes and coaches instructional coaches to ensure they are providing helpful, high-impact, actionable and bite-sized feedback to teachers on a weekly basis, modeling, co-planning with teachers and providing effective instructional models and strategies • Ensures teachers can collaborate, analyze their practice and their student data, and adjust instruction in teams • Leads whole-school professional development workshops that drive improvement in teacher practice • Develops systems and structures to hire and retain diverse, highly-effective staff • Cultivates a diverse, high-potential leadership team through on-the-ground coaching, insisting that they are true owners of the work and cultivating a pipeline of future leaders (from teacher leader to AP to successor) • Models expectations for leaders, teachers, and students on school-wide practices for creating a positive learning culture • Plans and prioritizes time, people, budget, facilities and resources to achieve annual goals • Sets the vision for school-wide operations, staffing, scheduling, testing and finance to ensure they are aligned with school goals and priorities. • Identifies the annual objectives for instructional, extracurricular and programs of



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the school • Ensures that the School Improvement Plan is followed and reviewed throughout the school year • Ensures that the instructional objectives for a given subject and/or classroom are developed, along with detailed curriculum pacing guidelines; and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program; the principal provides opportunities for staff participation in the school program • Establishes, implements and evaluates procedures used to carry out the daily routine of the school • Evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data • Supervises and appraises the performance of the school staff through observation formulas derived for the state of North Carolina • Maintains good relationships with students, staff and parents • Complies with established lines of authority and promotes school safety • Orients and assists new staff members and new students and provides opportunities for their input in the school program • Encourages the use of community resources, interprets the school program for the community and maintains communication with community members • Manages, directs and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine • Involves the staff in determining priorities for instructional supplies • Organizes, oversees and provides support to the various services, supplies, materials and equipment provided to carry out the school program • Involves the community and makes use of community resources • Performs other duties and responsibilities as assigned by supervisor.

- Cultivates own growth, sustainability and success through active participation in professional development and by seeking out high-impact growth opportunities
- Engages and collaborates with families, community and PAC to achieve the school's mission and goals
- Required to have prompt, regular attendance in-person and be available to work on-site, in-person during regular business hours and as needed
- Performs other duties as assigned by the Board of Directors or its representative.

PHYSICAL ABILITIES AND WORKING CONDITIONS: The physical abilities, working conditions and other conditions of employment listed in this document are representative of, but are not intended to provide an exhaustive list of the requirements for positions in this classification. In the event of an emergency or situation requiring guidance from Federal, State, or local or school authorities, the requirements of this position may change temporarily or for the school year to best serve the needs of our students.

Vision: Ability to read small print and view a computer screen for prolonged periods.

Hearing: Ability to tolerate exposure to noisy conditions.

Speech: Ability to be understood in face-to-face communications, to speak with a level of proficiency and volume to be understood over a telephone or computer.

Upper Body Mobility: Ability to use hands to grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: Ability to lift, push, pull and/or carry objects which weigh as much as 5 or more pounds on a frequent basis. Incumbent may be required to physically restrain parties involved in a conflict.

Environmental Requirements: Ability to encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

Mental Requirements: Ability to read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgement and the ability to process information quickly; learn quickly and follow



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verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understand how to manage stress.

Remote Work Requirements: Additional Work Conditions & Physical Abilities: Ability to be flexible and adapt as needed between various in-person working environments. Ability to carry out all duties remotely.

Equal Opportunity Employer: The Institute for the Development of Young Leaders does not discriminate on the basis of race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties. This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. Management and administration reserve the right to modify, add, or remove duties and assign other duties as necessary.



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PROMOTION, PLACEMENT, AND RETENTION POLICY

INTRODUCTION

The goal of The Institute for the Development of Young Leaders is to develop academically proficient students; therefore, IDYL is committed to educational practices that are effective in enhancing the educational attainment of all students. Promotion standards are based on the belief that students must perform at grade level or above to be successful in school.

At IDYL, we recognize that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their developmental needs at the various stages of their growth.

We feel that teachers are responsible for early identification of students who are at risk of not meeting promotion standards. At the time a teacher identifies a student as functioning below grade level, the teacher and principal with the support and assistance of the students' parent/guardian will use all available resources to begin intervention, including but not limited to Personal Education Plans.

PROMOTION REQUIREMENTS

It shall be the policy of IDYL that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. The progress of students will be monitored at each grade level to determine appropriate grade assignment.

The best interest of the student will be the guiding philosophy for determining acceleration, promotion or retention while upholding requirements of state and federal laws.

Students are required to meet promotion standards in grades K-8 that include demonstrated grade level proficiency on school assessments, standardized tests, report cards, and student work. In determining the best educational interests of a student, appropriate grade placement decisions shall be based upon the mastery of critical knowledge and skills including reading and mathematics. The educational program shall provide for the continuous progress of students.



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In order to be promoted to the next grade levels, students in all grades should be proficient in reading and mathematics, which may be demonstrated through NC End-of-Grade tests, school assessments, student portfolio of work, and report card grades. A promotion decision should **not** be made solely on the basis of a state assessment.

Advancement beyond the normal one-grade promotion will be considered on an individual basis after discussion among teachers, principal and parents/guardians concerned. Assessment data shall document the need for this advancement. The final decision shall rest with the principal after consulting with the parent/guardian.

Numerous studies have demonstrated that retention does not improve students' chances for educational success. Therefore, the practice of retention will be used only when there is compelling evidence that the student is likely to benefit academically and/or socially.

If a student appears likely to be retained, then the teacher is required to notify parents/guardians of consideration for retention no later than the end of the first quarter or as soon as possible thereafter. Corrective and alternative strategies should be developed cooperatively with the parents/guardians in the hope of preventing retention. Following that initial conference, similar conferences will be held as needed to carefully monitor student progress.

If retention is seriously under consideration after corrective actions are attempted, parents/guardians should be notified of the situation, no later than the end of the third quarter. Earlier notification is preferred. With regular conferences and careful monitoring, parents/guardians and students should have a clear understanding of the reality of the situation.

Decisions made at the end of the third quarter or soon thereafter will result in use of the one of the appropriate retention forms attached. Whenever the decision is made to retain a child, an initial letter should be given to the parent/guardian explaining the retention process. This letter should be filed in the student's cumulative record folder.



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After the initial letter is mailed, one of the following forms and corrective plan will be needed:

(forms attached)

- Teacher, parent/guardian, director, and administrator reach consensus that the child should be retained.
Utilize **Form A** and file it in the cumulative record folder.
- Parent/guardian disagrees with a retention decision and the administrator, director, and other staff follow the parent's wishes. Document this by utilizing **Form B** and file it in the cumulative record folder.
- Parent/guardian wants retention, but the administrator, director, and staff do not agree. Use **Form C** and file in the cumulative record folder.
- Administrator, Director, and staff retains students even though parents/guardians object. Utilize **Form D** and file it in the cumulative record folder.
- Administrator, Director, and staff promote students even though parent/guardian objects. Utilize **Form E** and file it in the cumulative record folder.

If a student is retained, the director, administrator, and parents/guardians will be required to have a meeting(s) to develop alternative plans for the student for the following year. The research is clear that students who are retained and given exactly the same program the following year are most likely to fail again. A specific and documented plan is required to be developed in cooperation with the parents/guardians preferably by the end of the fourth quarter of the year of retention, or as soon as possible. The child's teacher for the following year should be included in the development of this plan if possible. This plan should be developed on the attached form and a copy should be placed in the student's cumulative record folder. This plan should be monitored and reviewed monthly and conferences should be held monthly with the parents/guardians by the teacher with the administrator included.



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The school may retain students for more than one year. However, this is to be done very sparingly and only when the evidence is overwhelming that this second retention will have outstanding potential for success.

If students are retained it should be as early in their school career as possible. However students may be retained through grade eight.

Retention decisions should not be based on one single factor. Retention should be a decision based on multiple criteria.

Kindergarten screening is critical to avoid the necessity of retention decisions.

STUDENT ASSESSMENT REVIEW

If the parent/guardian of a retained student would like to appeal the decision to retain a student, then the following review procedures will apply:

1. A parent may initiate a retention review hearing by requesting, in writing, to the principal within three (3) days of the last day of school for students, a Student Assessment Review.
2. The review committee will be appointed by the school, and will be comprised of the student's teachers and principal. Special education personnel must be included if the student is identified as a Student with Disabilities. English as a second language staff must be included if the student is identified as LEP.
3. The student and the student's parent/guardian shall be invited to the review and allowed to speak on the student's behalf. The parent/guardian may submit additional information for review.
4. The review committee will be convened to determine whether the student met promotion requirements.
5. The committee will review documentation presented by teachers on behalf of the student, including but not limited to: NC End-of-Grade tests, school assessments, student portfolio of work, and report card grades. Additionally, the team may consider information from parents; an IEP or PEP, if applicable; and any other information tending to verify that the student is proficient.
6. The recommendation of the review committee is subject to the principal's authority to grade and classify students.



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STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY STUDENTS

Students with disabilities who do not have the ability to participate in the Standard Course of Study may be exempt from the promotion standard. However, exempt students must be enrolled in a functional curriculum and demonstrate evidence of progress on alternate assessments. All recommendations regarding special needs students will be made in conjunction with the IEP Committee or the Section 504 Committee.

Students of Limited English Proficiency (LEP) as identified by state and federal standards shall meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. All retention recommendations regarding Limited English Proficient students should be made in consultation with the English as a Second Language teacher.

NOTICE

This policy or a summary of its requirements shall be provided to students and/or parents at the start of each school year.



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Issues to Consider When Contemplating Retention

In examining the progress of retainees during the repeated grade as compared to progress in the original grade, we find, based on more than 6,000 cases, that only about 20-35% of the retainees learn more material in their second year, while as many as 40% of the retainees actually learn less material. *(Rose, Medway, Cantrell, Marus, 1983).*

The retention-promotion controversy has raged for nearly a century and may continue for another hundred years. There are no single answers to this controversy. However, one thing is basic. Grade placement decisions must be made on an individual student basis by educators who are familiar with research, theory, and practice as it relates to student retention. Only in this way can placement alternatives be developed to significantly contribute to the academic and emotional development of children. *(Rose, Medway, Cantrell, Marus, 1983).*

The lesson of recent experiments with performance-based promotion seems clear. If the United States fails to insure that the excellence movement reaches every student, the current calls for school reform may do nothing more than widen the gap between the educational haves and the have-nots, leaving those citizens who lack adequate training increasingly less able to manage in an increasingly complicated world. *(Finn and Ravitch, 1984).*

In the final analysis, it is the classroom teacher who has the greatest knowledge of the student's achievements; hence, the teacher should be the first person concerned with identifying problems and correcting them. This is part of the teacher's job. Naturally, the teacher must have clear objectives and priorities with respect to instruction. Where the classroom teacher is not making progress with students on survival-level competencies, the teacher should help to plan an alternative experience for the student using the resources of the school and the school district. *(Bob L. Taylor, 1978).*

The courts generally defer to the promotion-retention decisions of school officials. However, courts may demand officials to provide additional justification for retention decisions based on a single



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criteria and are likely to overturn school retention decisions based on a single criteria that have a disproportionate impact on minority students. (*Stroup and Zirkel, 1983*).

The purpose of this paper was to examine the theoretical and empirical support available for retention and social promotion, with special reference to the exceptional child. A review and commentary on the empirical literature published after 1960 was presented to examine the impact of these procedures on academic performance, self-esteem, and social development. The underlying assumptions and implicit goals for retention were evaluated in view of Gesellian, behavior analysis, cognitive development, and mastery learning frameworks. Predictions regarding the efficacy of these procedures for slow learners, learning disabled and immature children were offered. It was concluded that there is no empirical support for retention or social promotion as effective interventions for children with school failure, and that the Gesellian framework is the only view that supports retention on theoretical grounds. It was suggested that future research focus on the identification of more efficient and appropriate instruction for children with different learning rates and styles, rather than on these pseudo solutions. (*Carstens, 1985*).

Educators who favor the use of grade retention usually claim that it serves two major purposes: to remedy inadequate academic progress and to aid in the development of students who are judged to be emotionally immature. Schools most frequently require a student to repeat a grade when the student has not gained the level of knowledge and skills expected upon completion of that grade.

The rationale is that students who have not adequately mastered the material at the grade level they have just completed will not be equipped to profit from the material at the next higher grade level and, for their own good, should not be promoted (Goodlad and Anderson, 1963). Students sometimes are retained in a grade because school personnel judge that they are emotionally or socially immature for their age. These students are seen as unable to relate adequately to their peers or to deal with the responsibilities assigned to students at a particular grade level. It is presumed that such students will be in a better position to develop if they are held back a year and placed in a class where responsibilities coincide more closely with their level of maturity (*Scott and Ames, 1969*).



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It is not at all clear from good common sense whether either of these justifications accurately reflects what happens to a child when he or she is retained in a grade. There is little doubt that a pupil who is having serious academic difficulties in one grade is likely to continue having difficulties if merely promoted to the next grade. What is not clear is how the mere repetition of a grade of schooling is likely to reduce these difficulties. Very seldom is there any substantial help provided to repeating pupils; instead, they are recycled through a program that was inappropriate for them the first time and that may be equally inappropriate and of less interest to them the second time. In the cases of retention for purposes of personal or social adjustment, it is not at all clear that the alleged benefits generally outweigh the possible harm caused by the stigma of having "flunked" a grade and the disruption of the child's friendships caused by separation from her or his former classmates (*Jackson, 1975*).

Those who continue to retain pupils at grade level do so despite cumulative research evidence showing that the potential for negative effects consistently outweighs positive outcomes. Because this cumulative research evidence consistently points to negative effects of nonpromotion, the burden of proof legitimately falls on proponents of retention plans to show there is compelling logic indicating success of their plans when so many other plans have failed (*Holmes and Matthews, 1984*).

Research on the effects of retention has been mixed---partly because of the difficulty of designing studies on such a question---but research does not support basing promotion decisions on a single criterion, such as test scores (*Johnson, 1984*).

Lieberman's Factors to Consider before Retaining Students in Grade

Child Factors	Family Factors	School Factors
Physical disabilities Foreign language	Geographic moves toward retention	System's attitude Physical Size
Academic potential	Attitude toward retention	Principal's attitude Teacher's attitude
Psychological maturity		
Neurological maturity	Age of siblings	Availability of remedial



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Self-concept	Sibling pressure	services
Ability to function Independently	Involvement of physician	Availability of personnel
Grade placement		
Age		
Previous retention		
Nature of the problem		
Absenteeism		
Basic skill competency		
Attitude toward retention		

Even though the non-promoted pupils were matched with promoted counterparts on the basis of achievement test scores at the time of retention, the retained pupils from that time on scored lower on achievement tests in reading, language arts, and arithmetic. In the area of arithmetic achievement, there does seem to be some evidence that, in time, the retained pupils will once again approach the scores of their promoted counterparts. The evidence is however not as indicative of that great a narrowing of the achievement gap in language arts and reading.

If, as is often the purported case today, retention of pupils is accomplished with the intention of improving the academic achievement in the basic skills of these pupils, the research does not seem to support this practice. It seems that retained pupils fall behind during the year that they are retained and spend the rest of their academic careers in vain attempts to catch up.

Although there has been a great deal of debate about *whether or not* children should repeat a grade in school, a more interesting question is *which* children are retained. This study addresses the question of what kind of children were retained in the first grade as compared to the norm, and as compared to a



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group of promoted children who were classroom peers yet who educators in the middle of the year considered to be possible non-promotion candidates. Teachers from six school districts identified in

March 146 children as candidates to repeat the first grade. By September, 84 had been retained, 62 promoted. In the spring before the decision was made, we tested all children with a variety of measures of immaturity: intellectual, social, emotional, and physical. Promoted candidates differed from non-promoted first graders with respect to academic achievement, cognitive development, and adaptation to school. All candidates, promoted and retained, scored below average in reaching achievement, visual-motor integration, and adaptation, but scored in the average range with respect to IQ, height and weight, and social adjustment. A cluster analysis on cases for the retained children further revealed three subgroups of retained children. One group had low scores on all measures of immaturity, especially self-concept; a second group had high or medium scores on all measures; and a third group had low math skills, but good social skills. These results may be interpreted as indicating that some children are appropriately retained and some are not (*Sandoval 1983*).

The practice of retaining or holding students back a grade is gaining in popularity. A comprehensive review of the literature over the past 16 years supports that view and uncovers great discrepancies between educators' beliefs and confirmable evidence regarding retention. This article describes actual retention practices in two Utah school districts and compares the children recommended for retention with a control group. These two groups were found to be significantly different in intellectual ability, academic achievement, and adjustment characteristics. In order to measure the effects of non-promotion, the retained children's growth was compared to the growth of academically similar-functioning children who were recommended for retention but were promoted. These recommended-for-retention children were re-tested one year after the retention decision was made. Retention was not found to benefit the children academically or in personal or social adjustment (*Niklason, 1984*).

Increased interest in the child "not ready" for reading has led to the use of a number of instructional options, of which the transition class is one. Efficacy of transition room programs is reviewed and importance of teacher attitudes is discussed. Educators will need to examine current educational practices in order to reduce the school-failure rate. (*Gredler, 1984*).



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The impact upon promotion practices in an inner-city school of a program for the prevention of learning disabilities is examined over a twelve-year period during which the program operated. This preventive approach---a cooperative program of a community school district and a medical center---provided services to identify children vulnerable to learning disabilities, to diagnose the causes of their

vulnerabilities, and to intervene educationally in school-based projects. Results of educational intervention are demonstrated in a decrease in non-promotion rate to 5% or less. (*Hagin, 1984*).

The infrequent use of several of the criteria in the LRS by school personnel in making retention decisions would seem to substantiate a lack of content validity for the LRS. In particular, the "physical size," "sex," and "siblings" categories were eschewed by the respondents. The number of respondents who responded "never" for the factors of sex (84.5%) and siblings (72.0%) indicate that these components may not be considered in retention decisions.

Furthermore, each of the components of the Lights Retention Scale is given equal weight in determining the total score and the category of retention candidacy; from the date of this study, such a practice is not justified. Respondents noted the use of factors such as academic achievement to a greater extent than they utilized student attitudes toward school, previous retention, intelligence, and parent participation.

In general, the use of the LRS as a psychometric instrument is unwarranted (Haniffin, 1983; Harrison, 1983; Sandoval, 1982). In addition, the use of the LRS as a non-psychometric counseling tool would not seem justified without further evidence of the content validity of the items and their relative weights in making retention decisions.

Further use of the LRS categories as the basis for discussions with parents and students who are being counseled concerning promotion is also not recommended. Caution should be employed in using the scale for any purposes directly related to predictions or decisions about student performance and retention.



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A Decision Making Model for In-Grade Retention (Non-promotion)

There are as many studies for it as against it with some highly-questionable research methodologies on both sides. Disregarding the research, to make a decision for or against retention on the basis of statistical evidence rather than on an in-depth analysis of all factors contributing to each individual situation seems foolhardy. The decision-making model that follows is one of rational problem solving. Four categories for each factor are possible: for retention, against retention, undecided (evidence weighted equally for and against), and not applicable. The factors themselves are not weighted because it is the individual student who must give weight to the factors. For example, a second grader may be so large as to establish physical size as a critical factor well beyond its meaning for an average size second grader.

CHILD FACTORS

Physical Disabilities: Children who suffer from cerebral palsy, deafness, blindness, etc. may demonstrate limited readiness skills, poor language development, and deficient knowledge or awareness of their surroundings.

Physical Size: Size may be considered in terms of small, medium, and large.



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Academic Potential: Potential is defined in terms of learning rate, which may range from better than appropriate to appropriate to slow to the point of continuous, compounded underachievement.

Psychosocial Maturity: Immaturity, e.g., thumb sucking inability to delay gratification, inability to take turns, inability to attend for more than a few minutes at a time, and a demonstrably greater

interest in all forms of play and fantasy activities. On the other end are children who are adjusted to an adult world but have difficulty relating to peers.

Neurological Maturity: Hyperactivity, gross motor deficits, fine motor coordination difficulties, language and articulation problems, distractibility, short attention span, and many different types of perceptual disturbances.

Child's Self-Concept: (1) If the child has a good self-concept, will retention debilitate him/her and give a long-lasting, low self-concept? (2) If the child has a low self-concept, will retention debilitate him further to the point of consigning him to a school career fraught with misery? (3) If the child has a low self-concept, is it the result of low achievement, and will retention foster his achievement, which will in turn, enhance his self-concept?

Child's Ability to Function Independently: This factor is highly significant because as children progress through the grades, greater and greater responsibility for independent learning and performance is expected. It is likely that children who need constant supervision as a result of physical, cognitive, or emotional factors or all of these will require a great deal of small group instruction usually outside the context of the regular classroom. Retention should *never* be substituted for special education.



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Grade Placement: Retention presents a valuable programmatic option for kindergarten through second grade. Fourth grade and beyond is usually frowned upon, and third grade is regarded as pivotal. Self-concept issues seem to take on much greater importance beyond third grade.

Chronological Age: It has been noted in the research that students at highest risk for primary grade failure are males who are also the youngest or close to being the youngest in the class. This data should not be considered in isolation, but in conjunction with psycho-social and neurological maturity. Another age-related phenomenon has been noted. Parents will occasionally keep a child out of school until the child is one year older in an effort to ensure academic or physical-motor (sports) success or

both. This practice is highly questionable, especially for those children who would experience success at their age-appropriate grade.

Previous Retentions: One is usually enough. However, with certain handicapped children for whom regular class placement is eventually intended, it may not be completely inappropriate for an age span of two or three years between classmates to exist.

Nature of the Problem: Two major problems are noted in retention issues: behavior and learning. Retention is almost always considered on the basis of a learning-related difficulty. Retention should not be considered as a program alternative for a child whose primary problem is behavior unless the behavior is traceable to neurological or psychosocial immaturity or both. Nor, should it ever be a substitute for those children whose behavior is traceable to an emotional disorder.

Sex: When it comes to school-related problems, males outnumber females from four to one to nine to one.

Chronic Absenteeism: If it can be demonstrated that a child's record of absenteeism is so severe that it becomes an important factor in the child's underachievement, retention might be considered as a way of providing him with the instruction he has missed.



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Basic Skill Competencies: This factor stands out more than any other because it is the reason most often cited. For purposes of decision making, competence in grade-level skills may be thought of as adequate, inadequate, or severely deficient. Students will require an in-depth analysis of the reasons for his difficulties by a multidisciplinary team.

Peer Pressure: (1) How susceptible to peer pressure is the student and what might be the impact on his self-concept? (2) Does the student have very close friends with whom he has formed long-lasting ties, and how will retention affect these relationships? (3) What; is the nature of the student's peer

relationships outside of school, and with whom does he have these relationships? (4) Does the student live in close proximity to age-mates and classmates, and will retention be a continuing source of embarrassment for him?

Child's Attitude toward Retention: The child's understanding of the issues remains questionable, nevertheless they should be heard, especially in cases of strenuous personal objections or affirmations.

FAMILY FACTORS

Geographical Moves: Family transience may be one of the only factors suggesting retention at grades higher than second or third. It seems easier to retain a student when he is entering a school for the first time.

Foreign Language Emigrants: When language other than English is spoken in the home or the child enters school with a limited exposure to the English language or American culture, this factor may loom larger on the "for retention side."



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Attitude toward Retention: This extremely crucial factor is often a combination of: (1) Personal history of retention (one or both parents were retained). (2) Cultural attitudes; in certain cultures, open knowledge of school failure is to be shunned at all costs. (3) Pressure from friends, neighbors, and relatives. Retention implies a flaw than can easily develop into a social stigma in the eyes of the parents of the retained child.

Age of Siblings and Sibling Pressure: This can be a highly significant factor against retention. If a child were to be retained, he might find himself in the same grade as his younger brother or sister, with potentially devastating results.

Involvement of Family Physician: Pediatricians' knowledge of childhood education is extremely variable and physician's influence on any particular family varies significantly. However, when this influence does exist and the physician holds and expresses strong opinions either way, it would be optimal if the education personnel would include the physician in the process.

SCHOOL FACTORS

School System Attitudes toward Retention: Any declaration by the administration or school board that retention is not a policy of the school system diminishes the flexibility of the educational system.

Principal's Attitude toward Retention: Any declaration by the principal that retention is not a policy of the school diminishes the flexibility of the educational system.

Teacher Attitude toward Retention: Any declaration by the teacher that retention is not a policy of the teacher diminishes the flexibility of the educational system.



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Availability of Special Education Services: Retention without some form of special education involvement is meaningless because the child may find himself again in the failing situation that originally led to his retention. Any discussion of retention should always imply a need for services over and above and perhaps different from unmodified, regular classroom programming.

Availability of Other Programmatic Options: Such options might include special language development classes in the primary grades and transition classes. Transition classes that require three years to complete two grades differ from retention primarily in semantics and this arrangement is often more acceptable to parents.

Availability of Personnel: One rule of thumb might be that the child should never repeat a grade with the same teacher. On the other hand, some teachers feel that with some children it takes an inordinate amount of time to assess behavior, habits, learning style, and approaches that will foster maximum performance. The answer to this dilemma is found in the amount of trust and confidence that parents and administrators have in the particular teacher.

References

Hannafin, M. J. (1983). *Review of the Light's Retention Scale* (rev. ed., 1982). Accession Number An-09062160, Buros, Institute Database (Search Label MMYD), Bibliographic Retrieval Services Inc. (DRS).

Sandoval, (1982).

Lieberman, Laurence M., Ed.D. (1980). *A Decision-Making Model for In-Grade Retention (Nonpromotion)*. *Journal of Learning Disabilities*, 1980, 13, 40-44, Copyright 1980



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**THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS
RETENTION AGREEMENT**

FORM A

Re: _____
Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, it is determined that he/she be **retained** in the _____ grade for the 20____-____ school year.

The attached alternative educational program has been prepared detailing plans designed to help your child develop the necessary skills to be successful when he/she repeats the above grade.

Administrator's Signature

Date

Current Teacher's Signature

Date

Next Teacher's Signature

Date

School Director's Signature

Date

I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year and **I AGREE** with the teaching and administrative staff to having my child retained in Grade _____.

Parent/Guardian Signature

Date



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PLEASE SIGN AND RETURN TO SCHOOL ADMINISTRATOR

**THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS
RETENTION/PROMOTION AGREEMENT**

FORM B

Re: _____
Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, it is determined that he/she be **retained** in the ____ grade for the 20__ - __ school year.

However, due to the undersigned parent/guardian wishes it has been decided to **promote** the student to the next grade level.

Administrator's Signature

Date

Current Teacher's Signature

Date

School Director's Signature

Date

***** I

have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year. **I do not agree to have my child retained** and request that he/she be passed on to Grade _____. The school teaching and administrative staff are complying with this request.



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Signature _____

Date _____

Parent/Guardian

PLEASE RETURN TO SCHOOL ADMINISTRATOR

**THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS
RETENTION/PROMOTION AGREEMENT**

FORM C

Re: _____
Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, it is determined that he/she be **promoted** to the ____ grade for the 20__ - __ school year.

However, due to the undersigned parent/guardian wishes, it has been decided to **retain** the student in the ____ grade for the 20__ - __ school year.

Administrator's Signature

Date

Current Teacher's Signature

Date

Next Teacher's Signature

Date

School Director's Signature

Date

I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year. **I do not agree to have my child promoted to**

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the next grade level and request that he/she be retained in Grade____ for the next school year. The school teaching and administrative staff are complying with this request.

Parent/Guardian Signature

Date

PLEASE RETURN TO THE SCHOOL ADMINISTRATOR

**THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS
RETENTION/PROMOTION AGREEMENT**

FORM D

Re: _____

Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, it is determined that he/she be **retained** in the _____ grade for the 20____ - ____ school year.

This is being done regardless of the objections by the undersigned parent/guardian since the school officials have the right of assignment of students.

The attached alternative educational program has been prepared detailing plans designed to help your child develop the necessary skills to be successful when he/she repeats the above grade.

Administrator's Signature

Date

Current Teacher's Signature

Date

Next Teacher's Signature

Date

School Director's Signature

Date



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I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year. **I do not agree to having my child retained** in Grade _____. The school teaching and administrative staff have decided to retain my child despite my objections.

Parent/Guardian Signature

Date

PLEASE RETURN TO THE SCHOOL ADMINISTRATOR

**THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS
RETENTION/PROMOTION AGREEMENT**

FORM E

Re: _____

Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, _____, it is determined that he/she be **promoted** in the _____ grade for the 20____-____ school year.

This is being done regardless of the objections by the undersigned parent/guardian since the school officials have the right of assignment of students.

Administrator's Signature

Date

Current Teacher's Signature

Date

Next Teacher's Signature

Date

School Director's Signature

Date



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I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year. **I do not agree to have my child promoted to Grade ____.** The school teaching and administrative staff have decided to promote my child despite my objections.

Parent/Guardian Signature

Date

PLEASE RETURN TO THE SCHOOL ADMINISTRATOR

SAMPLE INITIAL LETTER TO PARENTS/GUARDIANS

Dear _____:

Our teachers and administrators at The Institute for the Development of Young Leaders have found a wide variation in the physical and mental maturity of the children in our schools. Some students advance faster than others, some need more individual help than others, and some have setbacks due to health or other related factors.

After weighing all of the factors, it is our belief that some students will have a better chance for future success if they are given a second opportunity to master the skills needed to advance to the next grade. It is our feeling that your child should be offered this opportunity.

We are recommending that your child, _____, be retained in Grade ____ for the 20 ____ - ____ school year. This recommendation is based on the staff's best judgment in reviewing your child's present achievement level and abilities.

We will need the commitment of everyone involved to make the second experience a success. Regularly scheduled conferences, communication, and a positive approach will increase the possibility that this will be a rewarding and helpful experience. We will dedicate our efforts to providing alternative instructional strategies in the coming year in order to increase the probability of your child's success. Please contact me to arrange a conference so that we can discuss this matter as soon as possible.



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Sincerely,

Administrator's Signature

THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS
ALTERNATIVE EDUCATIONAL PLAN FOR RETAINED STUDENT

Name of Student

Grade to be Repeated

Name of teacher administering plan

District Administrator

A. List educational objectives for the student.

B. List problems student experienced in previous year.



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- C. List corrective actions planned to help student solve the above-mentioned problems.**

- D. List resources planned to be used to assist student to meet listed objectives.**

- E. List monitoring procedures to frequently monitor and to evaluate student progress.**

- F. Design communication plan for the year of retention to assure communication between teacher, student, parent, principal, and director.**



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G. Other

**Signature of teacher administering
the above plan**

Date

Signature of Administrator

Date

Signature of School Director

Date

Signature Parent/Guardian

Date

**To be filed in student's cumulative record folder and a copy furnished to the
parent/guardian.**

**THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG
LEADERS**

4300 S. Miami Blvd.

Durham, North Carolina

Rev. 2018 - 2019

DISCIPLINE CODE HANDBOOK/CODE OF CONDUCT

Code of Conduct

Dear Parents,

An effective discipline program is essential in the teaching and learning process. The staff at The Institute for the Development of Young Leaders has established an educational environment in which children can comfortably learn at their own level. Each student has the right to learn and play at The Institute for the Development of Young Leaders without disruption or antagonism from other students.

The staff is committed to teaching and reinforcing appropriate student behavior. Courtesy, respect, and problem-solving strategies are practiced by all staff members and students. Students are encouraged to consistently follow school rules of conduct, set a positive example for others, and always be conscious of how their behavior affects others.

Together, our goal at IDYL is to assure that each child achieves success. We believe that you, as parents, play an important role in helping your child achieve our IDYL expectations, both academic and behavioral. The major role of parents in school discipline is to continually show interest in and support for their children at school.

Generally, classroom teachers administer discipline, but when the situation warrants, the principal becomes involved. Parents are not necessarily called on the first problem, as students are encouraged to take responsibility for their actions and to learn to meet the rules and expectations of the school. We believe each student has the final responsibility for the consequences of his/her behavior. If your child exhibits unacceptable behavior at school, you may be asked to help us teach your child an alternate, appropriate set of behaviors.

With your cooperation and help, we can provide a positive, productive, and safe learning environment for your child.

After reading The Institute for the Development of Young Leaders Code of Conduct with your child, please sign and return the form inserted in this booklet to the IDYL office.

Sincerely,

The Institute for the Development of Young Leaders Staff

The Institute for the Development of Young Leaders **School Rules**

- 1. Take responsibility for learning.**
- 2. Respect self, others and place.**
- 3. Show resourcefulness and readiness to learn.**
- 4. Act in a safe and healthful manner.**

Student Responsibilities

Students are responsible for:

- attending school on a regular basis and to be on time.
- completing all academic work as assigned.
- bringing appropriate materials to class.
- obeying school/classroom rules.
- respecting the rights of others.
- their own actions.
- using appropriate language.
- respecting school property.
- complying with requests of school employees.
- dressing appropriately for school.

Student Rights

Students have the right to:

- an education.
- attend a safe school.
- physical safety and protection of personal property.
- not be discriminated against.
- privacy.
- fair and just treatment by school employees.

Expectations for Common Areas

Students are expected to follow these behavior expectations on all field trips and at all school functions.

Recess Behavior

On the playground, students will:

- Avoid rough play (play fighting, wrestling, pushing, kicking, etc.) or play that mimics violence (sword fighting, gun fights, etc.).
- Leave personal belongings, such as toys, electronics, hard balls, bats, etc., at home. IDYL is not responsible for lost or stolen items.
- Speak kindly to others.
- Finish all food before going out to the playground. Leave food, candy, gum, etc., in the building
- Stay on the playground at recess.

- Take turns with the equipment.
- Immediately stop all play and leave the playground at the end of recess.
- Walk on the blacktop areas.
- Line up quickly and quietly to return to class at the end of recess.
- Respond immediately, with respect and courtesy, to instructions from adults in charge.

Bathroom Behavior

In the bathroom, students will:

- Use appropriate voice level.
- Respect the privacy of others
- Use healthy hygiene habits..
- Keep the bathrooms clean and safe.

Hallway Behavior

Students will:

- walk in a single file line facing forward.
- stay in their space.
- stay to the right
- use a level 0 voice (silence).

Lunchtime Behavior

Students will:

- walk into the cafeteria quietly, get their lunch, and find their class table
- remain seated until lunch is finished and permission to leave has been given.
- use appropriate voices so that only close neighbors can hear: no higher than a level 2 voice (one-on-one or small group).
- use appropriate meal-time manners.
- clean their area and take care of garbage when they have finished eating.

Assembly Behavior

Students will:

- enter the auditorium quietly, watching for teacher directions.
- show appropriate listening behavior by sitting up and looking at the speaker.
- show appropriate appreciation by clapping.
- exit quietly, watching for directions from their teacher.

Dress Code

- Uniforms are required.
- Bare midriffs, net shirts, tank tops with straps less than 1 inch wide (unless worn under a shirt), and clothing bearing inappropriate logos (drugs, alcohol, tobacco, or pictures/statements that could be deemed offensive to public morals) will not be permitted at school.
- Students are not permitted to wear make-up, perfume or cologne.
- Shorts may be worn if they are longer than the fingertip reach of the wearer. Boxer shorts, spandex shorts, and swimwear are not permitted.
- Hats may be worn at recess and to and from school but are not allowed to be worn in the building.
- Heelies are NOT allowed at school. For the first offense, wheels will need to be removed. For the second offense, wheels will remain in the office until parents pick them up.

Attendance Policy

- Regular school attendance is necessary for mastery of the educational program provided to students of the IDYL. Students at times may appropriately be absent from class under the following guidelines: a) absences due to illness or a health condition; b) religious observances; c) school-approved activities; d) family emergencies; e) disciplinary actions; or f) home schooling. Excused absences shall be verified by parent/guardian or school authority, and the student will be allowed to make up all missed assignments outside of class; however, make-up work is not an adequate substitute for classroom learning.
- State law requires the district to:
- notify parents after one unexcused absence.
- meet with parents after two unexcused absences.
- notify juvenile court after seven (7) unexcused absences in a month or ten (10) in a year.

Harassment, Intimidation and Bullying

Harassment, intimidation or bullying means any intentionally written message or image, including those that are electronically transmitted, a verbal or physical act, including but not limited to one shown to be motivated by any characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability, or other distinguishing characteristic, when an act:

- Physically harms a student or damages a student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

- It is true that harassment often occurs off school grounds and outside of the school day and this is an area over which a schools do not have authority. If there are threats that will be acted out at school or a school related event, the school will intervene.

Weapons

State law prohibit the possession of firearms and weapons at school. Possession of firearms on school property will result in a one-year mandatory expulsion, subject to appeal, with notification to parents and law enforcement.

Exceptional Misconduct

Certain behaviors that are so serious in nature in terms of the disruptive effect upon the operation of the school may be deemed *Exceptional Misconduct*. *Exceptional Misconduct* may warrant immediate short-term suspension or expulsion. *Exceptional Misconduct* includes, but is not limited to:

- possession or sale of a controlled substance
- profane or vulgar language directed to and in the presence of a staff member
- arson
- all fighting and/or assault and battery
- harassment
- defacing, misuse or destruction of property
- defiance of school authority
- possession of dangerous weapons
- theft

Problem-Solving Techniques

When Playground Expectations Are Not Met

Students who break playground rules will discuss the incident with the adult supervisor. Students will be taught and be given the opportunity to practice expected behavior. Repeated misbehavior may have consequences (time-out on the wall, not play a particular game, etc.) while rules are being re-taught.

Students who continue to break playground rules will be given a Warning Slip. A copy of the Warning Slip is sent home to be signed by a parent or guardian and returned to school.

If a student has received 3 Warning Slips or demonstrated more severe-inappropriate behavior, a parent contact will be made. Students will also be required to fill out a Problem-Solving Exercise Sheet. Consequences may include:

- Community
- Restitution
- Loss of recess
- In-school suspension
- Short-term suspension

Students who refuse to leave the playground to return promptly to class when the bell rings will be sent to the office for a tardy slip, and will miss the following recess.

- Aggressive behaviors (whether physical or verbal) will be treated seriously. When a student intentionally hurts or harasses another student, the victims parents will be notified.
 - All reports of Harassment, Intimidation & Bullying will be investigated thoroughly

The Institute for the Development of Young Leaders

4300 S. Miami Blvd. Durham, North Carolina

Charlotte Wilson, Principal

Warning Slip

Student name: _____

Teacher: _____

Date: _____

Concern: _____

Consequences that have already occurred:

- * Behavior has been discussed with student and others involved if appropriate.
- * Student has had "time out."
- * Student has been removed from the game or activity.
- * Student has been removed from the playground area.
- * Student has walked with supervisor during recess.
- * Student has been referred to the office.

Parent/Guardian Signature _____

The Institute for the Development of Young Leaders
Problem-Solving Exercise

Name: _____

Date: _____

What was the problem?

How could I have avoided the problem?

Principal

_____ Parent _____ Student _____

LEVEL I VIOLATIONS

Behaviors that do not significantly violate the rights of others, and do not appear chronic.

Dress Code (uniform) violation

Insubordination

Gambling

Inappropriate items or unauthorized sale of items

Possession of tobacco

Being in an unauthorized area to include loitering and trespassing

Unauthorized cell phone use

Excessive display of affection

Non-compliance

Misuse of school technology

Inappropriate behavior

Grade	1st through 3rd offense	4th offense	5th and subsequent offenses
K-4	Warning/parent contact	Parent contact/1 day ISS	Parent contact/1-3 days ISS
Grade	1st offense	2nd offense	3rd and subsequent offenses
5-8	Warning/Parent contact 1-2 days ISS	Parent contact/1-2 days ISS	Parent contact 1-2 days OSS

LEVEL II VIOLATIONS

Behaviors that significantly violates the rights of others and/or puts others at risk of harm.

Communicating threats (G.S. 14-277.1)

Disorderly conduct (G.S. 14-288.4(a)(6))

Extortion

Fighting

Harassment (verbal or physical)

Inappropriate language/disrespect

Falsification of information

Theft (restitution required)

Disruptive behavior

Bullying

Cyber bullying

Disrespect of faculty or staff

Leaving class/school without permission

Possession of students' own prescription

Misuse of school technology

Threat of physical attack without a weapon.

Grade	1 st offense	2 nd offense	3 rd & subsequent offenses
K-4	Parent contact/1day ISS or OSS	Parent contact/1-3 days ISS or OSS	Parent contact/1-2 days OSS
5-8	Parent contact/1-3 days ISS or OSS	Parent contact/3-5 days ISS or OSS	Parent contact/1-3 days OSS

LEVEL III VIOLATIONS

Behavior that significantly violate the rights of others and/or put others at risk of harm and violates IDYL's policies or North Carolina policies or laws.

Threat of physical attack with a weapon

Unlawfully setting a fire (G.S. 14-60)

Affray

Aggressive behavior

False fire alarm

Assault on student (without a weapon)

Gang activity

Violent assault not resulting in serious injury

Misuse of school technology

Robbery without a weapon

Under the influence of alcohol

Under the influence of controlled substances

Threat of physical attack with a firearm/weapon

Grade	1 st offense	2 nd offense	3 rd & subsequent offenses
K-4	Parent contact/1-3 days OSS	Parent contact/3-5 days OSS	Parent contact/ 10 days OSS with possible recommendation for long term suspension; Contact law enforcement
5-8	Parent contact/5 days OSS and contact law enforcement.	Parent contact/5-10 days OSS and contact law enforcement.	Parent contact/ 10 days OSS with possible

			recommendation for long term suspension; Contact law enforcement

LEVEL IV VIOLATIONS

Assault on school personnel not serious

Possession of controlled substance cocaine, Ritalin

Possession of controlled substance, other

Possession of marijuana

Possession of a weapon (excluding firearms and explosives)

Possession of alcohol

Bomb threat

Use of alcoholic beverages

Use of controlled substances

Use of narcotics

Burning of a school building (G.S. 14-60)

Sale of control substance cocaine marijuana, Ritalin, and other

Possession of another person's prescription

Distribution of a prescription drug

Grade	First offense and subsequent offences
K-4	<p>Sanctions for Category 4 offences will automatically result in a minimum of 5 days out of school suspension and possible recommendation for long term suspension. Law enforcement will be contacted.</p> <p>Possession of a weapon shall result in a suspension of 365 days based on G.S. 115c-390.10(a). The IDYL Board upon recommendation of the Principal, may modify this suspension requirement on a case by case basis.</p> <p>Bomb threats or hoax, firearms and explosives: These violations will result in a recommendation for a 365 day suspension and may result in expulsion in accordance with G.S. 115c-390.10</p>

	<p>Terrorist threat or hoax; These violations may result in a long-term suspension and may result in suspension for up to 365 calendar days.</p> <p>Assault on school personnel: Any student who is found to have assaulted or seriously injured a teacher or other school personnel will be subject to the following discipline. The Principal may recommend a short term suspension based on mitigating factors. Any variation from short term suspension will be reviewed and approved by the CEO.</p> <p>Commission of a felony may result in long term suspension.</p>
5-8	<p>Sanctions for Category 4 offences will automatically result in a minimum of 5 days out of school suspension and possible recommendation for long term suspension. Law enforcement will be contacted.</p> <p>Possession of a weapon shall result in a suspension of 365 days based on G.S. 115c-390.10(a). The IDYL Board upon recommendation of the Principal, may modify this suspension requirement on a case by case basis.</p> <p>Bomb threats or hoax, firearms and explosives: These violations will result in a recommendation for a 365 day suspension and may result in expulsion in accordance with G.S. 115c-390.10</p> <p>Terrorist threat or hoax; These violations may result in a long-term suspension and may result in suspension for up to 365 calendar days.</p> <p>Assault on a school personnel: For a violation of this provision, any student who is at least</p>

	<p>13 years of age shall be assigned by the Principal to an appropriate educational program in accordance with G.S.115c-391. If no appropriate alternative educational program is available, then the Principal shall suspend the student for not less than 300 days but not more than 365 days. If the student is under 13 years of age the shall be suspended for the remainder of the school year.</p> <p>Commission of a felony may result in long term suspension or expulsion for students who are 14 years of age or older under G.S. 115c-390.11.</p>
--	---

LEVEL V VIOLATIONS

Commission of a Felony

Any behavior, which indicates that the student's continued presence in school, constitutes a clear threat to the safety of other students or employees.

Assault resulting in a serious injury

Assault involving the use of a weapon

Homicide

Robbery with a dangerous weapon

Rape

Sexual offense

Sexual assault not rape or sexual offense

Taking indecent liberties with a minor

Kidnapping

Robbery with a firearm or powerful explosive

Physical attack with a firearm

Grade	First offense and subsequent offenses
K-4	Sanctions for Category 5 offenses will automatically result in a minimum of 10 days school suspension and possible recommendation for long term suspension. Law enforcement will be contacted.
5-8	In accordance with NC General Statute 115c-390.11 a board of education may, upon recommendation of the Principal expel any student who is 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

	Commission of a felony may result in long term suspension or expulsion for students who are 14 years of age or older under 115c-390.11.
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MISSION STATEMENT

Learning Today, Leading Tomorrow

Vision Statement

Students at The Institute for the Development of Young Leaders will learn and grow to their highest potential in a safe, cooperative and productive learning environment.

THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG PEOPLE

BUS CONDUCT

All Code of Conduct Rules and Consequences apply to events that occur on the bus or at a bus stop.

Duties & Responsibilities of School Bus Passengers

The school principal/assistant principal shall make certain that all passengers assigned to a school bus are informed and cautioned through class instruction, supervision and otherwise, of the responsibility of the individual passenger for conduct and safety. The principal should also acquaint the parents/guardians of each passenger with the responsibilities expected of them and their child. Each bus passenger shall cooperate willingly with any school official, bus driver, and bus monitor.

Conduct and Safety Rules for School Bus Passengers

1. Behavior and Safety at the Bus Stop – The behavior and the safety of the passenger is the responsibility of the parent/guardian until the student boards the bus and after the student exits the bus at his or her scheduled bus stop. (Safety concerns should be reported to the school principal or her designee.)
2. Safe Route to Bus Stop – In walking to a bus stop parents and passengers should decide the safest route. If no sidewalk, passengers should walk to the left of the street or highway on the road shoulder facing traffic.
3. Being on Time – Passengers must be on time and at the bus stop. The driver has a schedule to follow and cannot wait on tardy passengers. The driver is not obligated to blow the horn or wait for passengers not in sight.
4. At the Bus Stop – A passenger must stay 10 feet off the street or roadway. A child should never approach a school bus until the bus is completely stopped, all red lights are flashing, the stop sign out, the walk arm extended and the driver has motioned it is safe. Then the passenger must check to make sure all vehicles are stopped.
5. Entering the Bus – While boarding the bus the passenger should use the handrail and watch his/her step.

6. Taking a Seat – When a passenger enters the school bus he/she should take their assigned seat immediately and remain seated. Absolutely no moving around on the bus while the bus is in motion.

7. Opening Windows – A passenger must ask permission if the window needs to be opened. A passenger must never hang any part of his/her body out of the school bus window.

8. Throwing Objects, Shouting – Objects should never be thrown about in the bus or out the windows. A passenger should not shout and wave to pedestrians or occupants of other vehicles from the bus windows. Passengers should talk quietly.

9. Eating – A passenger should never eat or drink on the bus.

10. Keeping the Aisle Clear – Personal belongings should be kept on the lap or under the seat. Arms and legs must be kept out of the aisle.

11. Verbal/audial or other noise should be limited to a level that only can be heard by the partners in your seat.

12. Bullying – Passengers should never harass or abuse the driver or another passenger verbally or physically. This is a serious offense and will not be tolerated. Failure to comply may result in loss of bus privileges.

13. Indecent Language, Tobacco, Drugs, Alcohol, and Gang Activity – Passengers must never use profanity or indecent language, tobacco, drugs, or alcoholic beverages while riding the bus. Gang colors, hand gestures, or related activity shall not be displayed.

14. Weapons, Firearms, and Dangerous Instruments- No student shall possess, handle or transmit any object known or fashioned as a weapon, or any firearms, or any dangerous instrument that can cause bodily harm on a school bus.

15. Diverting the Driver– A passenger must never be disrespectful or distract the driver's attention in any way. Disruptive behavior constitutes any physical or verbal action, which reasonably could disrupt, disturb, or interfere with peace, order, and/or discipline while on the bus.

16. Verbal/audial or other noise should be limited to a level that only can be heard by the partner in your seat.

Voice Levels

4=Outside Voice

3=Presentation Voice (speaking to a large group)

2=One-on-One or Small Group Voice

1=Whisper

0=No sound (silent)

17. Silence at Railroad Crossings – Passengers must maintain complete silence at all railroad crossings.

18. Care of the Bus – A passenger must never mar or deface the bus in any way. Vandalism of state property may result in dismissal of bus privileges and reimbursement for damage cost.

19. Emergency Equipment – Passengers must never tamper with the emergency door, emergency windows, roof hatches, fire extinguishers, or video equipment. These features are put in place for safety purposes and should always be ready for use when needed.

20. Bus and Seat Assignment – Passengers shall never attempt to ride on a school bus, unless assigned to it by the principal or bus driver. It is unlawful for a person to ride on a school bus without prior assignment. (GS.115-184(a).) A parent must request any change of bus assignment in written form to the principal. Bus drivers shall assign seats and passengers must sit in assigned seats.

21. Inappropriate Items – Any device disruptive to the bus ride to include electronic devices, including but not limited to tablets, cell phones, and laser devices will not be displayed or utilized while on the school bus.

22. Code of Conduct –All code of conduct rules and consequences apply to events on the bus or at the bus stop. (See Code of Conduct Booklet for more violations defined).

23. Authority – The driver of a school bus subject to the direction of the principal shall have complete authority over and the responsibility for the operation of the bus and the maintaining of good order and

conduct upon such bus, and shall report promptly to the principal any misconduct upon such bus or disregard or violation of the driver's instruction by any person riding upon such bus. (GS.115C-245(b).)

Bus Code Violation Definition – School transportation service is a privilege, **not a right**. Students at all times while riding a school bus will observe the directives of the school bus driver and all other rules outlined here and in the Code of Conduct booklet. Repeated discipline infractions on the bus may result in loss of riding privileges.

Minor Offenses

Offense 1: Loud and boisterous talking or yelling from the bus window will not be permitted. Students shall show respect for churches, funerals, and emergency situations.

Offense 2: Food items shall not be taken onto any bus with the exception of authorized (lunch) containers.

Offense 3: A student shall ride only the bus(es) to which he/she has been assigned and shall not be discharged at any stop other than his/her regular stop unless expressly authorized by the principal/designee. No student who boards the bus at his/her home shall leave the bus until he/she arrives at his/her assigned school.

Offense 4: Students must be seated while the bus is in motion.

Minor Offense Consequences

Referral 1: The parent, legal guardian, or legal custodian will be contacted and the student will be assigned a seat.

Referral 2: The student will not be allowed to ride the bus from one (1) to five (5) days. When the student is allowed to ride the bus again, he/she will be assigned a seat.

Referral 3: The student will not be allowed to ride the bus from five (5) to (10) days. When the student is allowed to ride the bus again, he/she will be assigned a seat.

Major Offenses

Offense 5: No student shall interfere in any way with the safe operation of school buses. Behavior, which distracts the driver from his/her function of operating the bus, will not be tolerated. Students shall follow the directives of the driver at all times.

Offense 6: Vandalism of the bus is prohibited. If the repair cost is over \$100, in addition to providing restitution, the student involved will serve an OSS.

Offense 7: Pushing and shoving, cursing or other vulgarity, fighting, possessing fireworks, weapons and gang activity possessing tobacco, or throwing objects of any sort will not be permitted.

Offense 8: The emergency door shall not be opened except in case of an emergency.

Offense 9: Throwing items out of the windows of the bus or having arms or other items held out the window of the bus is prohibited.

Offense 10: Bullying

Major Offense Consequences

Referral 1: The student will not be allowed to ride the bus from one (1) to (5) days. When the student is allowed to ride the bus again, he/she will be assigned a seat.

Referral 2: The student will not be allowed to ride the bus from five (5) to (10) days. When the student is allowed to ride the bus again, he/she will be assigned a seat.

Referral 3: The student will not be allowed to ride the bus for an extended period of time not to exceed the remainder of the school year.

NOTE: The above lists may not cover all possible violations. Similar offenses shall be categorized major or minor and handled in a like manner as they occur

INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

Bus Conduct

Student Name _____ Bus # _____ Date _____

Reported By: _____

Nature of Offense (Describe completely)

Resolution

Signature of Principal/Designee _____

Signature of Student _____

Signature of Parent _____



The Institute for the Development of Young Leaders

Engaging, Educating and Empowering Future Leaders

Student and Parent Grievance Procedure

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or CEO for further information and copies of all applicable board policies.

B. DEFINITIONS

1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school district employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school district against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school district officials will consider requests to hear grievances from a group of grievant, but the board and officials have the discretion to hear and respond to grievant individually.
4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

E. PROCESS FOR GRIEVANCE

1. Filing Grievance

- a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
- b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30-day period that claims a violation, misapplication or misinterpretation of state or federal law, the CEO or designee shall determine whether the grievance will be investigated after

considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school district to investigate and respond effectively to such complaints.

c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school district employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy is appropriate, and the principal shall address the concern following that policy.

d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the CEO or designee.

e. If a student wants to initiate a formal grievance regarding a decision by the CEO that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the assistant CEO of human resources, who shall forward the grievance to the board chairperson.

2. Investigation

a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the CEO.

4. Response by CEO

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the CEO. The appeal must be made in writing within five days of receiving the principal's decision.

b. The CEO may review the written documents and respond or the CEO may schedule and hold a conference with the grievant, principal and any other individuals the CEO determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

c. The CEO shall provide a written response within 10 days after receiving the appeal. In responding, the CEO may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is dissatisfied with the CEO's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the CEO's response.
- 2) A hearing will be conducted pursuant to policy, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is dissatisfied with the CEO's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the CEO's response, the grievant may submit to the CEO a written request for a hearing before the board of education.
- 2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy.
- 4) The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

The CEO or designee is responsible for providing effective notice to students, parents and school district employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: [G.S. 115C-45\(c\)](#); [126-16](#); [150B-43](#) *et seq.*

Grievance Procedure for Employees

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems that arise from time to time and affect employees.

A. INFORMAL RESOLUTION

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth in this policy.

B. DEFINITIONS

1. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May 1, time limits will consist of all weekdays (Monday–Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations:

- a. that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, school board policy or administrative procedure;

- b. that an employee's employment status or the terms or conditions of his or her employment have been adversely affected; or
- c. that there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the employee(s) making the claim.

5. Official

The official is the person hearing and responding to the grievant.

6. Parties in Interest

"Parties in interest" refers to the grievant and the person against whom the grievance is filed.

C. TIMELINESS OF PROCESS

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of the grievant's legal rights.

Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. All parties in interest and their representatives in any grievance filed pursuant to this policy shall conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.
2. The board or an employee of the school district will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.
4. All meetings and hearings conducted pursuant to this policy will be private.

5. The board and school district will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
6. The board and administration will cooperate with the employee and representative in the investigation of any grievance and will furnish the employee or representative information pertinent to the grievance without cost to the grievant employee or the employee against whom the grievance is filed.
7. The employee may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.
8. Should, in the judgment of the CEO or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance

- a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days that claims a violation, misapplication or misinterpretation of state or federal law, the CEO or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school district to investigate and respond effectively to such complaints.
- b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision, action or physical condition at issue or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in policy, Responding to Complaints, is appropriate, and the principal or immediate supervisor shall address the concern following that policy.
- c. The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee, unless the grievance alleges that a state or federal law has been misapplied, misinterpreted or violated, in which case the grievance may be presented instead to the executive director for human resources (or to the CEO

if the grievant's supervisor is the executive director for human resources). The person receiving the grievance hereinafter will be referred to as "official."

2. Response by Official

- a. The official shall arrange for a grievance file number to be assigned by the personnel office.
- b. In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the CEO who will investigate and respond as provided below in subsection E.3.
- c. A meeting will take place at a mutually agreed-upon time within five days after receipt of the grievance.
- d. The official shall conduct any investigation of the facts necessary before rendering a decision.
- e. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days after the meeting.

3. Response by CEO

- a. If the grievant is dissatisfied with the official's response, the grievant may appeal in writing the decision to the CEO for review by the CEO or designee within five days of receipt of the official's response.
- b. The CEO or designee shall arrange for a meeting with the employee(s) to take place within five days of the receipt of the appeal.
- c. The CEO or designee shall conduct any investigation necessary before arriving at a decision. The CEO or designee shall provide the aggrieved employee(s) with a written decision within 10 days after the meeting.

4. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant shall have a right to appeal a final administrative decision to the board of education (see subsection E.4.a, Mandatory Appeals, below). If the grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.4.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is not satisfied with the CEO's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days of receiving the CEO's response.

- 2) A hearing will be conducted pursuant to policy, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is not satisfied with the CEO's response but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may submit to the CEO a written request for a hearing before the board of education within 10 days of receiving the CEO's response.
- 2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy. Notwithstanding the provisions of policy, the board may choose to review discretionary appeals on the record only, without allowing oral presentations.
- 4) The board will provide a final written decision within 30 days of the decision to grant a hearing unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: [G.S. 115C-45\(c\)](#); [126-16](#)

Responding to Complaints

A. OPPORTUNITIES TO ADDRESS CONCERNS AND COMPLAINTS

The board is committed to providing an effective means for parents and the community to voice concerns and complaints. The board also strives to resolve concerns and complaints whenever possible. To this end, the board has established the following processes:

1. informal resolutions of specific concerns (see section B, General Process, below);
2. public hearings and public comments at board meetings on subjects of concern to parents and the community (policy, Public Participation at Board Meetings);
3. a procedure for parental concerns regarding the curriculum (policy, Parental Inspection of and Objection to Instructional Materials);
4. Specific processes for addressing disciplinary consequences as outlined in policy.

5. processes as provided by law for special education students (policies, Special Education Programs/Rights of Students with Disabilities, and, Disciplinary Action for Exceptional Children/Students with Disabilities); and
6. Grievance procedures for addressing concerns regarding specific decisions, especially when there are concerns that board policy or law has been misapplied, misinterpreted or violated, including discrimination claims on the basis of sex or disability (policies, Student and Parent Grievance Procedure, and, Discrimination, Harassment and Bullying Complaint Procedure).

Numerous other policies provide opportunities for parental input, including policy, Parental Involvement.

B. GENERAL PROCESS

Complaints that are not specifically designated to be addressed in other policies should be addressed in the following manner.

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.
2. Any board member or employee receiving a complaint should verify that the complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint.
3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school district in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, students and parents, should discuss the issue and make recommendations to appropriate personnel or to the board.

The CEO shall communicate the requirements in this policy to board members and employees on a regular basis.

Legal References: [G.S. 115C-36, -47](#)

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy Responding to Complaints identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the

informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or CEO for further information and copies of all applicable board policies.

B. DEFINITIONS

1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official is the school district employee hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant’s legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school district against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school district officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance
 - a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
 - b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30-day period that claims a violation, misapplication or misinterpretation of state or federal law, the CEO or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school district to investigate and respond effectively to such complaints.
 - c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school district employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure this policy established is appropriate and the principal shall address the concern following that policy.

d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the CEO or designee.

e. If a student wants to initiate a formal grievance regarding a decision by the CEO that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the principal, who shall forward the grievance to the board chairperson.

2. Investigation

a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the CEO.

4. Response by CEO

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the CEO. The appeal must be made in writing within five days of receiving the principal's decision.

b. The CEO may review the written documents and respond or the CEO may schedule and hold a conference with the grievant, principal and any other individuals the CEO determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

c. The CEO shall provide a written response within 10 days after receiving the appeal. In responding, the CEO may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board. If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion.

a. Mandatory Appeals

- 1) If the grievant is dissatisfied with the CEO's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the CEO's response.
- 2) A hearing will be conducted pursuant to policy, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is dissatisfied with the CEO's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the CEO's response, the grievant may submit to the CEO a written request for a hearing before the board of education.
- 2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy.
- 4) The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

The CEO or designee is responsible for providing effective notice to students, parents and school district employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: [G.S. 115C-45\(c\)](#); [126-16](#); [150B-43](#) *et seq.*

Responding to Complaints

A. OPPORTUNITIES TO ADDRESS CONCERNS AND COMPLAINTS

The board is committed to providing an effective means for parents and the community to voice concerns and complaints. The board also strives to resolve concerns and complaints whenever possible. To this end, the board has established the following processes:

1. informal resolutions of specific concerns (see section B, General Process, below);
2. public hearings and public comments at board meetings on subjects of concern to parents and the community (policy, Public Participation at Board Meetings);
3. a procedure for parental concerns regarding the curriculum (policy , Parental Inspection of and Objection to Instructional Materials);
4. specific processes for addressing disciplinary consequences (policies in the manual);
5. processes as provided by law for special education students (policies, Special Education Programs/Rights of Students with Disabilities, and , Disciplinary Action for Exceptional Children/Students with Disabilities); and
6. grievance procedures for addressing concerns regarding specific decisions, especially when there are concerns that board policy or law has been misapplied, misinterpreted or violated, including discrimination claims on the basis of sex or disability (policies, Student and Parent Grievance Procedure, and, Discrimination, Harassment and Bullying Complaint Procedure).

Numerous other policies provide opportunities for parental input, including policy, Parental Involvement.

B. GENERAL PROCESS

Complaints that are not specifically designated to be addressed in other policies should be addressed in the following manner.

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.
2. Any board member or employee receiving a complaint should verify that the complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint.
3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school district in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, students and parents, should discuss the issue and make recommendations to appropriate personnel or to the board.

The CEO shall communicate the requirements in this policy to board members and employees on a regular basis.

Legal References: [G.S. 115C-36, -47](#)



Charter School Required Signature Certification

***Note:** Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

I. School Information

Name of charter school

The Institute for the Development of Young Leaders

II. Selected Board Attorney

❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

No: ☐

Yes: X ☒

Not yet identified: ☐

Name of Selected Board Attorney:

Rod Allison

Business/Law Firm Name: The Allison Office

Business Address:

Street Address: 2586 W. Lyon Station Rd. * Creedmoor, NC 27522

Telephone No.: 919) 575-9500

	E-mail address: theallisonoffice@frontier.com
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III. Selected Board Auditor

<p>❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.</p> <p>No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> Not yet identified: <input type="checkbox"/></p>	<p>Name of Selected Board Auditor:</p> <p>Rebekkah Barr</p>
	<p>Business/Firm Name: Rebekah Barr, CPA PC</p>
	<p>Business Address: 2505-B Nash Street Wilson, NC 27896</p>
	<p>Telephone No.: 252-294-6920</p>
	<p>Email address: contact@rbarrcpa.com</p>

IV. Selected CMO/EMO

<p>❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input type="checkbox"/></p>	<p>Name of Selected Management Organization:</p> <p>NA</p>
	<p>Business Address: Click or tap here to enter text.</p>
	<p>Telephone No.: Click or tap here to enter text.</p>
	<p>Email address: Click or tap here to enter text.</p>

V. Selected Financial Management Service Provider

❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

No: ☐

Yes: ☒

Not yet identified: ☐

Name of Selected Financial Management Service Provider:

Goodall Consulting

Business Address: 2132 Greenbrook Pkwy.
Weddington, NC 28104

Telephone No.: **980.206.0546**

Email address: eddie@goodallconsulting.com

VI. Selected Infinite Campus Service Provider

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided.

No: ☐

Yes: ☒

Not yet identified: ☐

Name of Selected PS or IC Service Provider:

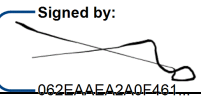
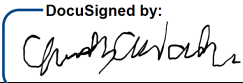
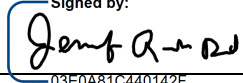
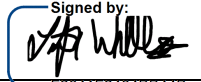
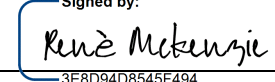
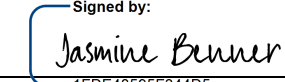
Polaris Information Management Services, LLC

Business Address:
PO Box 110, Rutherfordton, NC 28139

Telephone No.: **(828) 395 6386**

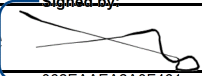
Email address: smccracken@polarisims.com

VII. Signatures of All Charter Board Members

1. Signed by:  062EAAEA2A0E461...	2.
3. DocuSigned by:  1C8D44376584495...	4.
5. Signed by:  03E0A81C440142F...	6.
7. Signed by:  F2641F2484BB44B...	8.
9. Signed by:  3E8D94D8545F494...	10.
11. Signed by:  1FDE48595F344D5...	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, [Click or tap here to enter text.](#), as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as [Click or tap here to enter text.](#) Charter School is true and correct in every respect.

Signed by:  Signature <small>062EAAEA2A0F461...</small>	Date 4/18/2025
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Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	The IDYL Charter School
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Board Member's Information

Board Members	Full name: René R. McKenzie
	Home Address: 1037 Red Wing Drive Durham, NC 27703
	Business Name & Address:
	Telephone No.: 585-944-8352
	E-mail address: reneriversmckenzie@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p style="text-align: right;">No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>Bachelor of Applied Science in Athletic Training with a minor in Psychology from the University of Charleston</p>
<p>Employment History</p>	<p>BlueCross BlueShield of North Carolina</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was contacted by Yvette Munroe</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I am passionate about empowering our youth and ensuring that all youth have access to high-quality, culturally affirming education. Serving on the board allows me to contribute my skills, experiences, and voice to a mission that reflects the needs and strengths of our community.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was asked by Yvette Munroe</p>

Why do you wish to serve on the board of the proposed charter school?	I believe that representation matters—in curriculum, leadership, and the classroom—and I am committed to helping create an environment where our children can see themselves, their history, and their potential reflected in their education. I want to help guide the school toward academic excellence, equity, and holistic student development
What is your understanding of the appropriate role of a public charter school board member?	A charter school board member helps to make sure the school has a strong governance, upholds the school's mission, supports academic excellence. They should also advocate for students, families, and community engagement
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I've served on church boards, volunteered extensively, and participated in college school governance boards. These activities have helped me in gaining experience in leadership, collaboration, decision-making, and community service. These are skills that I'm eager to apply toward the mission of this charter school.
Describe the specific knowledge and experience that you would bring to the board.	I bring leadership, planning, community engagement, and communication skills. I also have a strong commitment to student success. I feel these skills make me an asset to the board.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	IDYL is dedicated to delivering a comprehensive educational experience that is engaging, meaningful, and challenging, while offering the support every child needs to achieve academic success and thrive socially and emotionally. IDYL focuses on the children to create and build an inspiring, affirming, and nurturing learning environment.
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<p>What is your understanding of the school's proposed educational program?</p>	<p>The school supports students struggling in traditional settings by addressing their academic, emotional, social, and mental health needs. It uses a structured instructional model, with assessments guiding both whole and small group instruction. Students engage in independent skill-building tasks and work closely with teachers to deepen understanding. The daily schedule includes a Leadership block, data-driven instruction, and dedicated teacher planning time. Technology is integrated into all core subjects, and students also benefit from foreign language and music classes.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>Some characteristics would be having a clear mission and vision, strong leadership, high academic expectations, student centered approaches and consistency to name a few.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>I will know the school is successful by them effectively serving traditionally underserved and at-risk students, fostering strong family and community partnerships, closing academic gaps, and promoting significant academic growth for all learners.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>Oversight of operations includes developing, reviewing, and approving policies, providing budget oversight and approval, engaging in strategic planning, monitoring academic performance, and hiring and supporting school leadership.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>The school will have successfully served underserved students, closed academic gaps, and maintained financial stability.</p>

How will you know at the end of five years of the schools is successful?	The school should have served at risk students from failing, bridge students learning gaps and have strong family and community involvement and presence.
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure success, the board should stay informed about state and federal laws related to charter schools, review financial and academic reports monthly, develop and update policies as necessary, and conduct an annual evaluation of leadership.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Contact the Office of Charter Schools

Certification

I, Renee A. McKenzie, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The IDYL Charter School is true and correct in every respect.

Board Member's Signature

Signature Renee A. McKenzie Date 4/6/2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

First Public Charter School Development of Young Leaders

Board Member's Information

Board Members

Yvette Monroe

Dr Christopher Edwards

Dr Jennifer Rounds - Bryant

Dr Christy Walker

Renee McKenzie

Jasmine Benner

Lataya Williams

Full name: *Dr. Christy A. Walker*

Home Address: *3416 Westgrove Court Durham NC 27703*

Business Name & Address: *Suite 406 Research Triangle Park N Power NC - 800 Park Offices Dr, NC 27709*

Telephone No.: *919 329 6033*

E-mail address: *christywalker57@gmail.com*

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒ Yes: ☐

Educational History

Click or tap here to enter text.

B.S. Chemical Engineering, North Carolina A&T
State University, 1994
M.S. Education, Old Dominion University, 2004
Ed.D. Higher Education Administration,
Northwestern University, 2018

Employment History

Click or tap here to enter text.

Career Placement Manager, NPower, 2023-Present
Pathway Program Director, Tech Elevator 2022-2023
Director of Career Services, Durham Technical
Community College 2016-2022
Career Counselor UNC-Chapel Hill 2010-2016

How were you recruited to join this Board of Directors?

Click or tap here to enter text.

Referred by Dr. Rounds Bryant

Why do you wish to serve on the board of the proposed charter school?

Click or tap here to enter text.

~~How were you recruited to join this Board of Directors?~~

Click or tap here to enter text.

N/A

Why do you wish to serve on the board of the proposed charter school?

Click or tap here to enter text.

To give back to the community
and to help shape the mind of young adults
and children

What is your understanding of the appropriate role of a public charter school board member?	Click or tap here to enter text. To provide vision for the institution and to ensure high standards
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	Click or tap here to enter text. North Carolina Career Development Association Board Member 2012-2019
Describe the specific knowledge and experience that you would bring to the board.	Click or tap here to enter text. Economic + workforce development, knowledge in the local area, experience in career counseling + coaching

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Click or tap here to enter text. To help educate persons in the community (children), meeting every child's need academically + socially
What is your understanding of the school's proposed educational program?	Click or tap here to enter text. Project + Technology Based, work, data driven individual and group
What do you believe to be the characteristics of a successful school?	Click or tap here to enter text. Academic + Professional and personal growth
How will you know that the school is succeeding (or not) in its mission?	Click or tap here to enter text. Increase in growth, and closing of achievement gaps, strong community

Governance

Describe the role that the board will play in the school's operation.	Click or tap here to enter text. Strategic Planning, advising, review of finances
How will you know if the school is successful at the end of the first year of operation?	Click or tap here to enter text. Growth, increased presence in the community, closed learning gaps
How will you know at the end of five years of the schools is successful?	Click or tap here to enter text. If the school increases growth and helps to close the achievement gap (data driven decision making)

What specific steps will the charter school board need to take to ensure that the school is successful?	Click or tap here to enter text.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	<p>Attending board meetings and reviewing/reviewing data on school, open lines of communication w/ CEO</p> <p>Click or tap here to enter text. I would document what I knew, and ask for verification from the members. I would also speak to the CEO</p>

Certification

I, Christy H. Walker, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for EDYU Charter School is true and correct in every respect.

Board Member's Signature

Signature <u>Christy H. Walker</u>	Date <u>4/11/2025</u>
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*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	The Institute for the Development of Young Leaders
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Board Member's Information

Board Members	Full name: Dr. Jennifer L. Rounds-Bryant
	Home Address: 839 Woodgrove Street, Durham, NC 27703
	Business Name & Address:
	Telephone No.: 919-630-3638

E-mail address: djienn@frontier.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: xx
Educational History	UNC-Chapel Hill, MA, Clinical Psychology, 1993 UNC-Chapel Hill, PhD, Clinical Psychology, 1995.
Employment History	The Bridge Consulting Group, Durham, NC, Clinical Director, March 2022 – present North Carolina Central University, Department of Psychology, Adjunct Professor, January 2019-Present Walden University, Department of Psychology, Adjunct Professor, December 2014-present
How were you recruited to join this Board of Directors?	Personal invitation from applicant.
Why do you wish to serve on the board of the proposed charter school?	Serving on the board of the proposed charter school allows me to continue my commitment to support organizations who provide the

	greatest opportunity for children who have been provided the least opportunity.
How were you recruited to join this Board of Directors?	Personal invitation from applicant.
Why do you wish to serve on the board of the proposed charter school?	Serving on the board of the proposed charter school allows me to continue my commitment to support organizations who provide the greatest opportunity for children who have been provided the least opportunity.
What is your understanding of the appropriate role of a public charter school board member?	To provide governance and oversight of the school's operations.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I am a founding charter school board member and have served on the charter school board of The Institute for the Development of Young Leaders Charter School 10 years. I have been board secretary for 5 years.
Describe the specific knowledge and experience that you would bring to the board.	I bring with me knowledge and experience related to governing a charter school from application to year 10. I know the lessons learned and the best practices that can be used in the service of the proposed charter school.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Our mission is to provide a relevant child-centered education for historically underserved children by empowering students to take ownership of their learning, developing their skills to lead and supporting their wellness and community.
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What is your understanding of the school's proposed educational program?	The school's proposed educational program will be geared toward closing the achievement gap for students who are underserved. This will be carried out through explicit, direct instruction with a focus on each student's individual needs. Students will also be provided with hands on learning opportunities through project-based learning.
What do you believe to be the characteristics of a successful school?	The characteristics of a successful school includes a strong involved school board, qualified teachers and leaders, active parent involvement, a school culture that promotes and supports the whole child safety and wellness, high student achievement, and retention of highly qualified teachers.
How will you know that the school is succeeding (or not) in its mission?	The board will know that the school is succeeding in its mission by elements that include students achieving required academic milestones from grade to grade, students actively participating in the school community. Teachers, staff and parents report high satisfaction rates.

Governance

Describe the role that the board will play in the school's operation.	The board will provide oversight and guidance regarding the school's operation, such as operational budget, hiring of teachers and school leadership, recruitment and enrollment of students, implementation of school academic and school programming.
How will you know if the school is successful at the end of the first year of operation?	The board will know that the school is successful by the balanced school budget, by the matriculation of students from grade to grade with increased proficiency rates. Retention of students, and the retention of highly qualified teachers, and positive school climate survey results.

How will you know at the end of five years of the schools is successful?	The board will know that the school is succeeding in its mission at the end of five years by elements that include students achieving required academic milestones from grade to grade. The community's support and compliance with all state and federal laws.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board will need to ensure, through monthly meetings and regular school visits, that the school is following their board-approved budget, as well as their approved plans for teacher and leadership hiring, recruitment and enrollment of students, and implementation of school academic and school programming.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	The board would address the issue in a closed board meeting, which would not include the members whose behaviors are in question, and vote on the steps to address the matter, and then execute the steps to address the matter. The final disposition would be voted upon by the remaining board members.

Certification

I, Dr. Jennifer L. Rounds-Bryant, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Institute for the Development of Young Leaders is true and correct in every respect.

Board Member's Signature

Signature <u>Dr. Jennifer L. Rounds-Bryant</u>	Date <u>4-22-2025</u>
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

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School Information

Name of charter school

Institute for the Development of Young Leaders (IDYL)- Raleigh

Board Member's Information

Board Members

Full name: Christopher L. Edwards

Home Address: 3503-D Century Oaks Dr.

Business Name & Address:

Telephone No.:919-530-7465

E-mail address: christopheredwards@nc.rr.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p>No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/></p>
<p>Educational History</p>	<p>Doctorate with multiple degrees and certification. See CV.</p>
<p>Employment History</p>	<p>North Carolina Central University Director, Kylvn Love/ Edwards Psychoneuroendocrine and Rare Diseases Laboratory 04/01/2018- present</p> <p>Duke University Medical Center Medical Director, Chronic Pain Management Program (Multiple Clinical Directorships) See cv 07/01/1997-02/28/2018 retired</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was a part of the conceptualization of the organization and its current expansion.</p>

Why do you wish to serve on the board of the proposed charter school?	I have a significant contribution to make via guidance, consultation, and oversight
How were you recruited to join this Board of Directors?	A personal invitation from Yvette Munroe
Why do you wish to serve on the board of the proposed charter school?	I have a significant contribution to make via guidance, consultation, and oversight.
What is your understanding of the appropriate role of a public charter school board member?	Guidance, consultation, and oversight of the global operation
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I have served on multiple boards over the past 30 years of both non-profit and for-profit organizations in the capacity of Chairman and other board positions. See cv.
Describe the specific knowledge and experience that you would bring to the board.	Published in clinical psychology, psychiatry, medicine, physics, rare, diseases, education, learning, memory, brain pathology, and healthy aging in minority and majority populations. Have been a tenured professor in medical school as well as the colleges of arts and sciences in 10 or so institutions of higher learning. Have managed large budgets, managed large groups of diverse employees, and grown small organizations into large thriving businesses. Have provided oversight to a range of diverse business models as well as provided paid consultations related to business, education, and healthcare. Lastly, I was born and raised in NC and educated in the public system.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

The global mission of IDYL, as the parent educational organization for IDYL-Raleigh, is to teach, educate, and restore a sense of self and competence for historically disenfranchised and otherwise-deemed-as unteachable students. Based on a model of Maslow, we have seen tremendous success in assisting students with complicated lives to enjoy the benefits of consistently good food, appropriate clothing, and shelter as the basis for being then asked to learn, mature, grow, behave, and be open to success.

We meta-teach (we teach teaching) to our instructors and administrators in a model that begins with respect for the journey of each student, relinquishing group expectations, and focusing on each student that we view as inherently and innately capable of learning. Our mission is to create the next generation of leaders who understand citizenship and the roles and responsibilities of being a member of a team. We lastly teach our students and teachers based on a philosophy that leadership is not about a position, but a mindset. Not about status but accomplishments. Not about degrees and money, but the number of and the extent to which you have helped and facilitated your fellow man.

What is your understanding of the school's proposed educational program?

The proposed educational plan is to provide a child centered, data driven, personalized, project-based education. Rooted in the philosophy of empowering, engaging and educating future leaders. The plan consists of whole group explicit, direct instruction for grade level standard based lessons and small group lessons focused on meeting the needs of every child. Embedded in the plan is ample opportunities to develop character, support wellness, and close learning gaps. The plan includes 4 major projects per year based on each quarter's learning. Education that is child centered, standards aligned and personalized to each child is the bedrock of our plan.

<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school is defined in a number of tangible and intangible ways. For IDYL, we define success in our ability to transform the lives of children who were on a journey to jail or the grave, onto a journey to a trade school, college, and successful citizenship.</p> <p>This means that, in consideration of where some students enter our system-demoralized, lacking confidence, and not appreciating the role of education as an essential part of their futures-our first impact is to move them from low scores to better scores (growth).</p> <p>Our second index of success is then moving those same students from the initial success associated with growth towards meeting local, state, and national standards for academic performance.</p> <p>Our final index of success is when our students flourish as citizens in careers, the military, or their selected trades, and come back to posit our efforts as central to their matriculation.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>We know that we have succeeded by monitoring our internal metrics of success to include the growth, maturation, and transformation of students and their families who were disenfranchised by other systems, but are now flourishing. We measure our success by the increasing demand from our community for lateral (replicating our model of education in the K-8 space) and vertical (moving into the 9-12 space) expansion of our mission. This combined with financial solvency, the ability to meet the demands of the systems in which we function, the professional growth and maturation of our faculty and staff, and the satisfaction rating of our parents are the primary indices of success that we monitor and focus on.</p>

Governance	
<p>Describe the role that the board will play in the school's operation.</p>	<p>Guidance, consultation, and oversight of the global operation</p>

<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>As we have done successfully in our current operation of IDYL, we will set short, medium, and long-term goals that allow us to understand where we are at all times in our long-term journey to educate children in Wake County.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>As we have done successfully in our current operation of IDYL, we will set short, medium, and long-term goals that allow us to understand where we are at all times in our long-term journey to educate children in Wake County.</p>

What specific steps will the charter school board need to take to ensure that the school is successful?

There are three modes that our board uses to remediate organizational issues in support of our role of oversight. The first is in how we receive reporting from those who are involved in the daily operation of the school.

We begin each and every board meeting with a report from the CEO, Yvette Munroe. Whether in open or closed session, particularly if personnel issues are involved in her reporting the board listens to and make decisions for issues that may represent a systemic threat to the organizations functioning (ie, needing new teachers). The board oversees every area of operations including hiring, terminations, student enrollment, School calendar and educational programs. With a board that is comprised of a diverse group of experts to include parents, we are able to provide remediations that are specific, measurable, and trackable over time.

The second mode of operation relates to emergencies that were unplanned and require immediate action. In these cases, the board chair and CEO have open lines of communication and access. The board chair is physically on the premises of the school at least once monthly.

The third mode of operation relates to the monthly financial status reports, the quarterly external financial services provider's presence and in person report and the annual audit report.

With these two modes of interaction between the executive board and the school, we have been able to manage every level of threat to the operation and the continued growth of the school. We anticipate the same scale of responsiveness and functioning in the current board for IDYL-Wake.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

We have adopted a model of conflict resolution, to include an observation that one or more board members is acting unethically, that promotes inquiry prior to accusation. A one-on-one meetings with the board chair as part of an informal process of resolution is desired and represent the first step. Most of our conflicts and issues are resolved on this level. The next step if and when an issue is discovered is a formal inquiry lead by a subcommittee of the board with a formal report

	<p>With these two modes of interaction between the executive board and the school, we have been able to manage every level of threat to the operation and the continued growth of the school. We anticipate the same scale of responsiveness and functioning in the current board for IDYL-Wake.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>We have adopted a model of conflict resolution, to include an observation that one or more board members is acting unethically, that promotes inquiry prior to accusation. A one-on-one meetings with the board chair as part of an informal process of resolution is desired and represent the first step. Most of our conflicts and issues are resolved on this level. The next step if and when an issue is discovered is a formal inquiry lead by a subcommittee of the board with a formal report presented to the full board. In the most extreme of cases, there may be a vote to involuntarily dislodge a board member from their position with other reporting conducted to appropriate state and local authorities if the behavior was illegal in addition to unethical.</p>

Certification

I, Christopher L. Edwards, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for IDYL-Raleigh Charter School is true and correct in every respect.

Board Member's Signature	
Signature	Date 4/11/2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand. Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient. The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	The Institute For The Development Of Young Leaders
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Board Member's Information

Board Members	Full name: Jasmine M Benner
	Home Address: 11 Dansey Circle Durham, North Carolina 27713
	Business Name & Address:
	Telephone No: 3196318781
	E-mail address: Jasbe414@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> x
Educational History	Kirkwood Community College, AS North Carolina Central University, BS Michigan State University, MPH
Employment History	Executive Deputy Director-Healing With CAARE (2023-2024) Public Health Educator II- North Carolina Central University (2024-present)
How were you recruited to join this Board of Directors?	Through board chairman- Dr. Christopher Edwards
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board to help create a strong, inclusive learning environment that empowers students, support educators, and fosters community engagement.
How were you recruited to join this Board of Directors?	
Why do you wish to serve on the board of the proposed charter school?	

What is your understanding of the appropriate role of a public charter school board member?	The role of a charter school board member is to oversee and ensure the school complies with all state and federal laws. Which includes governance activities such as finance, policies, critical decisions and leadership.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	My interest include being a team lead for the University Assisted Community Schools Duke-NCCU program as well as being a public health educator
Describe the specific knowledge and experience that you would bring to the board.	I would bring my knowledge of community partners who can help bring services to the school

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	IDYL exists to provide a comprehensive educational experience that is engaging, meaningful, challenging and supportive to meet every child's need to the achievement of academic success as well as to address their social and emotional development. It provides a project based, child centered, education that is inspiring, affirming, and supportive
What is your understanding of the school's proposed educational program?	The school addresses the unmet academic, emotional, social and mental health needs of children who are failing or at risk of failing in the traditional setting. The educational program is student centered, project based and technology infused. The instructional modality is explicit direct instruction, small group, and data driven instruction. The students after receiving standards based, grade level whole group instruction are grouped by academic skill level and rotate amongst centers specifically designed to support academic growth and remediate learning gaps. The school adheres to a whole group instructional model that follows an "I Do, We Do, You Do, and assessment" format. The assessment acts as a progress monitoring tool to inform and drive instruction in both whole group and small group the following week. The student groups work independently on specific tasks designed to build academic skills. They also work with the teacher daily to gain skills and conceptual understanding. The master schedule includes a Leadership block, data driven teaching block and a teacher planning block daily. Instructional technology is used in every core class and throughout the day. Students are also privileged to enjoy foreign language and music classes.

What do you believe to be the characteristics of a successful school?	Characteristics of a school include better outcomes academically, but also as the whole well-being of the child and their parents/caregiver. Making sure their parents/caregivers have a voice
How will you know that the school is succeeding (or not) in its mission?	The school will be successful if it serves traditionally underserved students and also have strong community and family support close academic gaps, strong academic growth for students served.

Governance	
Describe the role that the board will play in the school's operation.	Operations oversight including: Developing, reviewing, approving policies, budget approval and oversight, strategic planning, academic oversight and hiring and developing leadership
How will you know if the school is successful at the end of the first year of operation?	The school will have served at risk students who are traditionally underserved, closed the students academic gaps, and be financially sound.
How will you know at the end of five years of the schools is successful?	The school will have served students who are at risk of failing or failing in the traditional setting, closed students learning gaps, be financially sound and have strong family and community involvement.
What specific steps will the charter school board need to take to ensure that the school is successful?	Stay up to date on state and federal laws pertaining to charter schools, review financial and academic reports monthly, develop and review policies as needed, annually evaluate leadership.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Contact the Office of Charter Schools

I, Jasmine Benner, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Institute For The Development Of Young Leaders Charter School is true and correct in every respect.

Board Member's Signature

Signature

Jasmine Benner

Date 4/11/25

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Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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School Information

Name of charter school	The Institute for the Development of Young Leaders (IDYL)

Board Member's Information

Board Members	Full name: Latoya Williams
	Home Address: 51 Ripple Way, Clayton
	Business Name & Address:
	Telephone No. (917)-622-6047
	E-mail address: toyaisbless@yahoo.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒ Yes: ☐

Educational History

Bachelor of Arts, Business Administration | Strayer University, Morrisville, NC

Employment History

PROGRAM ANALYST: Perform a multi-faceted role focused on all aspects of human capital including execution of general day-to-day operations and support from a strategic functional perspective. Advise and guide senior managers in the areas of performance management, training, career development, workforce planning, recruiting, hiring, and labor relations. Drive the achievement of hiring and recruitment program goals and objectives, by supporting senior level management in gathering and evaluating related programmatic data. Developed a hiring plan template, for the entire program office, enhance efficiency of the HR program by recommending tools that help align managers' goals and visions for the workforce. Provide senior level managers with analyses and suggest approaches for navigating through HR policies and organizational practices and resolving hiring and retention issues.

How were you recruited to join this Board of Directors?

I was asked to join and submitted my resume to the CEO.

<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Serving on the board of a charter school offers a unique opportunity to make a meaningful impact on education within the community. Particularly serving on the board of IDYL was speaks to me significantly because of the mission and vision to serve children who have been disenfranchised; by providing holistic support to nature children to their greatest protentional. Ultimately, joining this charter school board is a way for me to give back to the community by supporting an institution dedicated to providing quality education and fostering student success.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I am a founding board member</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I wish to serve on the board of the proposed charter school because I believe deeply in the power of education to transform lives and communities. This school's mission to provide innovative, project based, child centered aligns closely with my values and passion for educational equity. Serving on board gives me an opportunity to use my skills and experiences to support something meaningful: by creating a high-quality school from the ground up. I see this as a chance to help shape a strong foundation, ensure sound governance, and support leadership in delivering on the school's promise to students and families support the educational development of students.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>To ensure the school stays true to its founding purpose and guiding values. The board members are stewards of the school's mission and guardians of its future, ensuring the school remains accountable to its families, authorizers, and community.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have been actively involved in my local community through various volunteer work, PTA participation and youth programs for my own children, which has helped me stay connected to the needs and priorities of families and educators.</p> <p>I am passionate about educational equity, and I believe in the potential of charter schools to provide high-quality, student-centered learning. I am passionate about educational equity and innovation, and I believe in the potential of charter schools to provide high-quality, student-centered</p>

	<p>learning. I am committed to asking thoughtful questions, upholding transparency, and supporting leadership in achieving the school's mission and long-term sustainability.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring a combination of professional expertise, community involvement, and a deep commitment to education that would add value to the board.</p> <p>Specifically, I have experience in business administrative skills and human resources management, which equips me with skills in applying compliance, strategic planning, and policy development, all of which are critical to effective school governance.</p> <p>Additionally, I have worked within community organizations, schools, and youth programs for my two daughters giving me insight into the needs of students and families, as well as how to foster partnerships and community trust. I understand the importance of data-driven decision making, transparent leadership, and maintaining accountability to both the mission and the stakeholders.</p> <p>I'm also a strong communicator and collaborator, which I believe are key qualities for building a high-functioning, mission-driven board.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>IDYL exists to provide a comprehensive educational experience that is engaging, meaningful, challenging and supportive to meet every child's need to the achievement of academic success as well as to address their social and emotional development.</p> <p>It provides a project based, child centered, education that is inspiring, affirming, and supportive to each child learning style.</p>
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<p>What is your understanding of the school's proposed educational program?</p>	<p>The educational program is student centered, project based, and technology infused. The instructional modality is explicit direct instruction, small group, and data driven instruction. The students, after receiving standards based, grade level whole group instruction is grouped by academic skill level and rotate amongst centers specifically designed to support academic growth and remediate learning gaps. The school adheres to a whole group instructional model that follows an "I Do, We Do, We Do, You Do, and assessment" format. The assessment acts as a progress monitoring tool to inform and drive instruction in both the whole group and small group the following week. The student groups work independently on specific tasks designed to build academic skills. They also collaborate with the teacher daily to gain skills and conceptual understanding. The master schedule includes a Leadership block, data driven teaching block and a teacher planning block daily. Instructional technology is used in every core class and throughout the day. Students are also privileged to enjoy foreign language and music classes.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>When the board and faculty understand and are committed to the school's vision and goals. Maintaining ambitious academic and behavioral expectations for all students, operating on the belief that every learner can achieve excellence. Strong and visionary leadership from principals and administrators, Regular monitoring of student progress through assessments allows for the identification of learning gaps and the implementation of targeted interventions, and a safe, orderly, and nurturing environment is essential for learning.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>The school will be successful if it serves traditionally underserved at risk students, have strong community and family support close. academic gaps, strong academic growth for students served.</p>

Describe the role that the board will play in the school's operation.	The board is responsible for establishing, periodically reviewing, and refining the school's mission and vision statements. Ensuring the school remains faithful to its mission and serves its target student population effectively. This includes upholding the values that guide decision-making, especially around equity, access, and student achievement.
How will you know if the school is successful at the end of the first year of operation?	Success at the end of its first year can be measured using academic, operational, and community-based metrics. Evaluating the levels of attendance and student engagement. In addition, if the school manages its resources responsibly, it meets enrollment targets and comply with regulatory requirements.
How will you know at the end of five years of the schools is successful?	Assess student performance through standardized test scores, proficiency rates, and subject-specific assessments, analyze data to assess individual student progress over time, ensuring that students are advancing appropriately from their starting points. Assess factors such as student and staff satisfaction, safety, and the overall learning environment through surveys and observations to ensure a positive and supportive atmosphere, Measure the level of parental involvement and community partnerships, and review financial statements and audit reports to ensure the school maintains fiscal responsibility and sustainability.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board would engage in strategic planning to set priorities, allocate resources, and ensure the school's growth and improvement align with its mission and community needs. The board will oversee the school's financial health by approving budgets, ensuring proper financial controls are in place, and making certain that resources are allocated effectively to support the school's mission.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Begin by consulting the school's bylaws, code of ethics, and conflict of interest policies. Collect concrete evidence regarding unethical actions. Raise the issue with all other board members, adhering to established procedures. Allow the members who conducted unethical actions to provide justification for their action and conduct corrective actions. Or conduct disciplinary actions if needed. measures. The main objective is to follow

	steps to address concerns about the board member conduct in a manner that upholds the school's integrity and commitment to its mission.
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Certification

I, Latoya Williams, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for IDYL Charter School is true and correct in every respect.

Board Member's Signature

Signature

Latoya Williams

Date

4/10/2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

INSURANCE PROPOSAL

PREPARED FOR:

Institute for the Development of Young Leaders - Wake

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

Account Executive: Brendan Van Popering
Address: 8318 Pineville Matthews Road, Suite 266
Charlotte, NC 28226
Phone: (704) 543-1544
E-Mail: Brendan@VPInsure.com
Policy Term: TBD



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

Named Insured:	Institute for the Development of Young Leaders - Wake
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD
Street Address	NC - 27604

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with **like** kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage **will** protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

Named Insured:	Institute for the Development of Young Leaders - Wake
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Coverage Written On:	[X] Occurrence Form [] Claims Made Form	
	Retro:	
LIMITS		COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence - Bodily Injury and Property Damage
\$	2,000,000	General Aggregate
\$	2,000,000	Products and Completed Operations Aggregate
\$	1,000,000	Personal and Advertising Injury
\$	500,000	Damage to Rented Premises (each occurrence)
\$	10,000	Medical Expense (any one person)

Crime Coverage: Employee Dishonesty

LIMITS		COVERAGE DESCRIPTION
\$	250,000	Crime – Employee Dishonesty

UMBRELLA (optional)

LIMITS		COVERAGE DESCRIPTION	Avg Premium per million	
\$	1,000,000	Umbrella Coverage	\$	1,000

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter K-6th	47476	350

PROFESSIONAL LIABILITY

Named Insured:	Institute for the Development of Young Leaders - Wake
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

LIMITS		COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

Abuse & Molestation Coverage (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

Employment Related Practices (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Employment Related Practices

Employee Benefit Liability (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

WORKERS' COMPENSATION POLICY

Named Insured:	Institute for the Development of Young Leaders - Wake
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		<u>Coverage Description</u>
	As Required	Workers' Compensation
\$	500,000	Employer's Liability - Each Accident
\$	500,000	Employer's Liability - Disease-Policy Limit
\$	500,000	Employer's Liability - Disease-Each Employee

Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL OTHER EMPLOYEES		2.6

****Payroll of employees x Rate = Total Premium**

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Institute for the Development of Young Leaders - Wake
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		Coverage Description
\$	1,000,000	Combined Single Limit - Bodily Injury and Property Damage
\$	5,000	Medical Payments (each insured)

HIRED AND NON-OWNED AUTO COVERAGE

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$

****Premium = Est. \$850 / per bus (Year 2000 School bus – if applicable)**

STUDENT ACCIDENT POLICY

Named Insured:	Institute for the Development of Young Leaders - Wake
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 350

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52 week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Institute for the Development of Young Leaders - Wake

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOOD INSURANCE--- This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

EARTHQUAKE COVERAGE--- This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program--- A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed--- All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	5,000.00
2.	Business Property		
	Property	\$	800.00
	General Liability	\$	2,100.00
	Professional Liability	\$	3,800.00
	<i>(optional coverage)</i>	\$	<i>3,100.00</i>
3.	Umbrella <i>(optional)</i>	\$	1,500.00
4.	Commercial Auto (Hired & Non-owned)	\$	450.00
5.	Student Accident Policy	\$	900.00
6.	Crime Coverage - \$250,000	\$	425.00

Christy A. Walker

Durham, NC
757-329-6033
christywalker57@gmail.com
[linkedin.com/in/christyawalker](https://www.linkedin.com/in/christyawalker)

PROFESSIONAL SUMMARY

Self-motivated professional with 20+ years of experience in career counseling, advising, program management, and assessment in higher ed, nonprofits, and industry. Proven ability to build strong relationships and lead impactful programs.

PROFESSIONAL EXPERIENCE

Career Placement Manager, NPower – Raleigh, NC | 2023–Present

- Coach young adults, military, and spouses in IT career prep
- Conduct mock interviews, resume reviews, and job search support
- Manage records in Salesforce & SharePoint

Pathway Program Director, Tech Elevator – Remote | 2022–2023

- Supported 65 career changers in tech job readiness
- Handled student admissions, resume grading, CRM management
- Promoted events via LinkedIn, increasing engagement

Director of Career Services/QEP, Durham Tech – Durham, NC | 2016–2022

- Led career services and QEP implementation college-wide
- Directed 200+ programs serving 3,500+ students
- Built employer relationships; managed team & budget

Assistant Director, University Career Services, UNC-Chapel Hill | 2010–2016

- Advised STEM and pre-health students
- Liaised with Eshelman School of Pharmacy
- Delivered presentations to 3,000+ students/families

Academic Advisor, UNC-Chapel Hill | 2007–2010

- Advised 800+ undergrads in STEM and pre-health
- Supported transfer and probationary students
- Reviewed graduation and registration requests

Academic & Career Advisor, James Madison University | 2004–2007

- Guided 100+ undeclared freshmen annually
- Facilitated orientations and MBTI workshops

Awards

Roy N. Anderson Award – NCCDA |
Innovation Excellence Award – NACE |
NACADA Technology in Advising Award

SKILLS

Career & Academic
Advising | Employer
Relations | Program
Development | Data
Analysis | Workshop
Facilitation | Assessment
& Evaluation

PROFICIENCIES

Salesforce, Zoho, Huntr,
Microsoft Office,
Symplicity, Handshake,
MBTI, FOCUS 2

CERTIFICATIONS

Myers-Briggs Qualified |
Certified Scrum Master
(CSM) | Mental Health First
Aid | Career Coaching |
Safe Zone | NACE MLI

EDUCATION

Ed.D., Higher Ed
Administration –
Northeastern University
M.S.Ed., Higher Ed
Administration – Old
Dominion University
B.S., Chemical Engineering
– NC A&T State University

Jasmine Brenner

Durham, NC
319-631-8781
jasbe414@gmail.com

PROFESSIONAL SUMMARY

Self-motivated professional with 20+ years of experience in career counseling, advising, program management, and assessment in higher ed, nonprofits, and industry. Proven ability to build strong relationships and lead impactful programs.

PROFESSIONAL EXPERIENCE

Program Manager & HIV Case Manager

CAARE: The Healing Center – Durham, NC | Feb 2023–Present

- Manage HIV testing, referrals, and outreach in high-risk communities
- Coordinate phlebotomy and report results to county and state systems

Certified Nursing Assistant

Various Facilities | 2016–2023

- Delivered compassionate care and accurately charted patient ADLs
- Demonstrated adaptability and excellent communication in clinical settings

RESEARCH EXPERIENCE

Led and contributed to qualitative and mixed-methods studies on vaccine hesitancy, community schooling, and public health disparities, including designing focus groups, transcribing and coding data, and presenting findings at national conferences.

Supported academic research teams at Duke University, NCCU, RTI, and Michigan State University through literature reviews, manuscript development, data collection and analysis, and social media content creation for health equity initiatives.

Served as team lead and fellow on interdisciplinary research projects, mentoring peers, collaborating across departments, and managing research deliverables focused on HIV interventions, COVID-19 communication strategies, and health education outcomes.

COMMUNITY SERVICE

Executive Board Member

African American COVID-19 Task Force (ACCT+), Duke University | Aug 2022–June 2023

Collaborative Council Member

Durham-Duke CFAR | Oct 2022–Present

President

Eta Sigma Gamma – Gamma Phi Chapter | 2021–2022

Zeta Phi Beta Sorority, Inc. – Gamma Gamma Chapter | 2021–2022

NABCJ NCCU Chapter | 2018–2021

SKILLS

Qualitative & Quantitative research | Health education program coordination | Community outreach and engagement | Social media health campaigns

PROFICIENCIES

SPSS, NVivo, Canva, Google Suite, Microsoft Office REDCap, Qualtrics, Zotero, EndNote

CERTIFICATIONS

Certified Nursing Assistant
HIPAA & CITI Human Subjects Research Certification
CPR/First Aid Certified
Public Health Education Honor Society – Eta Sigma Gamma
The National Society of Leadership & Success – Inducted Member

EDUCATION

Master of Public Health
(Expected 2024)

Michigan State University – East Lansing, MI

Bachelor of Science in Public Health Education

North Carolina Central University – Durham, NC

Associate of Applied Science (May 2018)

Kirkwood Community College – Cedar Rapids, IA

Rene McKenzie

Durham, NC
585) 944-8352
Rene.Mckenzie@bcbsnc.com

PROFESSIONAL SUMMARY

Analytical, solutions-focused professional with over 15 years of experience in healthcare data management, systems analysis, and quality assurance. Adept at bridging the gap between business needs and technology, mentoring teams, and driving process improvements through research, collaboration, and creative problem-solving.

PROFESSIONAL EXPERIENCE

Blue Cross Blue Shield of North Carolina – Durham, NC

Business Systems Analyst

June 2016 – Present

- Led resolution of 100K+ provider data issues as part of a corrective action initiative, ensuring audit compliance.
- Performed complex daily analysis across multiple systems including Facets, NPM, and PowerMHS.
- Created documentation, mentored team members, and contributed to systems query development.
- Authored monthly PIA error reports to inform departmental training and quality improvements.

Lead IVR/VRU Tester

September 2014 – May 2016

- Conducted UAT testing across enterprise systems (CRM, Siebel, XML, etc.) and contributed to Agile project teams.
- Authored test strategies, plans, and defect reports while coordinating with developers and business units.

Customer Service Production Testing Liaison

January 2011 – September 2014

- Coordinated validation testing for customer service platforms and wrote business requirement documentation.
- Supported Agile delivery and cross-system collaboration for issue tracking and resolution.

Operations Specialist

January 2008 – January 2011

- Led production testing for new releases and conducted member retention initiatives with data-driven outreach.

Customer Service Representative

May 2006 – January 2008

- Handled member benefit and billing inquiries and contributed to the correspondence and testing teams.

SKILLS

Data Integrity & Analysis,
QA Testing, UAT,
Technical Documentation,
Mentoring, Cross-Team
Collaboration,

PROFICIENCIES

Facets, Business
Objects, NPM,
PowerMHS, Siebel,
ECHO, NPES, Magic,
Quickbase, Genesys,
XML, HP Quality Center,
RTC, GUI Compatibility
Tests, Agile, Defect
Tracking

CERTIFICATIONS

**North Carolina Sales
License / Producer's
License** (Active since
2011)

**Agile Methodology
Training**, October 2015

EDUCATION

University of Charleston,
Charleston, WV

Bachelor of Science in
Athletic Training, Minor in
Psychology

Latoya Williams

Holly Springs, NC
toyaisbless@yahoo.com

PROFESSIONAL SUMMARY

Self-driven and results-oriented human capital professional, with extensive professional and volunteer experience coordinating and planning daily operational and human capital programs in a federal environment, including recruitment, performance management, employee administration, and training/development of employees, while providing diversified support to complex, deadline-driven operations.

PROFESSIONAL EXPERIENCE

U.S. EPA – OAQPS/CORE/IO

Program Analyst (2018 – Present)

- Served as human capital liaison for OAQPS, advising senior managers on hiring, workforce planning, and performance management.
- Developed and implemented a program-wide hiring plan template, improving clarity on FTE projections and utilization.
- Track and analyze personnel data using FPPS, OBIEE/OAS, Qlik, and WTTS to inform leadership and support strategic decision-making.
- Train managers on HR systems and hiring authorities (Peace Corps, PMF, etc.); enhance hiring efficiency by eliminating redundant practices.
- Coordinate cash and time-off awards, ensuring accuracy and timeliness.

U.S. EPA – OECA/OAP/AMD

Lead Program Analyst (2023 – 2024)

- Led HR initiatives and managed team operations; collaborated with AMD Director on strategy and work plans.
- Created and implemented project plans to streamline interviews and meet tight end-of-year deadlines.
- Successfully led the SES PARs and National Honors Awards processes, receiving formal recognition from OECA leadership.

U.S. EPA – OAQPS/CORE/IO

Management Analyst (2015 – 2018)

- Advised 3 divisions on complex HR issues and organizational staffing needs.
- Conducted studies to improve workforce planning and interview processes.
- Managed over 400 pieces of agency property as the OAQPS PAR; streamlined warehouse space through targeted analysis.
- Served as project lead for a veteran-focused hiring event, increasing veteran recruitment and community engagement.

U.S. EPA – OAQPS/CORE/IO

Budget Analyst (2011 – 2015)

- Served as Funds Certifying Officer; developed and monitored budget projections and expenditures.
- Ensured compliance with federal travel and acquisition regulations; authored SOPs for budget operations.

SKILLS

Human Resources
Strategy & Policy,
Program Management,
HR Reporting &
Documentation,
Regulations &
Compliance, Recruitment
& Planning

PROFICIENCIES

HR Systems: FPPS,
WTTS, eOPF,
Monster/EZHire
Data Tools: OBIEE, Qlik

VOLUNTEER EXPERIENCE

US EPA- OFFICE OF CIVIL RIGHTS

Volunteer EEO Counselor
ZETA PHI BETA

SORORITY

Committee Chair

US ENVIRONMENTAL PROTECTION AGENCY

Special Emphasis Program
Manager

EDUCATION

**Bachelor of Arts,
Business Administration |**
Strayer University,
Morrisville, NC

Jennifer Rounds-Bryant

Durham, NC
9195968159
jennifer.rounds-bryant@mail.waldenu.edu

PROFESSIONAL SUMMARY

Accomplished clinical psychologist, researcher, and educator with over 25 years of diverse experience across academic, correctional, federal, and community-based settings. Holds a Ph.D. in Clinical Psychology from the University of North Carolina at Chapel Hill and is a licensed practicing psychologist and health services provider in North Carolina since 1997.

PROFESSIONAL EXPERIENCE

Walden University – Minneapolis, MN (Remote)

Core Faculty | College of Psychology and Counseling *December 2014 – Present*

- Teach and mentor doctoral candidates through dissertation research and applied clinical psychology courses.

Covenant Community Partners – Durham, NC

Clinical Director *May 2012 – December 2015*

- Oversaw therapeutic services for underserved populations, including program development, clinical supervision, and compliance with best practices.

University of Phoenix – Online

Adjunct Faculty *January 2006 – June 2011*

- Delivered undergraduate and graduate psychology courses with a focus on behavioral health and clinical foundations.

North Carolina Department of Correction – Raleigh, NC

Clinical Director *May 2003 – September 2004*

- Directed mental health programming across correctional facilities, ensuring ethical and effective psychological services for incarcerated populations.

Capella University – Online

Part-time/Adjunct Faculty *May 2003 – December 2019*

- Supported doctoral learners in clinical psychology and counseling programs, focusing on research design and professional practice.

Federal Bureau of Prisons – Washington, D.C.

Research Analyst *December 2000 – May 2003*

- Conducted national studies on the effectiveness of substance abuse treatment programs in federal prison settings.

National Development and Research Institutes, Inc. – New York, NY

Principal Investigator & Clinical Research Psychologist *July 1997 – May 2000*

- Led NIH-funded research projects on substance abuse, criminal justice, and minority health disparities.
- Published findings in leading peer-reviewed journals and presented nationally on addiction treatment outcomes

RESEARCH HIGHLIGHTS

Substance Abuse Treatment | Racial and Ethnic Disparities in Health Care | Addiction and Treatment Needs | Clinical and Program Evaluation

PUBLISHED IN

The American Journal of Drug and Alcohol Abuse
Journal of Offender Rehabilitation
Journal of Psychoactive Drugs

LICENSES

Licensed Practicing Psychologist & Health Services Provider

North Carolina Psychology Board
License Active Since: September 1997

EDUCATION

Ph.D., Clinical Psychology

University of North Carolina at Chapel Hill

M.A., Clinical Psychology

University of North Carolina at Chapel Hill

B.S., Psychology

Northern Illinois University

Christopher L. Edwards

Durham, NC
919-530-7465
christopheredwards@nc.rr.com

PROFESSIONAL SUMMARY

Accomplished clinical psychologist, researcher, and educator with over 25 years of diverse experience across academic, correctional, federal, and community-based settings. Holds a Ph.D. in Clinical Psychology from the University of North Carolina at Chapel Hill and is a licensed practicing psychologist and health services provider in North Carolina since 1997.

PROFESSIONAL EXPERIENCE

2014 – 2018 Retired	Tenured Associate Professor of Psychiatry, Division of Medical Psychology, Duke University Medical Center
2011 – 2013	Associate Professor of Psychiatry, Division of Medical Psychology, Duke University Medical Center
2011 – 2018 Retired	Associate Professor of Psychology-Social & Health Sciences, Duke University
2011 – 2018 Retired	Associate Professor of Medicine, Division of Hematology, Duke University Medical Center
2002 – 2010	Assistant Clinical Professor of Psychiatry, Division of Medical Psychology, Duke University Medical Center
2002 – 2010	Assistant Clinical Professor of Psychology-Social & Health Sciences, Duke University
2002 – 2010	Assistant Clinical Professor of Medicine, Division of Hematology, Duke University Medical Center
2004 – 2005	Assistant Clinical Professor, Duke Alzheimer's Disease Research Center, Duke University Medical Center
2002 – 2005	Adjunct Assistant Professor of Educational Research Leadership and Color Education, North Carolina State University
2001	Clinical Associate, Director of Chronic Pain Management Program - Duke University Medical Center, Department of Psychiatry & Behavioral Sciences
1999 – 2002	Clinical Associate Department of Psychology: Social & Health Sciences, Duke University
1997 – present	Adjunct Assistant Professor of Psychology - North Carolina Central University
1999 – 2001	Instructor, Director of Chronic Pain Management Program - Duke University Medical Center, Department of Psychiatry & Behavioral Sciences
1998 – 1999	Instructor - Duke University, Department of Psychology

RESEARCH HIGHLIGHTS

Psychoneuroendocrinology of Stress, Pain, and Metabolism
Minority / Women's Health
Sickle Cell Disease
The Integration of Law and Psychology

SPECIALTY CERTIFICATIONS

Associate Fellow,
Biofeedback Certification
Institute of America-
Board

Certified in Biofeedback
(BCB) #B4664

Diplomat, International
Academy of Behavioral
Medicine, Counseling,
and Psychotherapy

Certification in Medical
Behavioral Science

Certification in Disease
Mental Health

Certification in Health
Psychology

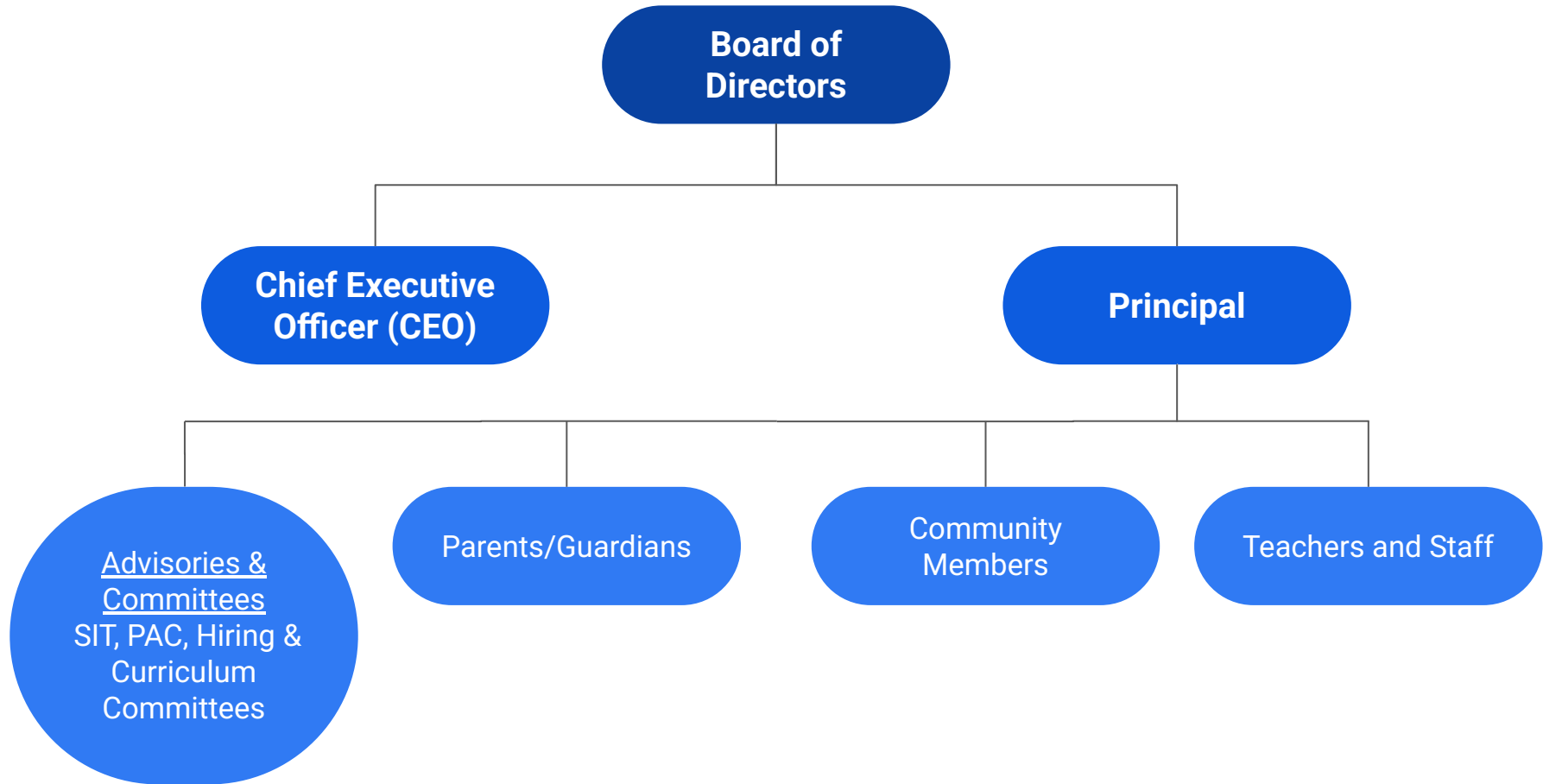
Certification in
Substance Abuse
Counseling;
Subspecialty: Dying and
Death

EDUCATION

Ph.D.- Clinical Psychology/ Behavioral Medicine; University of Kentucky.
Dissertation: Pain-Induced Memory Modulation: The Effects of Pain and Naltrexone on Recall and Recognition Performance in Eumenorrheic Women.
M.A.- Clinical Psychology/ Behavioral Science; University of Kentucky.
Thesis: Finger Pressure, Induced Pain and Its Effect on Recall and Recognition Tasks: Implication for the Role of the Endogenous Opioid System.
B.A.- (Summa Cum Laude); Winston-Salem State University- Psychology.

IDYL- Wake Sample Daily Schedule

	Kind-A	Kind-B	1st- A	1st- B	2nd-A	2nd-B	3rd-A	3rd-B	4th-A	4th-B	5th- A	5th-B-	6th-A	6th-B	7A- MS ELA	7B-MS Math	8B- MS SS	8A-MS Science
8:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings
8:15	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	8:00-8:30	ELA	ELA	ELA	ELA	ELA- 5A	Math-5B	Math- A	ELA- B	7A-ELA	7B-Math	8B-Social Studies	8A-Music
8:30	ELA	Spanish	ELA	ELA	ELA	ELA	8:15-8:45	8:15-8:45 WG	8:15-10:15	8:15-10:15	8:15-9:45	8:15-9:45	8:15-10:15	8:15-10:15	8:15-9:45	8:15-9:15	8:15-8:45	8:15-8:45
8:45	8:30-10:00	8:30-9:00	8:30-10:00	8:30-10:00	8:30-10:00	8:30-10:00	RTA	Small Group									8B- Music	8A Science
9:00		ELA	Spanish				8:45-9:15	8:45-9:45									8:45-9:15	8:45-10:15
9:15		9:00-10:30						Small Group									7B-Music	8B- DII Reading
9:30			ELA SG		Spanish		9:15-10:15									9:15-9:45		
9:45			9:30-10:30		9:30-10:00			RTA			ELA-5B	Math-5A			7A-Music	Finish Small Groups	8B-Recess	
10:00	Math			Math		Math		9:45-10:15			9:45-11:15	9:45-11:15			9:45-10:15	9:45-10:15	9:45-10:15	
10:15	10:00-11:30			10:00-11:30		10:00-11:30	Math Fluency	Math	Recess	Music			Math-B	ELA-A	7A-Math	7B-ELA	8B Science	8A- Social Studies
10:30		Math	Math		Math		10:15-10:30	10:15-10:30	10:15-10:45	10:15-10:45			10:15-12:15	10:15-12:15	10:15-11:45	10:15-11:45	10:15-11:45	10:15-10:45
10:45		10:30-11:30	10:30-11:30		10:30-12:00		Math	Math	Music	Recess								DII Math
11:00			Math SG				10:30-12:00	10:30-12:00	10:45-11:15	10:45-11:15								10:45-11:15
11:15			11:00-12:00						Math	Math	Science	Science						Recess
11:30	Lunch	Lunch		Spanish		Social Studies			11:15-12:45	11:15-12:45	11:15-12:15	11:15-12:15					11:15-11:45	
11:45	11:30-12:00	11:30-12:00		11:30-12:00		11:30-12:00									7A- Social Studies	7B-Science	8B- ELA	8A-Math
12:00	Spanish	Social Studies	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch							11:45-12:15	11:45-1:15	11:45-1:15	11:45-1:15
12:15	12:00-12:30	1:00-1:30	12:00-12:30	12:00-12:30	12:00-12:30	12:00-12:30	12:00-12:30	12:00-12:30			Lunch	Lunch	Lunch	Lunch	DII Reading			
12:30	Recess 1	Recess 1	Social Studies	Social Studies	Science	Spanish	Recess	Recess			12:15-12:45	12:15-12:45	12:15-12:45	12:15-12:45	12:15-12:45			
12:45	12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	Lunch	Lunch	Social Studies	Social Studies	Music	Recess	Recess			
1:00	Social Studies	Math SG	Recess	Recess	Recess	Recess	Spanish	Spanish	12:45-1:15	12:45-1:15	12:45-1:15	12:45-1:15	12:45-1:15	12:45-1:15	12:45-1:15			
1:15	1:00-1:30	1:00-1:30	1:00-1:30	1:00-1:30	1:00-1:30	1:00-1:30	1:00-1:30	1:00-1:30	Science	Science	Writing	Writing	Recess	Music	Lunch	Lunch	Lunch	Lunch
1:30	Recess 2	Recess 2	Science	Science	Social Studies	Science	Social Studies	Social Studies	1:15-1:45	1:15-1:45	1:45-2:15	1:45-2:15	1:45-2:15	1:15-1:45	1:15-1:45	1:15-1:45	1:15-1:45	1:15-1:45
1:45	1:30-2:00	1:30-2:00	1:30-2:00	1:30-2:00	1:30-2:00	1:30-2:00	1:30-2:00	1:30-2:00	Social Studies	Social Studies	Recess	Music	Social Studies	Social Studies	7A-Science	7B- Social Studies	8B-Math	8A- ELA
2:00	DII	DII	DII	DII	DII	DII	Science	Science	1:45-2:15	1:45-2:15	1:45-2:15	1:45-2:15	1:45-2:15	1:45-2:15	1:45-3:15	1:45-2:15	1:45-3:15	1:45-3:15
2:15	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00	2:00-2:30	2:00-2:30	Writing	Writing	Music	Recess	Science	Science		DII Reading		
2:30							Writing	Writing	2:15-2:45	2:15-2:45	2:15-2:45	2:15-2:45	2:15-2:45	2:15-2:45		2:15-2:45		
2:45							2:30-3:00	2:30-3:00	DII	DII	DII	DII	DII	DII		Recess		
3:00	Science	Science	Writing	Writing	Writing	Writing	DII	DII	2:45-4:00	2:45-4:00	2:45-4:00	2:45-4:00	2:45-4:00	2:45-4:00		2:45-3:15		
3:15	3:00-3:30	3:00-3:30	3:00-3:30	3:00-3:30	3:00-3:30	3:00-3:30	3:00-4:00	3:00-4:00							7A- DII Math	7B- DII Math	8B DII Math	8A- DII Reading
3:30	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud									3:15-4:00	3:15-4:00	3:15-4:00	3:15-4:00
3:45	3:30-4:00	3:30-4:00	3:30-4:00	3:30-4:00	3:30-4:00	3:30-4:00												
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



Enrollment Projections Year 1 through Year 5

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

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of three LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1: 920-Wake

What percentage of students from

LEA #2: 350-Franklin

What percentage of students from

LEA #3: 320-Durham Public

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 920	LEA #2 350	LEA #3 320	LEA #1 920	LEA #2 350	LEA #3 320	LEA #1 920
Kindergarten	40	5	5	40	5	5	40
Grade 1	40	5	5	40	5	5	40
Grade 2	40	5	5	40	5	5	40
Grade 3	40	5	5	40	5	5	40
Grade 4	40	5	5	40	5	5	40
Grade 5	40	5	5	40	5	5	40
Grade 6	40	5	5	40	5	5	40
Grade 7				40	5	5	40
Grade 8							40
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	280	35	35	320	40	40	360

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,
ose on the initial cover page.

imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	12%
---	-----

the LEA selected above will qualify for EC funding?	12%
---	-----

the LEA selected above will qualify for EC funding?	12%
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Year 3			Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	
350	320	920	350	320	920	350	320	
5	5	40	5	5	40	5	5	5
5	5	40	5	5	40	5	5	5
5	5	40	5	5	40	5	5	5
5	5	40	5	5	40	5	5	5
5	5	40	5	5	40	5	5	5
5	5	40	5	5	40	5	5	5
5	5	40	5	5	40	5	5	5
5	5	40	5	5	40	5	5	5
5	5	40	5	5	40	5	5	5
45	45	360	45	45	360	45	45	

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

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.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC 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:	920-Wake		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,431.32	280	\$1,800,769.60
Local Funds	\$3,966.00	280	\$1,110,480.00
State EC Funds	\$5,365.09	34	\$180,267.02
Federal EC Funds	\$1,514.35	34	\$50,882.16
Total:			\$3,142,398.78

LEA #2:	350-Franklin		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$7,018.16	35	\$245,635.60
Local Funds	\$2,773.79	35	\$97,082.65
State EC Funds	\$5,309.31	4	\$22,299.10
Federal EC Funds	\$1,514.35	4	\$6,360.27
Total:			\$371,377.62

LEA #3:	320-Durham Public		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,576.91	35	\$230,191.85
Local Funds	\$5,125.70	35	\$179,399.50
State EC Funds	\$5,309.31	4	\$22,299.10
Federal EC Funds	\$1,514.35	4	\$6,360.27

	Total:	\$438,250.72
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Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 2,276,597	\$ 2,601,825	\$ 2,927,053	\$ 2,927,053
Local Per Pupil Funds	\$ 1,386,962	\$ 1,585,100	\$ 1,783,237	\$ 1,783,237
State EC Funds	\$ 224,865	\$ 256,989	\$ 289,112	\$ 289,112
Federal EC Funds	-	\$ 63,603	\$ 81,775	\$ 81,775
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 3,888,424	\$ 4,507,516	\$ 5,081,178	\$ 5,081,178

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t 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 Appenc



on federal funding in

Year 5	
\$	2,927,053
\$	1,783,237
\$	289,112
\$	81,775
\$	5,081,178

additional questions by
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Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 90,000	\$ 90,000	1	\$ 94,000	\$ 94,000	1	\$ 97,000	\$ 97,000	1	\$ 100,000	\$ 100,000	1	\$ 103,000	\$ 103,000
Assistant Administrator	1	\$ 70,000	\$ 70,000	1	\$ 73,000	\$ 73,000	1	\$ 75,000	\$ 75,000	1	\$ 77,000	\$ 77,000	1	\$ 78,500	\$ 78,500
Finance Officer		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Clerical		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Food Service Staff	1	\$ 30,000	\$ 30,000	1	\$ 31,500	\$ 31,500	1	\$ 33,000	\$ 33,000	1	\$ 34,500	\$ 34,500	1	\$ 35,500	\$ 35,500
Custodians	1	\$ 35,000	\$ 35,000	1	\$ 36,500	\$ 36,500	1	\$ 38,000	\$ 38,000	1	\$ 39,500	\$ 39,500	1	\$ 41,000	\$ 41,000
Transportation Staff	2	\$ 25,000	\$ 50,000	2	\$ 26,000	\$ 52,000	2	\$ 27,000	\$ 54,000	2	\$ 28,000	\$ 56,000	2	\$ 28,500	\$ 57,000
Instructional Technology Facilitator (Remote Applicants ONLY)		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
24/7 Help Desk Technicians (Remote Applicants ONLY)		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Library Media Specialists (Remote Applicants ONLY)		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Guidance Counselor/Social Worker	1	\$ 48,000	\$ 48,000	1	\$ 50,000	\$ 50,000	1	\$ 52,000	\$ 52,000	1	\$ 54,000	\$ 54,000	1	\$ 55,500	\$ 55,500
Office Manager	1	\$ 40,000	\$ 40,000	1	\$ 42,000	\$ 42,000	1	\$ 43,500	\$ 43,500	1	\$ 45,000	\$ 45,000	1	\$ 45,500	\$ 45,500
Total Admin and Support:	8		\$ 363,000	8		\$ 379,000	8		\$ 392,500	8		\$ 406,000	8		\$ 416,000
Instructional Personnel															
Core Content Teacher(s)	14	\$ 50,000	\$ 700,000	16	\$ 52,000	\$ 832,000	18	\$ 54,000	\$ 972,000	18	\$ 55,500	\$ 999,000	18	\$ 57,000	\$ 1,026,000
Electives/Specialty Teacher(s)	2	\$ 45,000	\$ 90,000	2	\$ 45,000	\$ 90,000	2	\$ 47,000	\$ 94,000	2	\$ 48,500	\$ 97,000	2	\$ 50,000	\$ 100,000
Exceptional Children Teacher(s)	2	\$ 50,000	\$ 100,000	3	\$ 52,000	\$ 156,000	3	\$ 54,000	\$ 162,000	3	\$ 55,500	\$ 166,500	3	\$ 57,000	\$ 171,000
Instructional Support		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Teacher Assistants		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Co-Teachers	10	\$ 38,000	\$ 380,000	10	\$ 40,000	\$ 400,000	10	\$ 41,500	\$ 415,000	10	\$ 42,500	\$ 425,000	10	\$ 43,500	\$ 435,000
Instructional Coaches	2	\$ 50,000	\$ 100,000	3	\$ 52,000	\$ 156,000	3	\$ 54,000	\$ 162,000	3	\$ 55,500	\$ 166,500	3	\$ 57,000	\$ 171,000
ML Coordinator	1	\$ 58,000	\$ 58,000	1	\$ 60,000	\$ 60,000	1	\$ 62,000	\$ 62,000	1	\$ 63,500	\$ 63,500	1	\$ 64,500	\$ 64,500
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Total Instructional Personnel:	31		\$ 1,428,000	35		\$ 1,694,000	37		\$ 1,867,000	37		\$ 1,917,500	37		\$ 1,967,500
Total Admin, Support and Instructional Personnel:	39		\$ 1,791,000	43		\$ 2,073,000	45		\$ 2,259,500	45		\$ 2,323,500.00	45		\$ 2,383,500

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	6	\$ 5,400	\$ 32,400	6	\$ 5,400	\$ 32,400	6	\$ 5,400	\$ 32,400	6	\$ 5,400	\$ 32,400	6	\$ 5,400	\$ 32,400
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	6	\$ 1,853	\$ 11,118	6	\$ 2,180	\$ 13,080	6	\$ 2,257	\$ 13,542	6	\$ 2,333	\$ 13,998	6	\$ 2,393	\$ 14,358
Life Insurance	6	\$ 125	\$ 750	6	\$ 127	\$ 762	6	\$ 129	\$ 774	6	\$ 131	\$ 786	6	\$ 133	\$ 798
Disability	6	\$ 360	\$ 2,160	6	\$ 365	\$ 2,190	6	\$ 370	\$ 2,220	6	\$ 375	\$ 2,250	6	\$ 380	\$ 2,280
Medicare	8	\$ 658	\$ 5,264	8	\$ 687	\$ 5,496	8	\$ 711	\$ 5,688	8	\$ 736	\$ 5,888	8	\$ 754	\$ 6,032
Social Security	8	\$ 2,813	\$ 22,506	8	\$ 2,937	\$ 23,496	8	\$ 3,042	\$ 24,336	8	\$ 3,147	\$ 25,176	8	\$ 3,224	\$ 25,792
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Total Admin and Support Benefits:			\$ 74,198			\$ 77,424			\$ 78,960			\$ 80,498			\$ 81,660
Instructional Personnel Benefits															
Health Insurance	31	\$ 5,400	\$ 167,400	35	\$ 5,400	\$ 189,000	37	\$ 5,400	\$ 199,800	37	\$ 5,400	\$ 199,800	37	\$ 5,400	\$ 199,800
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	31	\$ 1,853	\$ 57,443	35	\$ 1,936	\$ 67,760	37	\$ 2,018	\$ 74,666	37	\$ 2,073	\$ 76,701	37	\$ 2,127	\$ 78,699
Social Security	31	\$ 2,870	\$ 88,970	35	\$ 3,001	\$ 105,035	37	\$ 3,128	\$ 115,736	37	\$ 3,213	\$ 118,881	37	\$ 3,297	\$ 121,989
Disability	31	\$ 360	\$ 11,160	35	\$ 365	\$ 12,775	37	\$ 370	\$ 13,690	37	\$ 375	\$ 13,875	37	\$ 380	\$ 14,060
Medicare	31	\$ 671	\$ 20,808	35	\$ 702	\$ 24,570	37	\$ 732	\$ 27,084	37	\$ 751	\$ 27,787	37	\$ 771	\$ 28,527
Life Insurance	31	\$ 125	\$ 3,875	35	\$ 127	\$ 4,445	37	\$ 129	\$ 4,773	37	\$ 131	\$ 4,847	37	\$ 133	\$ 4,921
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Total Instructional Personnel Benefits:			\$ 349,656			\$ 403,585			\$ 435,749			\$ 441,891			\$ 447,996
Total Personnel Benefits:			\$ 423,854			\$ 481,009			\$ 514,709			\$ 522,389			\$ 529,656
Total Admin & Support Personnel (Salary & Benefits):	8		\$ 437,198	8		\$ 456,424	8		\$ 471,460	8		\$ 486,498.00	8		\$ 497,660
Total Instructional Personnel (Salary & Benefits):	31		\$ 1,777,656	35		\$ 2,097,585	37		\$ 2,302,749	37		\$ 2,359,391	37		\$ 2,415,496
TOTAL PERSONNEL:	39		\$ 2,214,854	43		\$ 2,554,009	45		\$ 2,774,209	45		\$ 2,845,889	45		\$ 2,913,156

*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.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 16,000.00	\$ 17,000.00	\$ 17,000.00
Paper	\$ 2,400.00	\$ 3,000.00	\$ 4,000.00
Computers & Software	\$ 20,000.00	\$ 10,000.00	\$ 10,000.00
Communications & Telephone	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00
Copier leases	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Copy Overages	\$ 6,500.00	\$ 7,500.00	\$ 8,000.00
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 18,000.00	\$ 20,000.00	\$ 22,000.00
Financial Accounting Services & Support	\$ 52,800.00	\$ 60,000.00	\$ 67,500.00
Student Accounting Services	\$ 17,500.00	\$ 20,000.00	\$ 22,500.00
Other	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Facilities			
Facility Lease/Mortgage	\$ 416,400.00	\$ 416,400.00	\$ 416,400.00
Maintenance	\$ 30,000.00	\$ 32,000.00	\$ 34,000.00
Custodial Supplies	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Custodial Contract			
Insurance (pg19)	\$ 19,000.00	\$ 21,000.00	\$ 23,000.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 96,000.00	\$ 108,000.00	\$ 115,000.00
Gas			
Water/Sewer	\$ 1,600.00	\$ 2,000.00	\$ 2,300.00
Trash	\$ 6,000.00	\$ 7,000.00	\$ 7,500.00
Other	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00

*** Insert rows and edit text as needed. ***			
Transportation			
Buses	\$ 12,000.00		\$ 12,000.00
Gas	\$ 27,000.00	\$ 29,000.00	\$ 40,000.00
Oil/Tires & Maintenance	\$ 12,000.00	\$ 14,000.00	\$ 20,000.00
Other	\$ 10,000.00	\$ 10,000.00	\$ 12,000.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 26,000.00	\$ 28,000.00	\$ 30,000.00
Child nutrition	\$ 300,000.00	\$ 345,000.00	\$ 385,000.00
Travel	\$ 3,500.00	\$ 4,500.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 1,147,900.00	\$ 1,210,100.00	\$ 1,309,400.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Classroom/Student Devices	\$	35,000.00	\$ 45,000.00	\$ 15,000.00
Software (LMS, SIS, etc.)	\$	10,000.00	\$ 10,000.00	\$ 12,000.00
Wifi Access (Remote Applicants ONLY)				
Other	\$	7,500.00	\$ 7,500.00	\$ 7,500.00
Instructional Contract				
Staff Development	\$	20,000.00	\$ 22,000.00	\$ 24,000.00
Other	\$	8,000.00	\$ 10,000.00	\$ 10,000.00
EC Related Services	\$	72,000.00	\$ 80,000.00	\$ 88,000.00
EC Emergency Services & Supplies	\$	12,000.00	\$ 16,000.00	\$ 18,000.00
Leadership Support & Oversight Services		\$38,000	\$ 40,000.00	\$ 42,000.00
Student Support & Oversight Services	\$	12,000.00	\$ 14,000.00	\$ 16,000.00
Books and Supplies				
Instructional Materials	\$	20,000.00	\$ 25,000.00	\$ 25,000.00
Curriculum/Texts	\$	72,000.00	\$ 50,000.00	\$ 50,000.00
Copy Paper	\$	6,000.00	\$ 7,500.00	\$ 8,000.00
Testing Supplies	\$	2,500.00	\$ 3,000.00	\$ 3,500.00
Testing Program	\$	7,500.00	\$ 8,000.00	\$ 8,500.00
Teacher Stipends	\$	8,500.00	\$ 9,500.00	\$ 10,500.00
Total Instructional Operations:	\$	331,000.00	\$ 347,500.00	\$ 338,000.00
TOTAL OPERATIONS:	\$	1,478,900.00	\$ 1,557,600.00	\$ 1,647,400.00

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

Year 4	Year 5
\$ 17,000.00	\$ 17,000.00
\$ 4,200.00	\$ 4,200.00
\$ 5,000.00	\$ 5,000.00
\$ 7,100.00	\$ 7,150.00
\$ 12,000.00	\$ 12,000.00
\$ 8,000.00	\$ 8,000.00
\$ 22,000.00	\$ 22,000.00
\$ 67,500.00	\$ 67,500.00
\$ 22,500.00	\$ 22,500.00
\$ 12,000.00	\$ 12,000.00
\$ 416,400.00	\$ 416,400.00
\$ 34,000.00	\$ 34,000.00
\$ 24,000.00	\$ 24,000.00
\$ 25,000.00	\$ 27,000.00
\$ 120,000.00	\$ 120,000.00
\$ 2,500.00	\$ 2,500.00
\$ 7,500.00	\$ 7,500.00
\$ 1,200.00	\$ 1,200.00

\$ 41,000.00	\$ 42,000.00
\$ 20,000.00	\$ 20,000.00
\$ 12,000.00	\$ 12,000.00
\$ 30,000.00	\$ 30,000.00
\$ 390,000.00	\$ 390,000.00
\$ 5,000.00	\$ 5,000.00
\$ 1,305,900.00	\$ 1,308,950.00

Year 4		Year 5	
\$	10,000.00	\$	10,000.00
\$	10,000.00	\$	10,000.00
\$	7,500.00	\$	5,000.00
\$	25,000.00	\$	25,000.00
\$	10,000.00	\$	10,000.00
\$	90,000.00	\$	90,000.00
\$	18,000.00	\$	18,000.00
\$	42,000.00	\$	42,000.00
\$	16,000.00	\$	16,000.00
\$	15,000.00	\$	15,000.00
\$	40,000.00	\$	40,000.00
\$	8,000.00	\$	8,000.00
\$	3,500.00	\$	3,500.00
\$	8,500.00	\$	8,500.00
\$	10,500.00	\$	10,500.00
\$	314,000.00	\$	311,500.00

\$	1,619,900.00	\$	1,620,450.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 2,214,853.51	\$ 2,554,009.00	\$ 2,774,209.00	\$ 2,845,889.00	\$ 2,913,156.00
Total Operations	M	\$ 1,478,900.00	\$ 1,557,600.00	\$ 1,647,400.00	\$ 1,619,900.00	\$ 1,620,450.00
Total Expenditures	N = J + M	\$ 3,693,753.51	\$ 4,111,609.00	\$ 4,421,609.00	\$ 4,465,789.00	\$ 4,533,606.00
Total Revenue	Z	\$ 3,888,424.43	\$ 4,507,516.33	\$ 5,081,177.74	\$ 5,081,177.74	\$ 5,081,177.74
Surplus / (Deficit)	= Z - N	\$ 194,670.92	\$ 395,907.33	\$ 659,568.74	\$ 615,388.74	\$ 547,571.74

Institute for the Development	Money	#	2026-2027	
Base Funding	\$ 6,431.32	280	\$ 1,800,769.60	
Local Funding	\$ 3,963.00	280	\$ 1,109,640.00	
EC Funding	\$ 5,353.93	33	\$ 176,679.69	
Starting Balance	\$ -		\$ -	
Total	-	-	\$ 3,087,089.29	
Staff & Benefits			Salary	
Staffing/Wages			\$ 1,543,544.64	
Benefits/Taxes			\$ 277,838.04	
Wages & Benefits Total			\$ 1,821,382.68	
Operations				
Accounting/SIS			\$ 56,000.00	
Legal Fees			\$ 10,000.00	
Advertising/Marketing			\$ 18,000.00	
Insurance			\$ 17,000.00	
Facility			\$ 416,400.00	
Utilities			\$ 75,000.00	
Office Supplies			\$ 12,000.00	
Transportation			\$ 60,000.00	
Meals			\$ 259,000.00	
Tech & Equipment			\$ 28,000.00	
Travel			\$ 3,500.00	
IT Services			\$ 14,000.00	
Facilities R &M			\$ 24,000.00	
Non Categorized			\$ 12,000.00	
Total			\$ 1,004,900.00	
Instructional				
Curriculum & Books			\$ 60,000.00	
Staff Development			\$ 15,000.00	
Testing & Fees			\$ 5,000.00	
Furniture/Tech			\$ 25,000.00	
Spec. Ed. Contracted Services			\$ 60,000.00	
Total			\$ 165,000.00	
Total Revenue			\$ 3,087,089.29	
Total Expenses			\$ 2,991,282.68	
Total Surplus			\$ 95,806.61	

Institute for the Development	Money	#	2026-2027	
Base Funding	\$ 6,431.32	210	\$ 1,350,577.20	
Local Funding	\$ 3,963.00	210	\$ 832,230.00	
EC Funding	\$ 5,353.93	25	\$ 133,848.25	
Starting Balance	\$ -		\$ -	
Total	-	-	\$ 2,316,655.45	
Staff & Benefits			Salary	
Staffing/Wages			\$ 1,148,327.72	
Benefits/Taxes			\$ 208,499.00	
Wages & Benefits Total			\$ 1,356,826.72	
Operations				
Accounting/SIS			\$ 42,000.00	
Legal Fees			\$ 10,000.00	
Advertising/Marketing			\$ 15,000.00	
Insurance			\$ 16,000.00	
Facility Rent			\$ 416,400.00	
Utilities			\$ 48,000.00	
Office Supplies			\$ 10,000.00	
Transportation			\$ 36,000.00	
Meals			\$ 170,000.00	
Tech & Equipment			\$ 20,000.00	
Travel			\$ 1,500.00	
IT Services			\$ 12,000.00	
Facilities R &M			\$ 24,000.00	
Non Categorized			\$ 6,000.00	
Total			\$ 826,900.00	
Instructional				
Curriculum & Books			\$ 48,000.00	
Staff Development			\$ 15,000.00	
Testing & Fees			\$ 3,500.00	
Furniture/Tech			\$ 18,000.00	
Spec. Ed. Contracted Services			\$ 48,000.00	
Total			\$ 132,500.00	
Total Revenue			\$ 2,316,655.45	
Total Expenses			\$ 2,316,226.72	
Total Surplus			\$ 428.73	



Alicia Soto Bazemore <alicia@goodallconsulting.com>

DPI CHECK (WAKE) TRACKING USPS eReceipt


2 messages

Darice Hunter <darice.hunter@theidylschool.org>
To: Yvette Munroe <yvette.munroe@theidylschool.org>, Alicia Soto Bazemore <alicia@goodallconsulting.com>

Darice Hunter
IDYL SCHOOL

Begin forwarded message:

From: DoNotReply@ereceipt.usps.gov
Date: April 22, 2025 at 3:22:07 PM EDT
To: darice.hunter@theidylschool.org
Subject: USPS eReceipt



RESEARCH TRIANGLE PARK
65 TW ALEXANDER DR
DURHAM, NC 27709-0962
(800)275-8777

04/22/202503:21 PM

Product	Qty	Unit Price	Price
PM Express	1		\$31.40
Flat Rate Env Raleigh, NC 27699 Flat Rate Signature Waiver Scheduled Delivery Date Thu 04/24/2025 06:00 PM Money Back Guarantee Tracking # E1123454515US Insurance Up to \$100.00 included			
Total			\$31.40
Grand Total:			\$31.40
Credit Card Remit			\$31.40
Card Name: VISA Account #: XXXXXXXXXXXXXXX1544 Approval #: 01946G Transaction #: 749 AID: A000000031010 Chip AL: VISA CREDIT PIN: Not Required			

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Save this receipt as evidence of insurance. For information on filing an insurance claim go to <https://www.usps.com/help/claims.htm> or call 1-800-222-1811

Text your tracking number to 28777 (ZUSPS) to get the latest status. Standard Message and Data rates may apply. You may also visit www.usps.com USPS Tracking or call 1-800-222-1811.

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UFN: 362197-0709
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Alicia Soto Bazemore <alicia@goodallconsulting.com>
To: Darice Hunter <darice.hunter@theidylschool.org>
Cc: Yvette Munroe <yvette.munroe@theidylschool.org>

Tue, Apr 22, 2025 at 3:27 PM

Thank you!
(Quoted text hidden)



Signature Page

The foregoing application is submitted on behalf of the Institute for the Development of Young Leaders- Wake. 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. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Latoya Ballard Williams

Board Position: Board Member

Signature: Latoya Ballard Williams

Date: 4-23-2025

Sworn to and subscribed before me this 23 day of April, 2025.

Notary Public: Mia Cooper

Official Seal:

My commission expires: 02/07/2029, 20 .

