

**THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

**I. APPLICATION COVER PAGES**

**NAME OF PROPOSED CHARTER SCHOOL:** The Institute for the Development of Young Leaders

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** The Institute for the Development of Young Leaders

**HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS:** Yes  No

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

**NAME OF CONTACT PERSON:** Yvette J. Munroe

**TITLE/RELATIONSHIP TO NONPROFIT:** CEO

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**Location Proposed Charter School (LEA):**

Durham

**Conversion:**

No:

Yes:  If so, Public  or Private:

If a private school, give the name of the school being converted:

If a public school, give the name and six-digit identifier of the school being converted: \_\_\_\_\_-  
\_\_\_\_\_ - \_\_\_\_\_

**Description of Targeted Population:**

The Institute for the Development of Young Leaders is a public school open to all children in grades K-8. The school has an emphasis on addressing the unmet emotional, behavioral, social, familial, and mental health needs of children who are failing or at risk of failing,

Proposed Grades Served: k-8 Proposed Total Enrollment: 200

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**Projected School Opening Year: 2013 Month: August**

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-5	120		X
Second Year	K-6	150		X
Third Year	K-7	180		X
Fourth Year	K-8	210		X
Fifth Year	K-8	210		X

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

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Date*

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# THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

## MISSION, PURPOSE, AND EDUCATIONAL FOCUS

### **MISSION**

*The mission of the proposed charter school is as follow*

*In a true learning community, inquiry becomes everybody's work. Teaching, learning, community involvement, leadership, organizational management and change, professional growth—all take place in a continual dynamic of asking good questions and finding evidence that can guide a school's actions. 1*

The Institute for the Development of Young Leaders (IDYL) provides a project based, child centered educational environment that is inspiring, intellectually stimulating, personally affirming and emotionally supportive. This setting will meet the needs of every individual child to be educated in a caring, stimulating, culturally competent setting. The setting is designed to empower students to be the owner of their educational experience and to use their gifts to benefit others.

We offer students a comprehensive educational experience that is engaging, meaningful, challenging and highly supportive to the achievement of academic success, as well as social and emotional growth.

*We believe that leaders are made rather than born.*

*We believe that successful leadership is based on learnable, behavior.*

*We believe that the right people given the right resources and creative freedom can achieve greatness.*

To inspire learning and mastery in all students and promote a true understanding that knowledge is relevant, useful, and is power to change, The Institute for the Development of Young Leaders will utilize project based learning strategies. Through application of the formal instruction into real-life and real-time projects, our students will master the academic concepts and understand its usefulness in their lives.

We are committed to providing our faculty, every student and their families the support they need to grow. We will provide a student-centered, project-based curriculum. The students will be immersed in hands on projects that are integrated into the academic instruction. The project will have real life, real-time implications.

The Institute for the Development of Young Leaders (IDYL) views academic skills and knowledge as essential tools for communicating ideas, solving problems and achieving goals, rather than as ends in themselves. We exist to provide a rigorous, stimulating comprehensive educational experience that promotes school success for every child by addressing barriers to school success. We provide an active learning environment to facilitate core knowledge acquisition and the development of essential leadership skills. We will focus on higher-level thinking skills and the development of individual talent, character, and ambition.

To improve student learning and close achievement gaps, learners will be engaged in an educational process that:

1. Promotes academic mastery through project based learning;

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2. Teaches fundamental principles of leadership through service learning and;
3. Develops social, emotional, and behavioral skills through evidenced based cognitive behavioral interventions and one on one mentoring to improve personal outcomes.

The academic process will inspire learning through helping students draw connections from their academic lessons to real life leadership opportunities. The students will experience an extended day (8:00a.m – 6:00p.m.), and weekend and summer programming will also be provided. Parents, staff and stakeholders will be given formal and informal opportunities to contribute to and influence decision-making

We are committed to providing our faculty, every student and their families a challenging academic community through collaboration, equal partnership, and self-governance systems

### **EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:**

*Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest*

As a professional working in the areas of child protection, foster care services, child advocacy, child mental-health services, child development field, and consumer and family science industry, I have become increasingly familiar with the results of the educational system's failure to meet the needs of every child and family. The devastating effects of the system's collapse on individuals, families and communities have been widely researched and documented. The aftermath of failing to educate a child not only can be counted in personal cost to the child, family and community, but in public costs as well.

According to a study released jointly by the Milton and Rose D. Friedman Foundation and Parents for Education Freedom in North Carolina, high school dropouts reduce state tax revenue by at least \$712 million annually and cost the state astronomically in the area of public funds such as Medicaid. According to the study High School dropouts are twice as likely to be incarcerated.

According to data the North Carolina Department of Public Instruction, in Durham County, only two thirds of all high school students graduate. 48% of black students are proficient in reading and math compared to 79% of whites in grades three through five. 38% of all traditional schools in Durham are designated as priority schools because less than 50% of students are performing at grade level; Even though 99% of the teachers are certified and more than 45% has 10 or more years of experience teaching. These results are dismal. The cost to the children, their families and communities are incalculable. Some visible costs include unemployment and underemployment, homelessness, crime, and substance abuse.

On December 4, 2011, January 8, 21, February 5, 23, 25, March 17, and March 31, 2012 formal meetings were held to discuss the proposed school, the unmet needs of school aged children and to gain input into the design, construction and implementation. These meetings were held at Love First Christian Center, Durham County Library, and interested community members hosted meetings in their homes. Each

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meeting participants gathered and shared in rigorous discussion about school's focus and purpose and many parents made affirming statements of their interest in their children attending.

### **GOALS FOR THE PROPOSED CHARTER SCHOOL**

*A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.*

- The Institute for the Development of Young Leaders will improve student academic outcomes through providing an educational experience that engages students in practical fundamental leadership and personal development skills.
- The Institute for the Development of Young Leaders will successfully engage 100% of its students in performing at or above grade level.
- The Institute For The Development Of Young Leaders will provide a cross cultural, cross disciplinary curriculum that achieves competence in the areas of math, reading, writing, social studies and the sciences as well as in emotional, psychological and behavioral domains.
- The Institute for the Development of Young Leaders will provide an educational setting that is welcoming, safe, nurturing and challenging to each individual student.
- The Institute for the Development of Young Leaders will connect students to their communities through service learning to inspire them to learn and rebuild communities.
- The Institute for the Development of Young Leaders will help foster civic responsibilities and leadership through integrating service learning into the curriculum.
- The Institute for the Development of Young Leaders will provide comprehensive educational opportunity.
- The Institute for the Development of Young Leaders will provide parents opportunities to engage in the educational setting and fully participate in the education of their student.
- The Institute for the Development of Young Leaders will inspire learning in our students by making every lesson, every academic instruction applicable to real-life in real-time.
- The Institute for the Development of Young Leaders will focus on supporting student learning and not on teaching an agenda.
- The Institute for the Development of Young Leaders will provide inspiring and inspired educators who are highly qualified.
- The Institute for the Development of Young Leaders will provide meaningful professional development opportunities for educators.
- The Institute for the Development of Young Leaders will hold teachers accountable by linking student learning/performance and outcomes to teacher employment contracts and salaries.
- The Institute for the Development of Young Leaders will use research and evidence based best practice methods.

The Institute for the Development of Young Leaders will provide programs to address students and community needs attributable to high-poverty, including literacy, small class size, after school, and summer programming, and social and health services

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### Background

The vision for this school is forged out of almost 2 decades of work with and on behalf of children in the Durham and surrounding counties (Wake, Orange, Person, Chatham). The discussions, subsequent meetings and formal establishment of the Institute for the Development of Young Leaders began to take shape when the founders sought incorporation as a 501 (3) © educational organization from the North Carolina Secretary of State more than 3 years ago. At which time 3 of the founders were leading a dedicated team of professionals in providing behavioral health care to children and adolescents and their families. One of The Institute for the Development of young Leaders' key founders Mrs. Yvette J. Munroe is also the founder and CEO of a community based mental health center. Before serving the community in her current role, she founded and led a successful child development center which catered to the early educational and developmental needs of children birth through school aged fulltime, and early elementary aged children in an after school context. Noteworthy in that endeavor was her success in providing high quality care as designated by the state of North Carolina, the students' success in literacy and numeracy, the enduring, supportive partnerships that were established with parents and the sound financial management strategies that were employed. She has organized and led volunteers for more than 10 years to tutor children and adolescents in the community who were underserved by the public school offerings. She has mentored and personally supported countless adolescents, young adults and families. Her commitment and passion for the vulnerable citizens of the community and the resulting actions on their behalf has been the catalyst for this Charter school.

Since March of 2006, three of the founders of The Institute for the Development of Young Leaders have served children, and families through the provision of services and supports that addresses their emotional behavioral and mental health needs. These services are designed to meet the complex needs of children struggling with behavioral challenges and difficulty regulating emotions. For these children and adolescents their expected outcomes were poor.

However, through the provision of family based in home services and facility based services the children and adolescents served have increased their functionality and have experienced positive outcomes. This work and its results have gained the organization the respect and support of many in the local community. This support caused the citizens to nominate Mrs. Munroe to receive a community award ("the Lamplighter") for excellence in service to the community. Community engagement and collaboration has been an integral part of the success of the founders in providing meaningful services to school aged children.

For more than six years the organization has flourished and provided effective, efficient services.

Faced with threats including budget deficits and state reforms, the organization met every challenge with the strength of integrity, commitment, and sound business/accounting principles. The organization has achieved both state certification as a Critical Access Behavioral Health Agency, and national accreditation by the Commission on accrediting of rehabilitation facilities (CARF). In the past three years through provision of child/adolescent day treatment services (a service to children who are experiencing school failure due to emotional and behavioral and psychiatric needs), the organizers have worked tirelessly to support school success for children who are failing, or at risk of failing. It is within this context that the ideas, vision, focus, and purpose was born.

The outcomes for children if the educational setting is comprehensive, competent and culturally sensitive to serving the educational, emotional and behavioral needs of children who do best in a learning setting with an emphasis on tactile and experiential learning approaches. Far too many children who are "low performing" are challenged by many complex needs that out match the traditional public school setting

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resources and readiness. Many children are unable to access educational services in the traditional public school setting because of their emotional, behavioral, social or mental health needs.

“..The reality is that school achievement requires equal parts child related elements (preparation and performance) and school related elements (teacher expectations and implementation of school based interventions). According to research, too often children who fail to achieve at a standard level have limited family-based resources and most rely only on school based interventions...” Those students who receive even the most modest school based interventions in elementary school has a significant chance of being lifted up out of the stream of educational failure.. In contrast the decision to withhold such services to struggling children will consistently add up to early school failure, disengagement, truancy, then dropping out.” 2, 3

It is The Institute for the Development of Young Leaders’ purpose to support the traditional public school in meeting the complex needs of children who need a comprehensive strategy to improve educational outcomes. The Institute for the Development of Young Leaders will offer specialized interventions and family based supports including mental and behavioral health care to address student functioning.

### **PURPOSES OF PROPOSED CHARTER SCHOOL:**

*State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school’s operations.*

#### **Improve student learning;**

The purpose of the Institute for the Development of Young Leaders (IDYL) is to engage all students in a learning environment that uses project based and service learning to address the achievement gap that currently exists which places students at risk of school failure, and dropout. Many children at risk of school failure are disproportionately represented in communities that are in high poverty areas and traditionally underserved. Many students are unable to access education that does not engage their thinking in real life, real time projects. The standard curriculum while working for some leaves too many North Carolinians behind.

“Educators are increasingly aware of the extent to which the official curriculum and much educational practice have tended to favor some learners and disadvantage others. Significant effort has gone into trying to understand how and why the curriculum has these unequal effects. Research, policy development and educational practice have shown that, at different times and stages, the language and content of the dominant competitive academic curriculum reflect the ‘cultural capital’ of particular groups while marginalizing that of others.” This is not to disparage the standard course of study, but merely to point out that for some students an expanded curriculum that informs the learning through doing can improve student learning and change student outcomes. “This is not to suggest that all students of math or history must be expected to become professional mathematicians or historians, but to claim that in order to learn these subjects (and not just to learn about them) students need much more than abstract concepts and self-contained examples. They need to be exposed to the use of a domain’s conceptual tools in authentic activity --- to teachers acting as practitioners and using these tools in wrestling with problems of the world. Such activity can tease out the way a mathematician or historian looks at the world and solves emergent problems.

The process may appear informal, but it is nonetheless full-blooded, authentic activity that can be deeply informative --- in a way that textbook examples and declarative explanations are not.” 4

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### **Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;**

The Institute for the Development of Young Leaders will provide a comprehensive educational experience to all students by providing educational, behavioral, family and health services and supports. The Institute for the Development of Young Leaders will focus on supporting those students who are at risk of school failure who enter the educational system with not only educational needs, but with emotional, behavioral, mental health, and socio-economic needs as well.

The Institute for the Development of Young Leaders creates an active, educational environment that is individualized, intellectually stimulating, personally affirming and emotionally supportive. This setting will meet the needs of every individual child to be educated in a caring, child centered, and culturally competent manner. The setting is designed to empower students to be the owner of their educational experience through constructing their own knowledge by using the academic information in authentic activity and to use their gifts to benefit themselves and others. This educational approach embraces active learners mastery of subject areas through handling, manipulating and using it in life context, supports their interests, gifts, talents, and ambitions, creates a sense of value and meaningfulness to a broader community, engages the student as agents of change and provides “Community-based learning: connecting meaningful community activity with classroom experience, and addressing specific problems, issues or practices that have been negotiated with the community.” 5

Students will develop the capacity to: locate information, sift and sort the information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it; communicate ideas and information; communicate effectively with others using a whole range of spoken, written, graphic and other non-verbal means of expression; planning and organizing one’s own work activities, including making good use of time and resources, sorting out priorities and monitoring performance; working with others in teams including understanding and responding to the needs of others and working effectively as a member of a team to achieve a shared goal; use mathematical ideas and techniques such as number and space, and techniques, estimation and approximation, for practical purposes; application of problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident, and in situations requiring critical thinking and a creative approach to achieve an outcome;

Use technology by applying combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

### **Encourage the use of different and innovative teaching methods;**

We will focus on engaging students to “learn subjects (and not just learn about them) by providing students much more than abstract concepts and self-contained examples. They will be exposed to the use of a domain’s conceptual tools in authentic activity “6 The small class size and extra small-group projects gives every child multiple and varied learning opportunities to strengthen understanding and academic skills that may still be weak in, without falling behind the class. The expanded curriculum offers students the unique opportunity to:

1. Develop leadership skills
  1. Collaborate with community partners on community improvement projects
  2. Engage in community-based real world/life projects with a service learning component
  3. Investigate and examine community problems and identify and influence solutions

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4. Match students with professional mentors
5. Create new opportunities for teachers as life coaches and community leaders
6. Receive Family support services to address school failure  
Increase student achievement and satisfaction in school
7. Connect with community partners in the educational process through school-based activities
8. Benefit from an extended school day

"The increasing role of the teacher as a master to apprentices, and the teachers' use of authentic domain activity as a major part of teaching will perhaps, once and for all, dismiss George Bernard Shaw's scurrilous criticism of teachers, "He who can, does. He who cannot teaches."

His comment may then be replaced with Alexander Pope's hopeful "Let such teach others who themselves excel." 7 In this type of setting the student learner and the teacher learner constantly construct new knowledge and information that can be used to bring home the concepts and ideas of the subject area. The teacher has a unique role of facilitating the development of mastery rather than instructing through rote memorization or other abstract methods alone.

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

Teachers will have the responsibility, flexibility and freedom to develop their individual class' community projects and community involvement. As the curriculum is project based and the knowledge is gained through constructivism and crosses discipline, teachers act as facilitators and project managers as well as teachers. Teachers will be expected to collaborate within and without the school community and to support the needs of every individual child to be mentored by his teacher.

Teachers will be intricately involved in design and implementation of differentiated learning for students in their classroom. Teachers will be provided with leadership training and development opportunities as educators as well as community and school leaders.

### **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;**

We offer students a comprehensive educational experience that is engaging, meaningful, challenging and highly supportive to the achievement of academic success, as well as social and emotional growth. Parents are an integral part of a comprehensive approach as they take responsibility for supporting their student's success and receiving services and supports for the whole child both in and out of the classroom.

### **Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability system**

- **The Institute for the Development of Young Leaders will** improve student academic outcomes through providing an educational experience that engages students in practical fundamental leadership and personal development skills.
- The Institute for the Development of Young Leaders **will** successfully engage 100% of its **students in** performing at or above grade level.

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- **The Institute For The Development Of Young Leaders will** provide a cross cultural, cross disciplinary curriculum that achieves competence in the areas of math, reading, writing, social studies and the sciences as well as in emotional, psychological and behavioral domains.
- **The Institute for the Development of Young Leaders will** provide an educational setting that is welcoming, safe, nurturing and challenging to each individual student.
- **The Institute for the Development of Young Leaders will** connect students to their communities through service learning to inspire them to learn and rebuild communities.
- **The Institute for the Development of Young Leaders will** help foster civic responsibilities and leadership through integrating service learning into the curriculum.
- **The Institute for the Development of Young Leaders will** provide comprehensive educational opportunity.
- **The Institute for the Development of Young Leaders will** provide parents opportunities to engage in the educational setting and fully participate in the education of their student.
- **The Institute for the Development of Young Leaders will** inspire learning in our students by making every lesson, every academic instruction applicable to real-life in real-time.
- **The Institute for the Development of Young Leaders will** focus on supporting student learning and not on teaching an agenda.
- **The Institute for the Development of Young Leaders will** provide inspiring and inspired educators who are highly qualified.
- **The Institute for the Development of Young Leaders will** provide meaningful professional development opportunities for educators.
- **The Institute for the Development of Young Leaders will** hold teachers accountable by linking student learning/performance and outcomes to teacher employment contracts and salaries.
- **The Institute for the Development of Young Leaders will** use research and evidence based best practice methods.
- **The Institute for the Development of Young Leaders will** provide programs to address students and community needs attributable to high-poverty, including literacy, small class size, extended day, and summer programming, and social and health services.

### **EDUCATIONAL FOCUS:**

*Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school*

Many children are “left behind” by North Carolina Public Schools because of their special circumstances, needs, and unique ways of processing, integrating, and interacting within the school environment. Education that focuses on real life application of the skills taught and the knowledge gained will engage learners. In order to inspire, motivate and empower our students the Institute for the Development of young Leaders (IDYL) will provide our students with civic and community leaders as mentors, community project based learning, and service learning opportunities to create change where there is need.

The Institute for the Development of Young Leaders will build practical and fundamental leadership skills in students to prepare them to use their education to affect change. The connection between academics and community improvement and individual accomplishment will be the corner stone of the Institute.

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The key to this transformative experience is in the trusted, respected relationships that will be forged between staff, and students, teachers, mentors, and parents. Students will be coached by caring, compassionate, competent, inspired teachers and staff.

Assessments and Personal Development Plans (PDP) will be coordinated and developed by the child, family, social worker and teacher/mentor. This PDP will be used to identify strengths, areas of need, and set goals for the school year. Another key component is the case management and family support services that will be provided as needed, to each student to address social, economic, or health issues. A family specialist who will assess and address non-academic needs, through linkage, referral and coordination of services, will follow each student. These services are not limited to school but will be community based if needed.

The expectation is that all students engage in the educational process to bring change to their community through change in their thinking, beliefs, values, and behavior.

The Institute for the Development of Young Leaders will focus on student learners' mastery of core subjects through the use of NC standard course of study while integrating project learning to allow students to gain deeper knowledge and higher level thinking skills; allowing students to become full participants in acquiring knowledge.

### EDUCATIONAL PHILOSOPHY, CURRICULUM AND METHODS

The Institute for the Development of Young Leaders' educational philosophy is to foster in students an ongoing commitment to themselves and others and;

- Provide opportunities for students to experience different types of community service
- Help students gain a deeper understanding of their unique interests, talents, and skills
- Deepen every student's commitment to the global community
  - Enhance students' understanding of the ways community systems work, empowering them to act as advocates
  - Support systematic instruction, in which teachers plan activities to help students acquire leadership skills and academic competency
- Integrates project work, in which students conduct in-depth investigations of important topics and apply skills and strategies to solve real world problems, as part of the academic instruction.

Through the project-based service learning model and the cross-discipline curriculum, the students will acquire mastery of the subject areas and develop an understanding of responsibility to themselves and the larger community. The inspired, young leaders will possess knowledge and be able to apply it to the principles of citizenship and responsibility.

“Too often the practices of contemporary schooling deny students the chance to engage the relevant domain culture, because that culture is not in evidence. Although students are shown the tools of many academic cultures in the course of a school career, the pervasive cultures that they observe, in which they participate, and which some enter quite effectively are the cultures of school life itself. These cultures can be unintentionally antithetical to useful domain learning. The ways schools use dictionaries, or math formulae, or historical analysis are very different from the ways practitioners use them. Thus, students may pass exams (a distinctive part of school cultures) but still not be able to use a domain's conceptual tools in authentic practice 8

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The Institute for the Development of Young Leaders students will become informed citizens who develop the capacity to contribute to the needs of our local and global communities through various service learning opportunities. From managing school based projects to community based projects, from planting trees to collecting and organizing food, students participate in hands-on experiences, helping address real world problems such as hunger, homelessness, and environmental degradation. The focus on personal growth and development of leadership skills serve to empower students to fully participate in their education, own their lives, and serve their community.

As the curriculum is project based. The students at varying levels and stages of their academic learning will assess community needs, identify strength, discover their passions and gifts to contribute, explore barriers, develop and manage projects, interrelate with leaders, and through personal growth and leadership development will engage in implementing a project or service. Their academics will become meaningful as theory and practice meet and transport the project into various stages of development. The students' sense of citizenship and responsibility to the community as well as social justice principles will be developed. The curriculum provides instruction, and practical application of academic learning. The focus on personal growth and development of leadership skills serve to empower students to fully participate in their education and greater community and provides them the why.

John Dewey believed students learned best through hands-on learning involving concrete projects with practical applications, rather than through rote memorization. He felt that children construct their own knowledge by actively participating in the learning process, rather than simply assimilating information. The Institute for the Development of Young Leaders' model of educating children is based on this belief.

The Institute for the Development of Young Leaders is unique among public elementary schools because of its project based, service learning educational model designed to engage children who are failing or at risk of failing.

Project based means the opportunities afforded students to make choices, ask questions, plan their own projects, solve their own problems, and think critically and independently. This helps children develop their own sense of worth and their ability to be self-directed and creates ownership in their education.

### Unique Contributions

Fostering leadership skills amongst students

Collaborating with community partners on community improvement projects

Engaging in community-based real world/life projects

Investigating and examining community problems and identifying and influencing solutions

Matching children with professional mentors

Creating new opportunities for teachers as life coaches and community leaders

Family services will be actively provided as appropriate as part of the program to ensure student success without exception

A focus on increasing student achievement and satisfaction in school

Involvement of community partners in the educational process through school-based activities

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Extended school day (educational instruction and strategies to meet educational objectives will take place from 8am to 6pm)

At The Institute for the Development of Young Leaders, Children undertake many cooperative projects and have frequent interactions with peers. These situations provide opportunities to practice group problem-solving, democratic decision-making, consensus building, conflict resolution, and respect for others. Emphasis is placed on building understanding and appreciation of diverse ideas and backgrounds.

Children in early elementary grades start with direct personal experiences with time, space, and roles in society as they begin to construct knowledge of social studies, science, math, art and language. This begins with their classroom interactions. They take walks around the neighborhood, go on field trips around the city, invite guests with varied occupations into their classrooms, act out adult roles in their dramatic play, and map out their community. It progresses into service projects geared towards a deeper understanding and the development of critical thinking skills and ultimately higher level thinking. Students are called upon to actively engage in learning by application of the material into a real life real time project

Five principles inform our focus and speak to our educational philosophy.

1. Comprehensive educational services- addressing all barriers to academic achievement
2. Learners are leaders-Service learning gives them context in which to apply academic skills, at the same time developing their initiative, their habits of inquiry, and their ability to collaborate
3. Project based- active learning is an essential factor in mastery of subject areas
4. Teacher as coach-individual coaching supports academic achievement
5. Collaboration is necessary to the valuing and developing of an educational system and all of its stakeholders.

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**GOVERNANCE**

The Institute for the Development of Young Leaders (IDYL) is a PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

**Name of Private Nonprofit:** The Institute for the Development of Young Leaders

**Mailing Address:** 1803 Chapel Hill Road

**City/State/Zip:** Durham, NC 27707

**Street Address:** same

**Phone:** 919-401-8000

**Fax:** 919-401-8006

**Name of registered agent and address:** Yvette Munroe 1803 Chapel Hill Rd. Durham, NC 27707

**FEDERAL TAX ID:**

**TAX-EXEMPT STATUS (501 (c)(3))** (G.S.115C-238.29B(b)(3))

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

Yes (copy of letter from federal government attached)

No

**NOTE:** 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. (G.S.115C-238.29E(b))

**PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)**

*If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email:*

The Institute for the Development of Young Leaders does not plan to contract for services with an educational management organization or charter support organization.

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

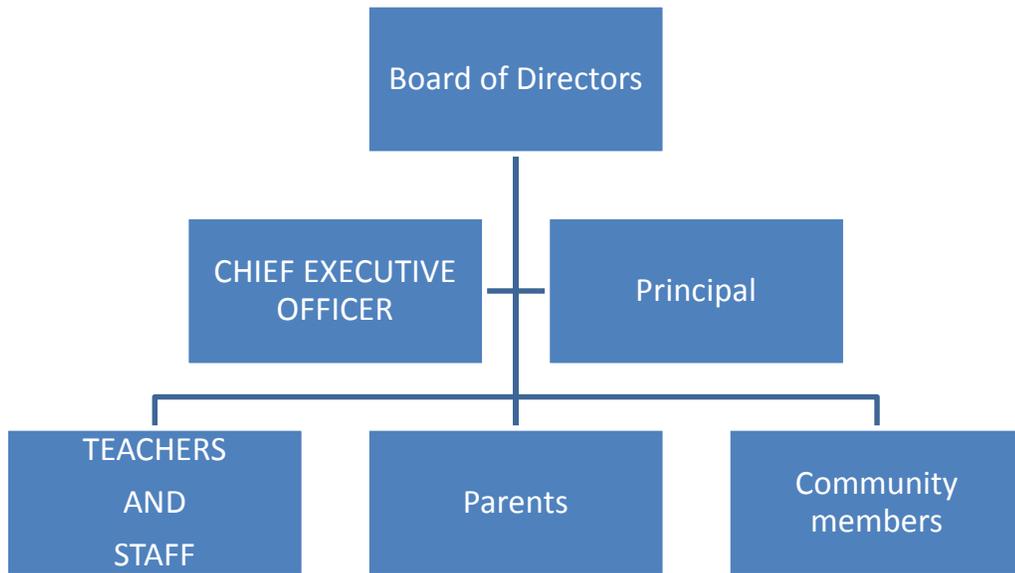
### **ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT:** (GS 115C-238.29B (b) (3); GS 115C-238.29E (d))

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

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

*A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.*

### **ORGANIZATIONAL CHART**



- Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.

# **THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

## **BOARD OF DIRECTORS**

**YVETTE J. MUNROE, CEO, Covenant Community Partners LLC**

**JUNE ROBERTSON, Quality Assurance and Training Director**

**NIESSA WELLS, Licensed Teacher**

**VICTORIA MOTTLEY, Licensed Teacher**

**COURTNEY MUNROE, Chief Financial Officer**

**JENNIFER ROUNDS-BRYANT, Psychologist**

**DELICE COFFEY, Psychologist**

**EUGENE NICHOLAS, Certified Public Accountant**

**CHRISTOPHER EDWARDS, Psychologist**

**DONNA-MARIA HARRIS, Communications Specialist**

**LATOYA WILLIAMS, Business Analyst**

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

YVETTE J. MUNROE

[yvette.munroe@covenantcommunitypartners.org](mailto:yvette.munroe@covenantcommunitypartners.org)

49 Forest View Drive

Durham, NC 27713

### **EDUCATION**

Bachelor of Arts, '87

**Antioch College**, Yellow Springs, OH

### **MAJOR CAREER ACHIEVEMENTS**

Created, developed and provided leadership, vision and oversight to an agency of human service professionals, and Qualified Mental Health Professionals that is nationally accredited

Created, developed, managed and led a 4 star child development and early education center

Counseled teenagers in independent living programs

Provided parenting skills training

Business owner

Educator

### **RELEVANT PROFESSIONAL HISTORY**

**Covenant Community Partners** Durham, NC March 2006 - Present

**Chief Executive Officer**

**Orange Person Chatham Area Program** Chapel Hill, NC February 2005-2006 **Clinical Case Manager Supervisor**

**Family Resource Center** Raleigh, NC 2004-2005 **Family Specialist**

**Love First Christian Academy Durham, NC** December 1998-2005

**CEO/ Director/Lead Teacher**

**Durham County Department of Social Services** Durham, NC October 1994- December 1998 **Foster Care Social Worker III**

**Child Welfare Administration Brooklyn, NY** July 1991 - September 1994 **Foster Care Social Worker Supervisor**

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

June Robertson 1901 Abby knoll Drive, Apex, NC, [ghsiyj@aol.com](mailto:ghsiyj@aol.com),

**Covenant Community Partners Raleigh/Durham, NC**

**March, 2006- Present QA/QI, Training Director**

- Plan, develop and implement strategy for staff training and development, establish and maintain appropriate systems for measuring necessary aspects of staff training and development
- Plan, develop and implement strategy for personnel management and development (including recruitment and selection policy/practices, discipline, grievance, counseling, pay and conditions, contracts, training and development, succession planning, morale and motivation, culture and attitudinal development, performance appraisals and quality management issues)
- Develop and implement quality management strategy and plans, including resource, systems, timescales, financials, to support, contribute to, and integrate within, the organization's annual business plan and long term strategy. .
- Develop and maintain systems to measure performance against established standards; Monitor performance according to agreed standards and take necessary action to communicate/advise/assist according to performance levels **Family Resource Center Raleigh, NC September, 2004- May, 2006 In Home Social Worker**
- **Love First Christian Academy Durham, NC July, 2001- March, 2005 Assistant Director/Lead Teacher Chesterbrook Academy Cary, NC March, 1999- July, 2001 Lead Teacher**

***Bachelor of Arts, 1987***

Antioch College, Yellow Springs, OH

Human Development

Minor in Legal Studies

**THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

**Nissa Bennett 13 S. Berry Meadow Ln ♦ Durham, NC 27703 ♦ (917) 929-5042 ♦**

**WORK HISTORY**

9/2009- Present	Exceptional Children's Coordinator
9/2004-6/2008	Exceptional Children's Teacher
9/2002-9/2004	Special Education Teacher, Public School
9/2001-9/2002	Special Education Teacher, Public School

**EDUCATION**

Masters Degree Special Education, Hunter College, NY, NY	2002
Bachelors of Arts Degree, Hunter College, NY, NY	1998

**LICENSES AND CERTIFICATES**

- Special Education
- Deaf and Hearing Impaired
- PreK- 6<sup>th</sup> Grade

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

**Victoria A. Mottley**  
2411 Scots Pine Crossing  
Durham, North Carolina 27713  
(919) 294 - 6611

E-mail: [victoriam76@yahoo.com](mailto:victoriam76@yahoo.com)

**Education:** Shaw University, Raleigh, North Carolina  
Bachelor of Arts, Elementary Education, May 1999

### **Career Experience:**

**1/08- Present** Teacher, Fourth Grade Teacher Counsel Representative (2010-11), United Way Liaison

**10/00-1/08** Teacher, Co-Grade Leader, United Federation of Teachers (UFT) Consultation Team Member

**6/99-7/00** Teacher, Parent-Teacher Association Member  
*Julius I. Foust, Greensboro, NC*  
Fourth grade teacher, prepared low performing students in areas of literacy (Four Blocks Model), mathematics, and other areas.

**2/98-5/99** Head Counselor, Arts & Crafts Coordinator  
*A.E. Finley YMCA, Raleigh, NC*

### **Teaching License:**

**7/11-6/16** Renewed: State of North Carolina License  
Elementary Education (grades K-6)

**7/06-6/11** Renewed: State of North Carolina License  
Elementary Education (grades K-6)

**9/02-6/08** New York City Department of Education License  
Teacher of Common Branch Subjects (grades 1-6)

**10/00-8/02** New York City Department of Education Temporary License  
Teacher of Common Branch Subjects (grades 1-6)  
**7/99-6/00** State of North Carolina License Elementary Education (grades K-6)

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

**Courtney Munroe**

**Work of experience**

**49 Forest View Place, Durham, NC 27713**

**919-806-0905 • cemunroe2@aol.com**

**Covenant Community Partners**

**May 2006 thru Present**

**Durham, North Carolina**

***Chief Financial Officer***

**Provide financial management for a multi-million dollar revenue producing organization**

**Develop financial policies**

**Develop budget**

**Participate in strategic planning**

**Developed new businesses and streams of income**

**Assessed the profitability of all potential contracts or business relationships and advised the Executive team**

**Oversees the management and coordination of all fiscal activities**

**Oversees and coordinates all payroll activities and contracts**

**Monitor banking activities**

**Ensure adequate cash flow**

**Advise Executive Team and purchase cost effective benefit plans which the organization may offer its employees.**

**Develop monthly reports including reconciliation with funders and pension plan requirements, as well as financial statements and cash flow projections**

**Oversees accounts payable and accounts receivable**

**Oversees business insurance plans and health care analysis**

**Oversees the maintenance of inventory of all fixed assets**

**Foster and cultivate business opportunities and partnerships**

**St. John's University, Queens, New York**

***Bachelor of Science in Finance***

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

### JENNIFER L. ROUNDS-BRYANT, PhD

P.O. Box 14413

Research Triangle Park, NC 27709

(919) 596-8159

[drjenn@frontier.net](mailto:drjenn@frontier.net)

### EDUCATION

#### **Ph.D., Clinical Psychology**

University of North Carolina, Chapel Hill, NC, 1995.

Dissertation: Relationship between Self-Efficacy and In-Treatment Drug Use Behavior

Chair: Linda Craighead, PhD (no longer with University)

#### **M.A., Clinical Psychology**

University of North Carolina, Chapel Hill, NC, 1993.

#### **B.S., Psychology**

Northern Illinois University, DeKalb, IL, 1989.

Honors: Magna cum Laude

### ACADEMIC EXPERIENCE

**2006 to date**, Part-time Faculty, School of Social Sciences, University of Phoenix, Phoenix, AZ. Facilitate graduate-level internet-based courses in the areas of addiction psychology (three courses) and general psychopathology (one course). Responsibilities include course design and facilitation, correspondence with students, managing assignments, assigning grades, and dissertation committee membership via the internet.

**2003 to date**, Part-time Faculty, School of Public Service Leadership, Capella University, Minneapolis, MN. Manage dissertation, manage comprehensives, and facilitate courses in the areas of criminal justice, human services, and public service leadership. Responsibilities include course facilitation, correspondence with students, managing assignments, assigning grades, and comprehensives and dissertation committee membership via the internet

**2002 to 2005**, Assistant Professor, Department of Psychology, Northcentral University, Prescott, AZ. Facilitated graduate-level internet-based courses in the areas of addiction psychology (three courses) and general psychopathology (one course) Responsibilities included course design and facilitation, correspondence with students, managing assignments, assigning grades, and dissertation committee membership via the internet.

### PROFESSIONAL EXPERIENCE

**10/2011 to Present**. Clinical Director, B & D Behavioral Health Services, Durham, NC. Responsible for administrative and clinical supervision of staff; ensuring appropriate assessments for adults, children, and adolescents; implementation of best practice and emerging practice protocols in mental health and substance abuse for adults, children, and adolescents; ensuring continuity of care for adults, children, and adolescents; reviews of service quality and fidelity to service models for substance abuse and mental health; and development and implementation of plans and protocols for staff training and supervision.

**3/2010 to 11/2010**. Clinical Director, TASK, Inc., Raleigh, NC.

Responsible for administrative and clinical supervision of staff; design of the mental health and substance abuse treatment protocols for adults, children, and adolescents; ensuring appropriate assessments for adults, children, and adolescents; implementation of best practice and emerging practice protocols in mental health and substance abuse for adults, children, and adolescents;

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

DELICE COFFEY, MA, LPA  
1804 MLK Jr. Parkway Suite 210 Durham, NC 27707 (704) 201-2460  
Email [xcoffey@aol.com](mailto:xcoffey@aol.com)

### ACADEMIC TRAINING

NC Central University  
Master of Arts – Cum Laude  
Clinical Psychology

NC Central University  
Bachelor of Arts  
Psychology

Institute for Reality Therapy  
Certification

### LICENSES AND CERTIFICATIONS

2010 - Mental Game Coach Certification  
2010 - Certified Sport – Fitness  
2008 - Clinically Certified Juvenile Treatment Specialist  
2000 - Certified Domestic Violence Counselor  
2000 - Certified Behavioral Therapist  
2000 - Certified Cognitive Therapist  
1993 - Licensed Psychological Associate  
1986 - Certified Reality Therapist  
1984 - Certified Youth Officer

### PROFESSIONAL EXPERIENCE

1993 - Present **Living Well Centre, Inc.**  
*CEO/Psychologist*

Psychological Testing, Outpatient Psychotherapy, Research, Psychiatric Services, Community Supports Services,  
Bio-behavioral Medicine and Consultation

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

**Eugene (Gene) Nicholas, Jr., CPA, MBA**  
**1000 Centre Green Way, Suite 200**  
**Cary, NC 27513, Morrisville, NC 27560**  
**919-228-6309 Fax: 919-869-2202**  
E-mail: enicholascpa@nc.rr.com

Licensed Certified Public Accountant with the North Carolina State Board of Certified Public Accountant Examiners  
Member of the American Institute of Certified Public Accountants  
Member of the North Carolina Association of CPAs

**CURRENTLY:**

Owner of Public Accounting firm (Eugene E. Nicholas, Jr. CPA)

**PREVIOUS EXPERIENCE INCLUDES:**

Senior Manager in public accounting firm;  
Vice President of Finance and Development for a non-profit institution;  
Chief Financial Officer for a manufacturing company; and  
Financial Planner in the insurance industry

**EDUCATION:**

Bachelors of Science Degree in Accounting from Hampton Institute (University)  
Masters of Business Administration from Pfeiffer University

Service areas include the following:

Audit and review of corporate and non-profit entities

Tax preparation for individuals, businesses and non-profits

Provide consultation on GAAP (generally accepted accounting principles). Computer System and Software  
Consultation (QuickBooks Pro Advisor)

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

CHRISTOPHER LEVON EDWARDS, Licensed Clinical Psychologist #2715, NC

Associate Professor, Department of Psychiatry and Behavioral Sciences

- 2011 - Present Associate Professor of Psychiatry, Division of Medical Psychology, Duke University Medical Center
- 2011 – Present Associate Professor of Psychology-Social & Health Sciences, Duke University
- 2011 – Present 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 – 2010 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

### **PROFESSIONAL TRAINING AND ACADEMIC CAREER:**

- 2011 – Present Associate Professor of Psychology-Social & Health Sciences, Duke University

Associate Professor, Department of Psychiatry and Behavioral Sciences

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

Donna-Maria Harris 150 Dogwood Lane  
Wake Forest, NC 27587  
919-630-7227 / [epoxy@nc.rr.com](mailto:epoxy@nc.rr.com)

**EDUCATION:** North Carolina Central University, Durham, NC Student - Public Administration

Graduate Program

North Carolina Central University, Durham, NC

Bachelor of Arts, Political Science/concentration in Public Administration - Summa cum Laude

### **SUMMARY STATEMENT:**

Media and communications professional with 10+ years' experience in media, marketing, communications, campaign development, community outreach, public relations, event management, and broadcast & print production.

### **EMPLOYMENT HISTORY:**

July 2011 – Present Communications Coordinator/Senior Public Affairs Specialist City of

Raleigh Office of Sustainability

- Jan.2010–Present Program Manager, Marketing/Communications Director TeenFest Foundation
- April – October, 2010 Consultant / Marketing and HR Soft Skills Development TASK, Inc. Raleigh, NC
- June – August, 2010 Instructor – Intro. To Mass Media

Upward Bound – Renaissance Summer Program

- Sept., 2006 – Jan., 2010 Marketing Director WLFL & WRDC Television Stations. Raleigh, NC
- Sept. 2007 – Dec. 2009 Consultant / Instructor – Soft
- July, 2005 – Sept., 2006 Regional Manager Partnership for a Drug-Free America. New York, NY
- Nov., 2001 – July, 2005 Media Campaign Coordinator

Partnership for a Drug-Free NC Winston-Salem, NC

- Feb. - Sept., 2001 Public Service & Information Specialist/ Field Producer & Reporter

Mecklenburg County Government / Fighting Back Program. Charlotte, NC

- Feb., 1999 – Feb., 2001 Community Affairs Director, Producer, On-Air Talent FOX 18 WCCB TV. Charlotte, NC

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

**Latoya M. Williams**

120 Milpass Drive, Holly Springs, NC 27540 – (917) 622-6047, toyaisbless@yahoo.com

Administrative professional with nearly 20 years of experience in: planning, developing and implementing communication strategies, and; creating organizational development polices and procedures. Skilled program manager with strong leadership skills and teamwork focused orientation. Budget Analyst experienced in managing fiscal resources and in developing budget plans.

### **RELEVANT EXPERIENCE**

Project Development

- Worked with team of experts in various fields to develop policy and procedures for organizations Process Improvement
  - Created new departmental procedures manual.
  - Developed assessment system to determine organizational training requirements

Management Support

- Developed procedures for supporting team of executive managers

Data Analysis

- Improved office budget tracking capability by compiling quarterly budget reports, financial spreadsheets, organizational charts, and company data reports using advanced Microsoft Excel functions

### **WORK EXPERIENCE**

U.S. Environmental Protection Agency June 2005 to July 2010, **Special Emphasis Program Manager**, August 2008 to October 2010 **Administrative Specialist** January 2011 to Current **Budget Analyst** Research Triangle Park, North Carolina

Manage 1 million dollar budget using specialized financial management software

Work with project managers to ensure expense plans are implemented

Prepare comprehensive analysis reports comparing actual and budgeted expenses

Provide training for office members on the organization's financial management system

Implements short-term and long term tracking strategies to manage fiscal resources

Prepares financial statements and balance sheets

Monitor various databases to keep track of each category of agency-allocated budget

Dunamis Life Christian Center Fuquay-Varina, NC August 2008 to Current

### **Administrator**

Plan, organize, direct, and manage various internal and external services for the church

Coordinate and design outreach strategies for the local community including nursing home visits, hosting concerts with free food for the community, etc.

Create promotional materials (i.e., flyers, public service announcements, newspaper advertisements, etc.) for community outreach programs

Ensure timely, efficient, and cost effective delivery of all administrative services

Develop and maintain productive and supportive working relationship between church staff, the clergy, and the congregation

Train, mentor and evaluate the administrative staff of the church

### **Education**

**Bachelor of Arts Degree - Business Administration (Management Concentration): December 2009**

**Strayer University, Cary, North Carolina**

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

### **Articles of Incorporation of the Institute for the Development of Young Leaders**

The name of the corporation is The Institute for the Development of Young Leaders.

The corporation is a subordinate corporation created under the authority of the North Carolina Department of Public Instruction.

This 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.

The name and address of the corporation's initial agent for service of process is:

Yvette J. Munroe  
1803 Chapel Hill Road  
Durham, NC 27707

In the event of the dissolution of the Corporation for any reason, any assets of the Corporation remaining after compliance with applicable laws will be distributed to other nonprofit corporations organized for charitable and educational purposes under 501(c)(3) of the Internal Revenue Code of 1986.

### **BY-LAWS OF:**

#### **The Institute for the Development of Young Leaders**

##### **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 1803 Chapel Hill Road, Durham, North Carolina 27707.

**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.

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

**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 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.

**CHAIRPERSON OF THE BOARD:** There may be a Chairperson of the Board of Directors elected by the Directors

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

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 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

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

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.

**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,

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

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.

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.

**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

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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.

**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

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**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 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 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**

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**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 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 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

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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.

**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**

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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 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 By-laws 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.

**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;

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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.

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.

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“When families, schools, and communities work together, student achievement improves, Teacher morale rises, Communication increases, family, school, and community connections multiply.”<sup>9</sup>

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:

**1. SELF GOVERNANCE:** The Institute for the Development of Young Leaders will establish a Parent Action Committee (PAC). This committee will be made up of all parents of the school. At a meeting held on “Opening Night” parents will nominate and elect a 7-member board to organize parent activity and engagement and report needs and issues to the school board for consideration of policy change. The PAC will hold regular meetings for all parents to voice concerns or satisfaction. The PAC board will develop, share and implement a plan for parent involvement and satisfaction with the school and document success. The PAC board will be made up of parent volunteers and from time to time other members of the committee (parents) will be solicited to be involved in the board. The board will develop policy for the committee.

**2. COMMUNICATION:** That is intentional, inviting, meaningful, and supportive will be promoted by the following: Prior to the beginning of each school year there will be a school wide back to school barbecue. Alternatively, there will also be an opening night event. Both activities will serve to engage parents and staff in becoming familiar with each other and the goals for the school. It will also serve as the official PAC meeting wherein each year new parent leaders are selected to spearhead the work of the PAC. At the end of each quarter, a family fun night will be held. At these events parents will have opportunity to learn about school’s success, challenges, and engage with their students’ teachers informally. At least 3 times a year parents will be invited to workshops, parenting support classes or trainings, Parents will also have opportunities to volunteer in the classrooms, observe their child and have access to a family resource center. A room that is their own at the school will give parents a sense of community, ownership, and belonging. This will empower and engage them in being partners in education. A space where homework can be done, parents can meet with other parents, and activities to support the school community can be carried out. There will also be family support specialists who will be charged with providing families with additional support as needed.

To facilitate regular, formal communication, each classroom teacher will post information about class activity and homework on their webpage, Parent Satisfaction Surveys will be conducted quarterly and the results will be used to inform decisions and identify goals for upcoming school year, communication logs that have to be signed and returned will be sent home daily, along with materials about how to support children at home, parent conferences will be held monthly, homework requiring parent participation will be included in each child’s homework, telephone calls, email blasts, and Facebook will be used for communication.

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Additionally school leaders will:

1. Provide workshops
2. Provide information sessions about programs for gifted and talented students
3. Involve parents in ongoing training on topics such as being an effective advocate, identifying and supporting learning styles, resolving difficulties, and fostering student achievement.
4. Match new families at the school with a buddy family to show them the ropes.
5. Frequently share the school's policy and procedures for resolving parent concerns. Cover how to define the problem, whom to approach first, how to develop solutions, and so forth.
6. Encourage parents to address problems early.
7. Develop a Parent Bill of Rights.
8. Provide a school handbook, workshops, and/or Web-based materials to explain all school policies and procedures to families.
9. Publicize any successful changes in the school that resulted from parent initiation and involvement.
10. Facilitate parent participation in school committees.

### **Community Involvement**

The Institute for the Development of Young Leaders is committed to the ideals of partnership. We believe that without strong, positive partnerships whatever exists is less than it could be. We also believe that real partnership is inclusive of a diverse group of persons with a legitimate role and interest in our community's success and the ability to contribute uniquely. Therefore, our organizational structure is made up of partners who share a common interest and commitment to creating a community of young learner leaders and inspired educators.

As part of the expanded curriculum our students will be paired with professional mentors from time to time and community based projects and service learning projects will be engaged in after consulting and partnering with community leaders. Bi-annually stake holder satisfaction surveys will be conducted to assess school's success and inform school policy.

The projects are designed to address the local needs of the community will result in a healthier, more successful community and will inspire both students and members of the larger community to become involved in community building initiatives to meet the needs of the citizens.

The Institute for the Development of Young Leaders will sponsor career days and hold community resource fairs in an ongoing effort to engage community members with school participation.

### **PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES FOR THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

The comprehensive educational services we provide must above all else make a positive difference in the lives of the students, families and communities in which they live. The most important indicator of school success is found in the academic achievement of its students

### **ASSESSMENT OF SCHOOL SUCCESS**

- We will know we are successful when 85 percent of our students perform on or above grade level on the standardized tests and there is a waitlist of students wanting to enroll in the school.

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- Students will have measurable increased academic success each year as measured on the benchmark assessments at the beginning and end of each school year.
- 75 percent of students will perform at or above grade level at the end of the 1<sup>st</sup> school year as measured on the standardized tests in the Spring of each year
- 80 percent of students will perform at or above grade level at the end of the 2<sup>nd</sup> year as measured on the standardized tests in the Spring of each year
- 85 percent of students will perform at or above grade level at the end of the 3<sup>rd</sup> year as measured on the standardized tests in the Spring of each year
- 90 percent of students will perform at or above grade level at the end of the 4<sup>th</sup> year as measured on the standardized tests in the Spring of each year
- >90 percent of students will perform at or above grade level at the end of the 5<sup>th</sup> year as measured on the standardized tests in the Spring of each year
- 90 percent of students will achieve 1 year academic growth
- 90 percent of students will experience 3 or fewer days absent from school as measured by attendance records at the end of each school year.
- Students will exercise and demonstrate community responsibility and leadership skills as measured by participation in service learning projects, annually.
- 90 percent of students experiencing behavior problems will experience a decrease in challenging behaviors in the classroom as measure by teacher assessment at each marking period.
- 100 percent of Students will participate in a mentorship or community experience with a local leader as measured by assessment of teacher/mentor, at the end of each school year.
- Annual financial reports will document financial resources at or above the budget needs as recorded, documented and verified by audits or financial statements of CPA.
- Annual performance evaluation of CEO will document CEO's job performance meet or exceeds expectations
- Annual employee evaluation will document 90 percent of all employees meet or exceeds expectations
- >95 percent of Students will achieve measurable improvement in their academic, social, emotional, and behavioral functioning as measured by benchmark assessments and successfully reaching goals of their Personal Development Plan.

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- 85 percent of Students will demonstrate mastery of subjects taught as measured by authentic assessments at the end of each marking period.
- The Institute For The Development Of Young Leaders will receive an 80 percent minimum approval rating from parents quarterly on parent satisfaction surveys
- 80 percent of parents will report improvement in behavior of students
- 75 percent of parents will attend parent, meetings, conferences, trainings and workshops
- The Institute For The Development Of Young Leaders will receive at minimum 80 percent satisfaction rating from stakeholders biannually
- The Institute For The Development Of Young Leaders will receive 90 percent satisfaction rating from staff bi-annually
- The Institute for the Development of Young Leaders will achieve 90 percent staff retention over a period of 5 years.

### **ADMISSIONS POLICY** (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

### **ADMISSION POLICY:**

#### **Application Period and process:**

The Institute for the Development of Young Leaders' School Board will begin accepting applications from January 1, 2013 until April 1, 2013 then begin the enrollment process.

1. Applications will be made available online and at the school throughout the dates of December 2 through April 1 of each year for enrollment in the upcoming school year. Any NC student of elementary and middle school years is eligible to apply. The Institute for the Development of Young Leaders will receive completed applications for enrollment by posted deadline. All applicants who submits a completed application during the application period and meets the legal admission requirements shall be eligible.
2. If The Institute for the Development of Young Leaders is over-subscribed at the end of the enrollment period, then all the applications go into the lottery.

The **lottery** is a system of random selection of applications that identifies students for enrollment and then generates the school's waiting list. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list. The public lottery will occur soon after the closure of the enrollment period. School will choose the lottery drawing at a publicly announced parent teacher meeting, school board of trustees meeting, or a community meeting.

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### **Lottery Process:**

The time, date and place of the lottery shall be clearly stated on the application form. The lottery shall be open to the general public. Separate individuals will draw, record, and verify the results of the lottery. The lottery will be random with each applicant having an equal opportunity to be selected.

The lottery shall continue until all eligible applicants have been selected and the remainder placed on a priority listing in order of selection.

The Institute for the Development of Young Leaders will place those applications received by the deadline in order of their submission on a priority list and then all other applications should be placed after them in order of their submission on that priority list.

As class space becomes available, The Institute for the Development of Young Leaders will offer enrollment to the applicants in the order they appear on the priority listing until the school has offered enrollment to the number of applicants equal to the number of available positions in the class, or grade level for which the lottery is being conducted.

Any offer of enrollment will be sent by mail with a deadline within a time frame by which an applicant must accept the offer. If an applicant does not accept enrollment by the specified deadline, the school shall offer enrollment to the next applicant on the priority listing.

Applications received after April 1st will be added to the priority listing for that class or grade level that they are applying for, in the order in which they were received. If more than one application is received simultaneously, a lottery will determine placement

If, prior to the end of the enrollment period a position becomes available in the, class, or grade level for which a priority listing exists, then the school shall offer enrollment in that class, or grade level to the next applicant on the priority listing.

### **Priority Listing:**

The Priority listing will remain in place for the applicable enrollment period. After such time, a new priority listing will be created based on the next year's applicant pool. The application process will start new each year with all interested applicants needing to re- apply.

### **Eligible Applicant:**

All applicants must be eligible within Public School Law.

### **Process for Admission:**

1. Completion and submission of student application form by parent or legal guardian by due date
2. Applications will be reviewed for completeness. Lottery cards will be assigned to each applicant.
3. The timing of the lottery will be aligned with other area charter, magnet, and private school application dates. The lottery will be conducted by The Institute for the Development of Young Leaders volunteer unaffiliated with the school or board. Applicants will receive confirmation of being in the lottery, the date, time and place. All lottery names will be placed in a large container and the volunteer(s) will draw cards from the container. This will be a public lottery and openings will be filled in each grade and class in the order drawn.
4. A numbered waiting list for each grade level may be established to fill slots that become available at a later date during the academic year. In the opening year, 120 student seats will be available (20 seats per grade K-5).

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5. Children of current faculty members are exempt from the lottery, provided their number does not exceed the number of available seats in a given grade. Children of the Board of Directors are exempt from the lottery in the opening year only, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less. If multiple birth siblings apply for admission to The Institute for the Development of Young Leaders and a lottery is needed, The Institute for the Development of Young Leaders shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

### **Process for withdrawals or transfers:**

Students/families requesting transfer to another educational institution, for reasons of discipline or personal preference, will be processed immediately upon written request to the School Principal, and records will be sent by the Office Manager to the transferring institution as soon as possible and/or within 48 ho

## **EDUCATION PLAN**

### **INSTRUCTIONAL PROGRAM:** *(G.S. 115C-238.29F (d))*

Provide a detailed description of the overall instructional program, including the following:

## **EDUCATIONAL THEORY**

### **FOUNDATION OF THE MODEL AND INNOVATIVE OFFERINGS**

Every student deserves emotional environments that engages them in learning and discovery that is culturally sensitive and connects to their experiences hopes and dreams. The strategies, curricula, environment, & teacher as coach/mentor/guide are used to support educational achievements. Project based learning freely crosses disciplines causing understanding and knowledge growth and sustainability far beyond traditional teaching.

John F. Kennedy said, "Leadership and learning are indispensable to each other." Learning outside of a contextual real life framework of which the learner is (talents, gifts, and ambition) does little to engage, motivate and inspire students to learn. It fails to give an authentic reason for learning. There is no single more influential reason for learning than power; Power to communicate, power to influence your surroundings, power to change your outcomes, power to lead. Rigorous learning should produce critical thinkers, problem solvers, decision-makers, world changers, and limit shatters.

Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

The Promise of The Institute for the Development of Young Leaders is more than just a school; it is a comprehensive, empowering community of learners designed to promote an unequaled experience in education. It will challenge student learners, teacher learners and administrator learners to demonstrate excellence, commitment, and pursue and develop opportunities and abilities to create positive change and foster collaboration. Schools have not addressed the needs of the whole child; educational, social, emotional, behavioral, and familial.

"Many of America's schools are failing because for many Americans our society is failing. Pushing for more... are only diversions if we fail to broaden our efforts beyond the school house door,"<sup>10</sup> Charles Murphy, Durham, NC.

## **THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

Noted educator John Dewey believed students learned best through hands-on learning involving concrete projects with practical applications, rather than through rote memorization. He felt that students construct their own knowledge by actively participating in the learning process, rather than simply assimilating information.

This belief has been the subject of many studies which show positive outcomes for students. The Institute for the Development of Young Leaders' model of educating children is based on this belief.

### **English Language Arts**

The Institute for the Development of Young Leaders employs a balanced approach to literacy using the reader's/writer's workshop approach with authentic literature. Students work on developing particular skills while working in small groups for guided reading and phonics instruction. In addition, students study vocabulary and practice their reading skills through read-alouds.

Each month, students study a specific genre of writing such as fiction, memoir, narrative, or biography. Students write, revise and edit their work constantly. In the process, they learn about punctuation, grammar and mechanics. At the end of each writing cycle, teachers host a Writer's Celebration for friends and families during which students share a selected, final "published" work.

### **Mathematics**

The Institute for the Development of Young Leaders uses Investigations in Data, Number and Space as the core material for exploratory instruction and we also use Connected Mathematics starting in grade 6. Students use manipulatives to help make concrete connections with ideas that they are taught. They collect, sort, classify, graph, measure, predict, and interpret statistical information. Along with pencil and paper drills, students work on projects that further their critical thinking and problem solving skills.

### **Science**

Science also is taught as an experimental process, in which students learn to observe, infer, and experiment. Students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills. Students learn to describe objects and events, ask questions, and construct and test their own explanations against current scientific knowledge. They also are taught to identify their assumptions, use critical and logical thinking, and consider alternative explanations.

### **Social Studies**

The social studies curriculum is based on social, cultural and historical issues. Students focus on their own life experiences in kindergarten. As they progress through grades, they study their community, starting with Durham, progressing to the history of the State, American history, move on to communities around the world, and world cultures.

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

### Music

Students learn to appreciate various musical forms and develop an understanding of how the rules and structure in music mirror those of language and mathematics. Students are able to explore music outside of the classroom through our partnership with local musicians in the community.

### Art

The visual arts program at The Institute for the Development of Young Leaders teaches students to approach drawing as another language with which to record their experiences and develop their expressive skills. The arts are integrated into other core subjects of the curriculum and classroom themes throughout the year. Through our partnership with local artist, students are able to experience art with guest artists in addition to regular art classes of The Institute for the Development of Young Leaders.

### Physical Education

Our program focuses not only on the development of basic physical skills but also on nutrition, body awareness, relaxation training, and safety in order to develop life-long physical fitness, and coping skills and healthy lifestyles.

**The Personal Development Plan (PDP)** will identify needs, strengths, goals, and strategies to achieve goals and expected outcomes. These goals will consist of educational, social, emotional, behavioral, and leadership and citizenship.

These goals will be reviewed every 90 days. The expectation is that all students engage in an educational process to bring change to their community through change in their thinking, beliefs, values, and behavior. At the end of each school year the student will participate in a community initiative/project. They will also be graded on the community project based on innovation, meaningfulness, accessibility, written and oral presentation, individual participation and successful implementation. Throughout the life of the project students will engage in team work to assess community needs, develop hypothesis, identify resources, identify unmet needs, (needs that are not the responsibility of an agency or cannot be addressed by existing agencies) Through written and oral presentation they will attempt to persuade members of the student body, school leadership, and staff on the need, practicality and feasibility of the identified project. Students will develop a plan for the project including timeline, deadline, key players, task and roles, budget, and responsibilities of the school community. Students will engage in academic learning through reading and written responses on such topics as what is leadership, ethical dimensions of leadership, implications of leadership, what is community, leadership qualities and actions, history of the community, community improvement plans, leadership behavior, developing yourself for leadership, strengthening leadership skills, community influences, and the social change leader. A field study of leaders and their roles in local organizations including interviewing, shadowing, and experiencing a mentorship relationship with civic, community or business leaders will be required.

The long term effect The Institute for the Development of Young Leaders will have on the community is that of change both for the student and also the community. Through the project-based learning model and the cross-discipline curriculum, the students will acquire mastery of the subject areas and develop an understanding of responsibility to themselves and the larger community. Through the projects the community will increase its service

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

and ability to meet the needs of its citizens. The community will have educated young people that will be committed to the principles of citizenship and the ideas of being a leader and agent of change.

The curriculum will be project based. The students at varying levels and stages of their academic learning will assess community needs, identify strength, discover their passions and gifts to contribute explore barriers, develop and manage projects interrelate with leaders and through personal growth and leadership development will engage in implementing a project or service. Their academics will become meaningful as theory and practice transports the project. The students' sense of citizenship and responsibility to the community as well as social justice principles will be developed. The curriculum provides theory, and practical application of academic learning. The focus on personal growth and development of leadership skills serve to empower students to fully participate in their education and greater community.

The NC Standard Course of Study will be used, with a curriculum that promotes the acquisition of basic skills, knowledge and critical thinking through the practical application of academic skills, and through the development and accomplishment of personal goals. The curriculum will be academically challenging and students will be required to demonstrate mastery by participating in projects that have meaningful, real world, real-time impact that produces change.

The students will engage in leaders in film class, values clarification class, service learning projects and public speaking class. Throughout this curriculum students will be provided with a wide range of opportunities to practice and apply leadership qualities including learning themselves, setting personal goals focused on achieving increased control of emotions and behaviors to produce student desired outcomes, working cooperatively, impacting their communities for positive change, impacting institutions in their community through having a voice as a stake holder, facilitating class discussions, holding key roles in school governance and participating in the development and implementation of annual community projects.

In the curriculum, educational standards that will be addressed include; social studies, history, science, civics, math, reading, writing analytical and critical thinking, debate, theory formulation and practice. Lessons will combine knowledge and application, to support increased ability to communicate ideas clearly, engage in research and synthesize information. The curriculum will challenge students to think critically, and analyze complex, and diverse concepts, and use reasoning judgment and imagination to create opportunities for themselves and community. The hands on project-based learning will accommodate varied learning styles. Within the context of the project, students solidify learning and practice the knowledge through integrating literacy, math, science, arts, history, social studies, and leadership.

The curriculum's goal is: that each student masters essential skills and areas of knowledge. While these skills and areas reflect the traditional academic disciplines, the curriculum's design incorporates the needs of the community and the individual needs of the students to successfully participate and have a stake in their community. The curriculum will combine several school subjects into one active project and is organized to cut across subject-matter lines, bringing together various aspects of the curriculum into meaningful association. It focuses on broad areas of study since that is how children encounter subjects in the real world—combined in one activity. Students will examine multiple disciplines for common skills, concepts, and ideas. Students will apply the reading, writing, math, science, arts, history, social studies, and critical thinking across the disciplines. Students will make connections, pose questions, explore solutions as a means to engage in real-world scenarios and application transfer, and apply knowledge to different contexts and scenarios. Students will use multiple materials and resources, including professional experts and networks, not just textbooks.

## **THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

The curriculum will inspire learning through helping students draw connections from their academic lessons to real life leadership opportunities. The students will experience an extended day (8:00a.m – 6:00p.m.), and weekend and summer programming will also be provided.

Class sizes will be limited to 15 students to 1 teacher. Each student will be required to participate in student governance, and conflict resolution committee as part of their course of study.

The Institute for the Development of Young Leaders views academic skills and knowledge as essential tools for communicating ideas, solving problems and achieving goals, rather than as ends in themselves. Therefore The Institute for the Development of Young Leaders' curriculum will build skills and knowledge but will focus on higher-level thinking skills and the development of individual talent, character, and ambition.

### **ASSESSMENT**

To assess the success of these focus goals, The Institute for the Development of Young Leaders will use various assessments. Authentic assessment engages children in applying knowledge and skills in the same way they are used in the 'real world' outside school. Performance-based assessment requires a student to go beyond basic recall and demonstrate significant, worthwhile knowledge and understanding through a product, performance, or exhibition. In Performance assessment, students are presented with a task, project, or investigation, and then the products are evaluated to assess what students actually know and can do. The assessment comprises an authentic task and a scoring rubric that is tied to an outcome or 'big idea' and is made clear to the student up front.

The curriculum will be hands-on, causing each concept, idea and learning experience to be accessible, practical, and concrete.

The curriculum explores what is socially relevant, intellectually engaging, and personally meaningful to children. The basic idea is that the knowledge is gained by the construction of the knowledge. The student arrives at the information organic, whole learning evolves from the interaction of the classroom participants, both children and adults. In emergent curricula, both adults and children have initiative and make decisions.

This power to impact curriculum decisions is negotiated, between what interests' children and what adults know is necessary for children's education and development.

The curriculum emerges, traveling along new paths as choices and connections are made, and it is always open to new possibilities that were not thought of during the initial planning process. Teachers follow children's lead, and then introduce new activities to sustain their interests and deepen their explorations "a delicate balancing act that requires genuine responsiveness and attention to more than just the teacher's goals."<sup>11</sup> Through this process, the curriculum keeps emerging and the teacher, together with the students, keeps learning.

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### **Reading and Writing**

Children learn to read and write by reading and writing rather than by doing pages of abstract exercises in workbooks. Beginning readers dictate stories to teachers and learn to read back their own words. They are encouraged to attempt their own writing by spelling words the way they sound. They write or dictate signs, lists, letters, songs, stories, reports, recipes, new articles, or playscripts out of a need to communicate. They read in order to follow a recipe, to decipher a note from a friend, to gain information about a topic or interest and to enjoy good literature of many kinds.

Teacher leaders help student leaders develop as readers and authors through the following activities: carefully organized projects that involve use of reading and writing, group writing during class meetings, smaller literature and writing discussion groups, mini-lessons in composition and writing mechanics, individual reading and writing conferences, reading and revision of writing with peers, class read-aloud discussions, and quiet reading and writing times. Students receive specific response regarding things they are doing well, and set individualized goals during conferences with their Students' teacher and in small group discussions. Their individual strengths and goals are listed for continued reference in their personal writing notebook or writing folder.

In the context of meaningful reading and writing, students are guided to develop knowledge of letter sounds, spelling patterns, punctuation, capitalization, and other skills necessary for communicating meaning through print. Students learn about important elements of literature and apply them in their own writing. They also learn to revise and edit their writing in order to publish or display it. By the upper elementary grades, students are composing and revising detailed reports, creative stories, letters of opinion, and eloquent poems.

The Institute for the Development of Young Leaders emphasizes the fact that print is meant to carry power and that we read and write to communicate real ideas. Therefore learning to read and write is always done in a context which holds power for the students involved.

### **Mathematics**

The emphasis is on developing an understanding of mathematical concepts through use of manipulative materials and on problem solving in realistic situations. Math is seen as a tool with which students can sort, measure, compare, quantify, and calculate anything with which they are working.

The approach to math includes:

Application - an emphasis on using math for real life problem solving. Students use math as they collect and analyze data in science experiments, as they cook, as they measure and graph weather conditions, as they draw plans for woodworking to scale, as they buy and sell crafts they have made in a classroom "store," and in a multitude of other ways. Teachers continually foster the uses of math inherent in students' self-chosen projects. They also create realistic projects that challenge students to apply specific math skills.

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

Developing understanding through use of manipulative materials- Teachers work toward helping students understand the underlying concepts behind a skill through use of manipulative materials (including counters, pattern blocks, base-ten blocks, rocks, leaves). Students are guided to discover mathematical rules or formulas for themselves whenever possible.

Finding patterns - Teachers help students learn to think mathematically by guiding them to find or create their own mathematical patterns.

Estimation - Students develop understanding of what quantities mean as they learn systematic ways to estimate and then measure volumes, lengths, distances, numbers, and weights of real objects. They also learn to estimate answers to numerical calculations. Estimation helps them focus on the math concept rather than only on mechanical pencil-paper computations, and it helps them test the validity of a given answer.

Reading and recording - Students become fluent at reading and recording mathematical experiences on graphs, in charts, through geometric designs, as numerical calculations and through written descriptions of mathematical activities. The recording that students do on paper represents only part of the important mathematical thought (estimating, looking for patterns, discovering properties, logical problem solving) which students are stimulated to engage in every day.

Practice-After children understand the concepts involved in a math skill and know how to apply it, they still need practice. Students practice math skills whenever they are engaged in problem solving, application, estimation, pattern finding, and recording of math. For additional practice, activities focus on particular skills. This may include challenging word problems and brief pencil and paper practice of math facts or computation. However, students learn best when practice is fun and relevant, so games are often used to help students develop their mathematical abilities. In card games, dice games, board games, and various other games, students are challenged to think quickly, use math facts, use logic, and solve problems. Specific games can help students develop the concept of place value, use coordinate on a grid, learn to simplify fractions, or practice multiplication tables.

Most math activities can be approached from a variety of levels of understanding. This makes it easy for teachers to help each child extend his or her learning as far as possible in each situation. In these "open-ended" activities, students are often able to go much further in their mathematical understanding than they could if limited to a textbook.

The goal is for students to view math as an accessible, logical tool, rather than as a set of unfathomable, arbitrary rules applied to rows of number problems. This is experiential, problem-solving oriented mathematics, realistically

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

applied in integration with other curriculum areas.

### **Science**

At The Institute for the Development of Young Leaders, science is considered to be the process of actively exploring and discovering the world around us. Students are continually involved in the process of doing science. Students of all ages explore materials and conduct experiments. They observe as they raise animals, build structures, recreate ecosystems in terrariums, and create electrical circuits, cook, and find ways to conserve the soil on their playground, make instruments to measure weather conditions or explore properties of sand and water. As students explore, their Teachers guide them in the use of science skills:

observing

classifying

questioning

predicting (forming hypotheses)

gathering information from many sources

experimenting

identifying and controlling variables

collecting and analyzing data

drawing conclusions and communicating them effectively

learning from "mistakes"

Students' understanding of a scientific concept requires direct experience; and students come to understand concepts best when they have "discovered" ideas for themselves. Therefore, Teachers ask many open-ended questions which lead students to discoveries through their own experimentation, rather than merely giving them answers and formulas. Such questions might include: "How can we find out how much water is in an apple?" "What kinds of food does our guinea pig prefer to eat?" "How could you lift Susan off the floor without touching her?" Then as students "discover" things, the teacher supplies the relevant vocabulary, helping students generalize and extend their understanding through discussion related to their direct experiences.

### **Social Studies**

Social Studies begin with and continually involve students' growing awareness of self in relation to others. It is essential that students see themselves as important, independent individuals who are related to and interdependent with other people. Experiences are geared toward helping students learn that they have many contributions to make as individuals and as members of a group. The opportunities they have to make choices, ask questions, plan their own projects, solve their own problems, and think independently help students develop their own sense of worth and their ability to be self-directed.

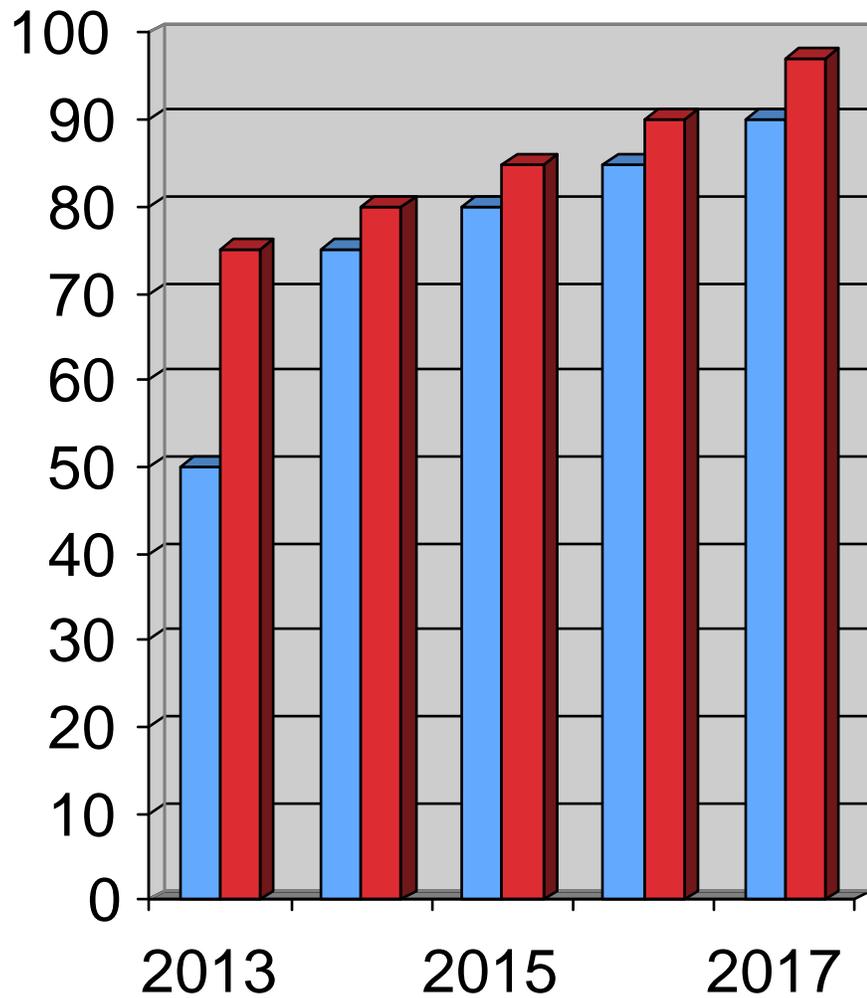
## **THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

Students undertake many cooperative projects and have frequent interactions with peers. These situations provide opportunities to practice group problem-solving, democratic decision-making, consensus building, conflict resolution, and respect for others. Emphasis is placed on building understanding and appreciation of diverse ideas and backgrounds.

Students in early elementary grades start with direct personal experiences with time, space, and roles in society; this begins with their classroom interactions. They take walks around the neighborhood, go on field trips around the city, invite guests with varied occupations into their classrooms, act out adult roles in their dramatic play, and map out their community.

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

The following chart shows the projected academic growth of students each year. (Demonstration that selected goals are clear, specific, measurable, ambitious and attainable)



- percentage of children proficient at the beginning of each year
- end of year proficiency

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission

### **The school calendar**

*The school calendar stretches over the entire 12 months of the school year with individualized less formal offerings during the June and July session. The school will be opened providing enrichment activities, academics, community project development, school governance and a variety of other offerings to support student and family engagement in the education process.*

### **The Institute for the Development of Young Leaders Calendar for 2013-14**

#### **July**

22 Charter School Conference

23 New Professionals begin

29 All Professionals report

#### **August**

2 School-wide/Open House picnic

5 First Day of School for students - Full Day

#### **September**

2 Labor Day Holiday

#### **October**

14 Professional Day

18 School-wide NC State Fair visit

#### **November**

11 Veteran's Day

25-29 Thanksgiving Vacation

#### **December**

23-31 Holiday Break

# THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

2013

Source: Vertex42.com

January							February							March						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5					1	2							1	2	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30
														31						

April							May							June						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

July							August							September						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6				1	2	3	1	2	3	4	5	6	7	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

October							November							December						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5						1	2	1	2	3	4	5	6	7	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

## January

1-3 Holiday Break

6 School Resumes

20 Martin Luther King, Jr. Day

## February

17 Professional Day

## March

17 Professional Day

28 School-wide Field Trip

## April

14-25 Spring Break

## May

23 School-wide Field Trip

26 Memorial Day Holiday

## June

6 Last Day of School/School Wide Stepping up services

7-25 Summer Break

23-24 teacher work days school resumes for teachers and staff

25 School resumes for students

## July

4 Independence Day Holiday

31 Professional Development Day

# THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

2014

Source: Vertex42.com

January							February							March						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4							1							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	23	24	25	26	27	28	29	
														30	31					

April							May							June									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa			
			1	2	3	4	5				1	2	3				1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14			
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21			
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28			
27	28	29	30				25	26	27	28	29	30	31	29	30								

July							August							September									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa			
			1	2	3	4	5						1	2				1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13			
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20			
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27			
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30							
							31																

October							November							December									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa			
			1	2	3	4							1				1	2	3	4	5	6	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27			
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31						
							30																

## **THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

### **A CONCISE DESCRIPTION OF EVALUATION TOOL**

The Institute for the Development of Young Leaders will abide by the law and administer all tests required by the North Carolina Department of Public Instruction. The School will also establish curriculum goals which are consistent with the North Carolina Standard Course of Study.

Success will be measured through both the North Carolina standardized tests (EOG,) and various assessments. The assessment tools are: benchmark assessments, student progress in their Personal Development Plan, performance assessments, project assessments, and process skills assessments. Since The Institute for the Development of Young Leaders' curriculum will build skills and knowledge but will focus on higher-level thinking skills and the development of individual talent, character, and ambition, The Institute for the Development of Young Leaders will use various assessments. One such assessment is termed Authentic Assessment.

"Authentic assessment engages children in applying knowledge and skills in the same way they are used in the 'real world' outside school. It is a performance-based assessment that requires a student to go beyond basic recall and demonstrate significant, worthwhile knowledge and understanding through a product, performance, or exhibition. The assessment comprises an authentic task and a scoring rubric that is tied to an outcome or 'big idea' and is made clear to the student up front."<sup>12</sup>

The assessments will be used to develop the student's Personal Development Plan (PDP). This plan will detail each student's strengths, needs, and desired outcomes both short range and long range. The Plan will list objectives, strategies, timelines, and tasks/interventions for student, parents, and teachers to engage in that will accomplish the stated goals. The extended day program 4:00pm to 6:00pm will allow each student to be supported in receiving individual assistance; including tutoring, counseling, and other solution focused activities.

### **OVERVIEW OF THE PROFESSIONAL DEVELOPMENT NEEDS ASSOCIATED WITH THE MISSION AND PROPOSED INSTRUCTIONAL PROGRAM**

The Institute for the Development of Young Leaders will emphasize and require professional development from all members of its staff. Each staff will be assigned a supervisor; each supervisor will work with the assigned staff to develop an individualized training plan. This plan will include professional goals both short term and long term, intervention/strategies to reach goals, time frames, and tasks for the employee and the supervisor to attend. These plans will become part of the employee's record and will be used to evaluate the employee's performance annually. Each employee is expected to identify conferences, workshops and classes or programs that will assist them in achieving a greater level of competence in their professional area. At least annually, the school will identify a professional development opportunity for each employee consistent with project based or service learning curriculum. An employee is required to attend at least one. The school will additionally provide training in project based, and leadership curriculum as well as service learning training. These trainings will be agreed upon jointly each year by staff at the beginning of the school year. Some training will be provided by the essential learning

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

community and NC Center for the Advancement of teaching.

### ***An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth.***

The Institute for the Development of Young Leaders will provide coaching, supportive counseling, and one on one mentoring to improve student skills and development of personal strategies. Based on students' strengths the teaching and social work staff will assign a family specialist to work with student to achieve personal goals and desired outcomes. The evidence based method that will be utilized to help students succeed is cognitive behavioral therapy methods. The coach focuses on how the student thinks that impacts feelings/emotions and ultimately behavior.

Focusing on where the students' thinking is less than effective and supporting positive thinking strategies. In addition individual tutoring, group tutoring after school and/or on weekends, after school clubs, and academic enrichment activities, will ensure the continued progress of student growth. Each student is expected to increase academic performance at least 1 year annually. This will be assessed in the spring using benchmark assessments and EOG tests. It is also expected that:

- *Students must have measurable increased academic success each year*
- *Students must perform at or above grade level*
- *Students must maintain good citizenship in their homes and community*
- *Students must explore, define and execute a Personal Development Plan*
- *Students must exercise and demonstrate community responsibility and leadership skills*
- *Students must participate in a mentorship or community experience with a local leader*
- *Students must achieve measurable improvement in their academic, social, emotional, and behavioral functioning*
- *Students must demonstrate mastery of subjects taught*
- *Students must contribute positively to the community.*

### ***Involvement of parents and community members within the school***

Each student, parents/guardian and stakeholders will be required to submit satisfaction surveys, quarterly. Each parent/ guardian will be required to attend parenting support and education meetings monthly. Each parent/guardian will be given opportunity to be supported individually by school staff to address any unmet needs or non-academic barriers to their student's school success.

A field study of leaders and their roles in local organizations including interviewing, shadowing, and experiencing a mentorship relationship with civic, community or business leaders will be required.

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### ***How the school will meet the needs of gifted, at-risk children, English language learners***

At entry each individual student will receive benchmark assessments that evaluate their abilities academic aptitudes, skills, strengths, needs, and preferences. These assessments will provide initial information that will assist teaching staff in identifying children who may be gifted, at risk, or English language learners. The determination of further screenings and evaluations is based upon the outcome of the assessment. When a child is found to have needs of a gifted, at risk, or English language learner, he or she will be provided with a differentiated instruction which will be developed with student, parents, teachers and family specialists (referred to as **Learners Education Team**) and integrated into his/her Personal Development Plan.

Each Team shall develop an individual plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student, at risk student or English language learner student. The team includes parents, the school community, and others in the development of this plan.

(b) Each plan shall include the following components:

(1) Identification of specific educational needs and the rationale for the assignment of academically or intellectually gifted, at risk or English language learners students to appropriate services.

(2) Assignment of time and individual to support the student in individual/small group support for specific goal achievement.

(3) Measurable objectives for the various interventions that align with core curriculum and a method to evaluate the plan and the progress made. The evaluation shall focus on improved student performance.

(4) The staff that is matched to the plan and their credentials, the services to be offered, and the curricular modifications.

(5) A plan to involve the school community, parents, in the ongoing implementation of the strategies outlined, and description of monitoring activities

(6) The name and role description of the person responsible for implementation of the plan.

(d) A plan shall remain in effect for no more than 1 year; any changes to a plan shall be made with the consideration and agreement of the entire team.

### ***Proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.***

Every student deserves educational environments that engages them in learning and discovery that is culturally sensitive and connects to their experiences hopes and dreams. The enrichment activities are designed to further develop leadership skills, support differentiated instruction, and assist students in developing social, emotional and behavioral controls.

Enrichment class choices include: leadership training, social skills class, student government, visual arts, and

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independent study. After 8<sup>th</sup> period until dismissal at 6:00 Pm children will be engaged in activities such as homework assistance, one on one mentoring, newspaper publication activities, and project development support. Students may also be engaged in computer lab, math lab, science lab or recreational activities.

### **SPECIAL EDUCATION:** (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

*A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.*

"No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."13

*The Institute for the Development of Young Leaders values every student's right to equal access to education and will always act to protect all students. The Institute for the Development of Young Leaders will not discriminate against any student or deny him/her equal access to school services on the basis of ethnicity, national origin, gender, or disability.*

The Institute for the Development of Young Leaders will comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. The Institute For The Development Of Young Leaders will assess each students needs both at the time of enrollment by reviewing student educational records and by conducting benchmark exams and subsequently if indicated by student's performance or requested by parents, guardians or teacher (s). Professionals trained to administer education evaluations to assess students' specific area(s) of need will evaluate the students after obtaining written consent from parents or guardians. A team of people who understand the meaning of the evaluation and are familiar with the student shall engage in placement decisions if needed. At these placement meetings, parents or guardians will be told of their rights and given an opportunity to challenge the evaluation, recommendations, placement, procedures and decisions. At their discretion, if they disagree with the decision they will be provided with the procedures to appeal the decision. If required an IEP will be developed that spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers in the least restrictive setting. The IEP will be implemented and reviewed at least annually.

### **Identification of At Risk Students**

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A high risk child is any child who is experiencing social, academic, emotional, behavioral, medical, language, perceptual, or environmental turmoil that prevents him/her from performing up to his/her ability in school. As a result, many symptoms are generated in a dynamic attempt to alleviate, mitigate, or mask the difficulty. This is when The Institute for the Development of Young Leaders looks at the systems involved and provides evidence based interventions to address the need and collect and gather data to assess strengths, needs, learning styles, and barriers to learning. Because of the multidisciplinary experts on site, children are identified quickly and informal interventions are attempted in the classroom. If these interventions prove unsuccessful, the classroom teacher will address concerns and share information with the Child Study Team.

### **Referral to the Child Study Team**

When teachers in general education are having difficulty with a student in their class, they may attempt several strategies to see if the problem can be resolved within the classroom. These strategies may include differentiated learning, small group learning, helping child identify and use strategies for success, extra help, simplified assignments, parent conferences, tutoring, and so on. If there is no progress within a realistic amount of time, the teacher may decide to refer the student to the Child Study Team. The teacher will provide information on the purpose, procedures and options of the Child Study Team. The CST will then Obtain Parental Informed Consent for Assessment.

### **Obtaining Parental Informed Consent for Assessment**

When the initial evaluation for a suspected disability and eligibility for special education is requested, the parent will be informed. In general, informed written consent means that the parents have been given all the information that is needed to make a knowledgeable decision about a proposed activity by The Institute For The Development Of Young Leaders regarding their child's education and that they agree in writing to that proposed activity. Parents have the right not to give their consent. They also have the right to revoke their consent at any time.

### **Requirements and Various Methods of Assessment**

A variety of assessment tools and strategies are used to gather relevant functional, academic and developmental information about the child; including information provided by the parent. This information will be used to determine whether the child has a disability, the child's present levels of academic achievement and functional performance, and if eligible for special education and related services, the content of the child's IEP.

The assessment of a student for a suspected disability is considered a very serious process. This is a process that will determine the educational direction of a student and there-by change many factors in his/her life.

The purpose of a multidisciplinary approach is to make sure that the student is provided with the most comprehensive assessment by a variety of professionals who will evaluate the child on many levels. Once the team has all the paperwork, as previously mentioned, they will begin this process. The team must by law, keep in mind the required components of a comprehensive assessment.

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### **IEP Committee**

Once the assessment process is completed, and the report is written, the results will be shared with the IEP Committee, the school committee responsible to determine whether a student has a documented disability, what type of educational setting will best suit his or her needs and the student's Individual Educational Program (IEP). As a result, the evaluator will need to prepare for this presentation of results.

### **STUDENT CONDUCT AND DISCIPLINE** (*G.S. 115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5)*)

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process

#### ***Student Conduct***

The Institute for the Development of Young Leaders students conduct themselves in the highest ethical standards at all times. They act on behalf of themselves and others and adhere to a strict standard of discipline.

To support this ideal we strongly believe that students need a highly-structured, orderly, and safe school environment in which learning can take place without any disruption. Parents should recognize that the teachers and staff will not hesitate to utilize the full scope of disciplinary authority granted them through Articles 27, 27A, and 28 of the state statute outlined in the 2007 Edition of the Public School Laws of North Carolina (Annotated).

#### **Student Code of Conduct**

Students are expected to display appropriate behavior at all times. Rules of behavior apply to the regular instructional day as well as extracurricular activities and other events affiliated with the school, including field trips and other off-campus activities. Judicially, staff members have authority over students regardless of place, and students are expected to respect this authority.

The following **Code of Conduct** must be followed:

1. Student behavior must not disturb the educational atmosphere.
2. Students must respect school and personal property at all times.
3. Students must show respect must be shown towards each individual, whether teacher or student.
4. Students must adhere to the uniform policy at all times.
5. All state and federal laws must be followed.

#### **Fighting**

Fighting is neither a safe nor effective way to settle disagreements. Therefore, every incident of fighting, or other aggressive physical behavior, will be considered a serious offense. Any student involved in this type of behavior will be sent immediately to a school administrator.

#### ***STUDENT DISCIPLINE***

**First Step Response:** Classroom Teacher deals with inappropriate behaviors

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If classroom instruction is stopped, play at all-school recess interrupted, or common space guidelines broken, the teacher will use strategies such as redirect, discuss with individual student, or mediate between more than 1 student and notify parents

**Second Step Response:** Referral to School Counselor, Behavior Specialist, or Administrator. At times a student may be persistently disruptive or disrespectful and will require a more thoughtful and coordinated plan.

The teacher will complete a behavior referral form and a plan will be developed based upon a meeting with parents and behavior specialist, or administrator) who will assist in the evaluation of the root causes of the student's misbehavior. Components of the plan could include, but are not limited to, time-outs, buddy class breaks, written and verbal processing of his/her behavior, additional evaluations (Functional Behavioral Assessment) and behavior contracts. The ultimate goal is to replace the child's disruptive, disrespectful and bullying behaviors with internal strategies that are built on self-awareness and self-regulation.

**Third Step Response:** Referral to Principal

In the event that a student is in need of special adult supervision because s/he is violent, volatile, losing control, or at risk of harming self and/or others, the child should be taken to the Principal, and a behavior referral form will be completed by the teacher. At the Principal's discretion, the appropriate disciplinary consequence will be administered. Consequences include: 1) In School Suspension, 2) At Home Suspension. A student may be suspended for persistent bullying or behavior that risks harm to self and/or others. Whatever the Principal's response to the situation, an assignment will be provided for the child to complete and for the family to review.

The parent/guardian must arrange a conference that includes the child, parent/guardian, the child's teacher, support staff (counselor, behavior specialist) and the Principal before the child can return to class. A follow-up meeting with the behavior specialist and/or counselor will be necessary to ensure that the student's plan for re-entry and prevention of misbehavior is successful. At this conference, the child and his or her parent/guardian will sign a behavior contract and will clearly understand the next steps. In the exceptional case that the behavior persists, new evaluative measures will be requested, as well as heightened parent participation and more support from the behavior specialist. A course of action will be determined which best supports the student's growth and success.

If the violent or inappropriate behavior continues thereafter, the school may deem it necessary to remove the student on a permanent basis.

The Principal has the discretion to send home immediately any student who is at risk of harm to self and/or others. This policy may inconvenience parents and guardians, but the safety of our school community is our first priority.

### ***Suspension Policy***

The Institute for the Development of Young Leaders atmosphere is supportive, collaborative and conducive to high academic achievement for all students. The teacher will handle most disciplinary matters, with more serious offenses being referred to the school social worker, guidance counselor or Principal.

A student will be suspended if he/she is creating an unsafe environment or preventing other students from learning. Students can be issued an In-School or Out of School Suspension.

### ***Procedures for Out-of-School Suspension:***

The following procedures shall be followed in dealing with any alleged, willful violation of school discipline policies:

1. The student shall have the right to know what he/she is accused of and the right to present his/her side of the story to an administrator.
2. Each month the Principal shall notify the board Chair, or his/her designee regarding the respective month's

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suspensions.

3. The Principal shall strive to defer a suspension to the day following his decision to suspend, unless suspension is necessary to avoid disruption of the educational process.
4. When suspending a student, the Principal shall:
  - a. Investigate promptly the incident involved and obtain all pertinent accounts from eyewitnesses, including written accounts whenever possible;
  - b. Give notice to the student regarding what she/he is accused of and the basis of the accusation. If the student denies the accusation, the Principal will give him/her an opportunity to explain his/her version of the facts and to hear from persons who the student claims can speak on his/her behalf. If the student reasonably needs additional time to present such persons, the Principal shall postpone action for a reasonable time.
  - c. Notify the parent or guardian in person or by telephone that the student is being suspended, according to this policy. If reasonable efforts do not result in contact with the parent or guardian, a record of all efforts shall be kept.
  - d. Inform the parent or guardian, by telephone or in person, of their right to have a conference with the Principal regarding the suspension.
5. Following their return, students that are suspended for 10 days or less shall be afforded the opportunity to complete missed examinations.
6. A student whose presence poses a danger to persons or property, or who poses a threat of disrupting the academic process, may be immediately removed from the school by the Principal for a period not to exceed 10 days, without providing the student with prior notice or an opportunity to respond. In such cases, due process, as described above, must be given to the student as soon as possible, usually the day following the suspension.
7. Principal may not suspend a student for more than 10 days without prior approval of the Board of Directors.
8. In accordance with state law Article 29, sec. 115c-391, students possessing a weapon shall be removed to an alternative educational setting or issued a 365-day suspension for any of the following:
  - a. Possession of weapon at school or any school-sponsored activity
  - b. Physical assault of a teacher or other adult; physical assault of another student witnessed by personnel; physical assault and serious injury of another student.

### ***Procedure for Appeals:***

In the event that a parent or guardian is dissatisfied with Principal's decision, the parent or guardian may request a meeting with the Principal and a member of the Board of Directors to review the suspension action. During the meeting, the written report of the suspension will be reviewed, and every effort will be made to resolve misunderstandings in the best interest of the child, parent, and school.

### ***Procedures for In-School Suspension***

In-School Suspensions can also be issued for failure to adhere to the Code of Conduct. Determinations regarding ISS placement will be made following the same procedure as above, but parents may not always be contacted by phone prior to the day of ISS.

In some cases written communication through the Agendas or a note will be used. Students placed in ISS will be isolated from their classes and peers for the entire day. In some cases students may be placed in ISS for part of a day as a method for removing disruptive behavior from the larger school environment. Teachers will assign work for students to complete while in ISS. Students in ISS will eat lunch as a separate group. At times, students participating in ISS will be required to assist with cleaning and maintenance of the school facilities and grounds. The ISS Director, in consultation with the Counselor, the Director of Student Services, and the Principal, will decide how students in ISS spend their time. In the event that a student exhibits disruptive behavior in ISS he/she will be automatically issued an Out-of-School suspension.

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### ***Bus Behavior***

The Institute for the Development of Young Leaders bus riders are expected to conduct themselves using the same standards listed above. Transportation will only be provided for students who behave appropriately on the bus. The driver needs to keep his/her attention focused on the road in order to drive with maximum safety and cannot watch students and drive the bus at the same time. Therefore, all students must obey the rules for safety at all times. Any students who do not follow all rules may be suspended from the bus, temporarily or permanently. When a student is suspended off the bus, the parent is responsible for providing transportation to and from school.

### ***Bus Rules:***

Arrive on time at the bus stop. Find a seat quickly and remain seated at all times. Keep hands and feet to yourself. Speak quietly and respectfully. Keep aisles clear. Keep all items in book bag  
Follow adult directions the first time

### **The following actions are prohibited on the bus and may result in disciplinary action:**

Yelling, talking loudly, standing while being transported, changing seats, hitting, poking, kicking or other physical contact with another student/teasing and bullying/cursing/eating and drinking.

### ***Bus Discipline:***

For the first offense, the driver will remind the student to obey the rules. If the problem is serious, or the student does not follow directions, he/she will be reported to the Principal. The following disciplinary actions will be taken:

**First Offense:** Written report to parent and warning of possible suspension from the bus.

**Second Offense:** Suspension for two (2) days

Third Offense: Suspension for three (3) days

**Fourth Offense:** Suspension for 5 or more days, depending on severity of behavior

**Fifth Offense:** Suspension from the bus for the rest of the year.

**Behavior which causes harm or immediate safety concerns may result in immediate suspension from the bus.**

### **TIMELINES**

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

### ***TIMELINE***

***AUGUST- ORIENTATION AND TRAINING OF BOARD MEMBERS***

***SEPTEMBER- RECRUIT AND HIRE CEO AND PRINCIPAL***

***OCTOBER- MARKETING AND RECRUITMENT TARGETING EMPLOYEES***

***NOVEMBER- BOARD MEETS AND ADOPTS BUDGET***

***DECEMBER- SECURE LEASE, WEBSITE GOES LIVE***

***JANUARY- PURCHASE EQUIPMENT AND SUPPLIES, OPEN ENROLLMENT PERIOD BEGINS***

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**FEBRUARY-** ADVERTISE ON RADIO, NEWSPAPERS, TRADE NEWS, AND PUBLIC TV

**MARCH-** HIRE STAFF

**APRIL-** ENROLLMENT PERIOD ENDS, LOTTERY HELD WINNERS ANNOUNCED, IF APPLICABLE

**MAY-** ENROLL STUDENTS IN SCHOOL

**JUNE-** STAFF ORIENTATION AND TRAINING

**JULY-** ADMINISTRATORS ATTEND CHARTER SCHOOL CONFERENCE, TEACHER WORKDAYS

**AUGUST-** SCHOOL WIDE PICNIC, OPEN HOUSE, RIBBON CUTTING CEREMONY

**PRIVATE SCHOOL CONVERSIONS:** complete ONLY if the proposed charter is a private school conversion

**NA**

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### BUSINESS PLAN

#### **PROJECTED STAFF:**

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance

#### **PROJECTED STAFF**

CEO

Principal

Exceptional Children Program Administrator

School Psychologist

Teachers

Teacher Assistants

Behavioral Interventionist

Family Specialists

Office manager

School secretary

Bus driver

Janitor

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

#### ***New Teacher Mentor Program***

*At The Institute for the Development of Young Leaders our goal is to mentor, retain, and provide our teachers with feedback from year to year. With new teachers developing enhanced skills they are given Seasoned Mentor Teachers. Seasoned Mentor Teachers are a team of retired teachers that are striving to see young professionals excel at the career they too once loved. Seasoned Mentor Teachers have the time and experience to better service new teachers. The new teachers and the Seasoned Mentor Teachers will meet two weeks prior to the first day of school to discuss some of the following areas:*

- *identify their goals and objectives as they approach their first year of teaching*
- *articulate The Institute For The Development Of Young Leaders' mission and vision*
- *identify their own classroom organization and management strategies*
- *plan at least one integrated lesson using authentic assessment*
- *specify the requirements for enhancing their teaching effectiveness as it relates to The Institute For The Development Of Young Leaders and possibly National Board Certification, and*
- *Identify benefits and professional resources that accrue from their employment with the Institute for the Development of Young Leaders.*

*As well as meet weekly to strengthen areas of development. In addition, new teachers are assigned a mentor teacher on staff who will be responsible for being sure that the new teacher is maintaining a comfortable decorum at The Institute for the Development of Young Leaders.*

**Note:** *New teachers are teachers with three or less years of teaching experience.*

*Annually on the anniversary date of hire all employees will be provided with a performance evaluation. This evaluation will be done with the principal and employee collaboratively.*

Process to advertise for and employ members of the school

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The Institute For The Development Of Young Leaders will advertise in educational publications, craigslist, online Herald Sun, News and Observer, community newspapers, Parent magazine as well as radio, public televisions, and brochures/flyers.

### *Procedures for grievance and/or termination*

**SCOPE:** All individuals employed with the Institute for the Development of Young Leaders (IDYL).

**PURPOSE:** To assure that all employees have an avenue to report and resolve any and all grievance and complaints.

**POLICY:** It is the policy of The Institute for the Development of Young Leaders that all employees of the agency have an avenue for grievance resolution. A procedure of this nature works best when it is as simple as possible and the grievance is heard and resolved by all levels of management in the shortest amount of time.

**PROCEDURE:** If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employees will be penalized, formally or informally, for voicing a complaint with The Institute for the Development of Young Leaders in a reasonable, business-like manner, or for using the grievance resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

1. Employee presents problem, in writing, to immediate supervisor within 5 calendar days, after incident occurs. If supervisor is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to an Administrator.
2. Supervisor/Administrator responds to problem during discussion or within 5 calendar days, after consulting with appropriate management, when necessary. Supervisor/Administrator documents discussion.
3. Employee presents problem to an Administrator/Management within 5 calendar days, if problem is unresolved.
4. The Administrator/Management counsels and advises employee, visits with employee's supervisor (s), if necessary.
5. Administrator informs employee of the decision within 5 calendar days, and forwards a copy of the written response to Human Resources for the employees file.

Problems, disputes, or claims not resolved through the preceding problem resolution steps are subject to final and binding arbitration. The arbitration proceeding will be conducted under the Employment Dispute Resolution Rules of the American Arbitration Association. The decision or award of the Arbitrator made under these rules is exclusive, final, and binding on parties, their beneficiaries, executors, administrators, successors, and assigns.

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Employees who choose to use the arbitration process to resolve a problem will be expected to share the cost of the arbitration proceeding with The Institute for the Development of Young Leaders. A complete description of the arbitration procedure is available from the owner for review.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment, and helps to ensure everyone's job security.

### **REFERENCES:**

Employment Dispute Resolution Rules of the American Arbitration Association.

### **TERMINATION POLICY:**

#### **DISMISSAL**

Licensed employees included within the definition of "teacher" under North Carolina General Statute 115C-325 are subject to the dismissal procedures outlined in that law. Although non-licensed employees are not entitled to the protections of North

Carolina General Statute 115C-325, and are considered employees at-will, the Institute For The Development Of Young Leaders is committed to fair employment practices that ensure reasonable basis for dismissal or termination.

# THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

The Institute for the Development of Young Leaders (IDYL)

Employee Handbook 2013-14

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### INTRODUCTION:

The purpose of this handbook is to set in writing policies and procedures developed by the Board of Directors that govern The Institute for the Development of Young Leaders and its employees. This handbook covers many various topics but may not cover every policy concerning employees.

Our employees are an essential component of our services and as such their welfare is very important to us. The Institute for the Development of Young Leaders employee is bright, energetic, innovative, team oriented and highly competent in their role.

### GENERAL RESPONSIBILITIES

#### EQUAL EMPLOYMENT OPPORTUNITY

The Institute for the Development of Young Leaders (IDYL) is an equal employment opportunity employer and does not discriminate on the basis of race, color, religion, gender, age, disability or national origin. The Institute for the Development of Young Leaders is committed to providing a workplace which reflects the racial, gender and cultural diversity of our county and the children we serve. We are dedicated to equality of opportunity. The Institute for the Development of Young Leaders will make reasonable accommodations upon request to enable any employee with a disability to perform essential job functions.

**SEXUAL HARASSMENT** The Institute for the Development of Young Leaders (IDYL) believes that all employees and students are entitled to work and study in environments that are free of sexual harassment. To this end, The Institute For The Development Of Young Leaders prohibits employees and students from engaging in sexual harassment and advises employees and students, that when evidence of sexual harassment is established, disciplinary action may be taken, up to and including dismissal (for employees) and suspension (for students).

Examples of sexual harassment include, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; or the display in the workplace or school setting of sexually suggestive objects or pictures. Sexual harassment does not include personal compliments welcomed by the recipient or social interactions or relations freely entered into by an employee or prospective employee or appropriate social interactions between students that do not violate the Code of Student Conduct. It is possible for sexual harassment to occur at various levels: between peers or co-workers, between supervisors and subordinates, between employees and students, between students or imposed by non-employees on employees and/or students. Romantic or sexual advances toward students by employees or romantic or sexual relationships between school system employees and students are never appropriate, whether they are consensual or non-consensual or otherwise outside the definition of sexual harassment. Such relationships are prohibited. Employees engaging in inappropriate relationships with students, or who fail to report such relationships to the Board, will be subject to disciplinary action, up to and including dismissal.

Any employee who has knowledge of conduct or circumstances that may constitute sexual harassment must report such to the principal, designee or supervisor. All complaints of sexual harassment shall be promptly and thoroughly investigated. Any employee who receives from a student a report (oral or written)

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of alleged sexual harassment shall immediately report the same to the school principal, and the principal shall promptly inform the Board of the allegations. Failure by the employee to do so may subject the employee to disciplinary action. Any employee who believes that he/she has suffered harassment may report the matter in writing to the Board.

### PROHIBITED RELATIONSHIPS WITH STUDENTS

All employees, volunteers and student teachers of the Institute for the Development of Young Leaders (IDYL) are prohibited from dating, courting or entering into a romantic or sexual relationship with any student while enrolled in The Institute for the Development of Young Leaders, regardless of the student's age and regardless of whether the involvement is consensual. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal.

Any employee who has reason to believe that another employee is inappropriately involved with a student as described above, shall report this information to the Human Resource Service provider. Any employee who fails to inform the Human Resource Service provider of a reported or suspected inappropriate relationship between an employee and a student may be subject to disciplinary action.

### NORTH CAROLINA HEALTH CERTIFICATE

Every new employee and any employee who is separated from employment for more than one year shall file a completed health certificate with the Board upon initial employment. An employee who misses more than 40 successive school days because of a communicable disease must, before returning to work, file a physician's certificate with the Board certifying that the individual is free from any communicable disease.

### CORPORAL PUNISHMENT

The Institute for the Development of Young Leaders believes that children can be appropriately disciplined without the use of physical punishment such as spanking, paddling, or slapping and prohibits the use of these or other forms of corporal punishment by any employee. No principal, teacher, substitute teacher, volunteer, teacher assistant, student teacher, or staff member may use corporal punishment to discipline a student.

### PERMISSIBLE USE OF SECLUSION AND RESTRAINT

N.C.G.S. § 115C-391.1 addresses the proper and permissible use of physical and mechanical restraints and seclusion and isolation. No physical or mechanical restraint may be used solely for disciplinary purposes. Physical and mechanical restraints, when properly used and in special needs students' IEP, 504 plans, or behavior intervention plan (BIP) may be used. Physical and mechanical restraints may be used by an employee for self-defense. An example would be if a student has a weapon and refuses to hand it over.

Seclusion is the confinement of a student alone in an enclosed space, from which the student is physically prevented from leaving by locked hardware or other means, or is not capable of leaving due to physical or intellectual incapacity.

Isolation is a behavior management technique in which the student is placed alone in an enclosed space from which the student is not prevented from leaving. Isolation is permitted as a management technique as long as four conditions are met:

- *The space is appropriately lighted, ventilated, heated, and/or cooled.*
- *The space is free of objects that unreasonably expose the student or others to harm.*

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

- *The length of isolation is reasonable in light of the purpose of the isolation.*
- *The student is reasonably monitored.*
- Seclusion may never be used solely for disciplinary purposes.
- It may be used if it is specified in a student's IEP, 504 plans, or behavioral management plan provided certain conditions are met.

### USING SECLUSION WITH SPECIAL NEEDS STUDENTS

- *The space is appropriately lighted, ventilated, heated, and/or cooled.*
- *The space is free of objects that unreasonably expose the student or others to harm.*
- *The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the*
- *IEP or 504 plan*

### EMPLOYEE RESPONSIBILITIES

#### COMPLIANCE WITH BOARD POLICY

It is the responsibility of all employees to familiarize themselves with the printed policies of the Board. Employees will be held accountable for compliance with those policies and will be apprised of any revisions by the supervisor.

#### CODE OF ETHICS AND STANDARDS OF CONDUCT

Each employee is responsible for both integrity and the consequences of his or her actions. Each employee must exhibit the highest standards of honesty, integrity and fairness. Employee conduct should be such as to protect the person's integrity and/or reputation and that of the school. Employees shall perform their jobs in a competent and ethical manner without violating the public trust or applicable laws, policies and regulations.

#### LICENSE/CERTIFICATION RENEWAL

The Institute for the Development of Young Leaders requires all professional personnel to update professional knowledge periodically. Every professional license is issued with a renewal cycle. Each license holder is responsible for knowing and satisfying license renewal requirements. Failure to renew a license makes an individual ineligible for employment. Renewal or reinstatement of a professional license is based on fifteen (15) renewal credits or ten (10) semester hours earned within the renewal cycle. Renewal credit must be directly related to the licensure areas and/or professional responsibilities.

The policy of the Board is to employ professional personnel who hold or are eligible to hold a clear initial or continuing license in the employment areas. The employee is responsible for obtaining and renewing the appropriate license.

#### EMPLOYMENT POLICIES AND PROCEDURES

#### INCLEMENT WEATHER PROCEDURES FOR ALL EMPLOYEES

When school is closed, the day will automatically become a teacher workday. Our guiding principle is to ensure the safety of our students and employees. Choose accordingly from these options: 1) go to work 2) take annual leave 3) make up the time (arrange with supervisor), or 4) take leave without pay. If staff does not work a full day, the time must be made up or covered by one of the above options.

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### **TEACHER RESPONSIBILITIES**

The teacher is directly responsible to the principal. The primary functions are to direct the growth and development of students and to assume definite responsibilities toward the efficient operation and the improvement of the total program of the school.

Examples of additional responsibilities that may be assigned include, but are not limited to: bus duty, cafeteria supervision, playground duty, supervision of extracurricular activities, and service on committees.

Initially licensed teachers and teachers with 27 or more years of experience are not assigned extra-curricular activities unless they request it in writing, and other non-instructional duties are minimized.

### **TEACHER ASSISTANT RESPONSIBILITIES**

The primary function of the teacher assistant is to provide assistance and support in the instruction of students. Teacher assistants shall also be assigned for the purpose of providing services to meet the unique needs of identified handicapped students. Teacher assistants perform routine duties under the supervision of teachers and principals.

### **RESPONSIBILITIES OF OTHER NON-CERTIFIED**

#### **AND CENTRAL OFFICE STAFF**

Each employee is directly responsible to a designated supervisor. Each employee has a responsibility for the smooth and efficient operation of the school system. Additional responsibilities may be assigned by the designated supervisor.

### **DISMISSAL**

Licensed employees included within the definition of "teacher" under North Carolina General Statute 115C-325 are subject to the dismissal procedures outlined in that law. Although non-licensed employees are not entitled to the protections of North

Carolina General Statute 115C-325, and are considered employees at-will, the Institute For The Development Of Young Leaders is committed to fair employment practices that ensure reasonable basis for dismissal or termination.

### **RESIGNATION**

A teacher should not resign without the consent of the Principal or Board Chair unless he/she has given at least a 30-day notice. If the teacher does resign without giving at least a 30-day notice, the Board may request that the State Board of Education revoke the teacher's license/certificate for the remainder of that school year. A copy of the request shall be placed in the teacher's personnel file.

### **SPECIAL ENRICHMENT PROGRAMS**

Information about fellowships and special study programs such as the North Carolina Center for the Advancement of Teachers (NCCAT), the National Board for Professional Teaching Standards (NBPTS), or the Teacher Assistant Scholarship Loan Program is available through the main office or the North Carolina Model Teacher Education Consortium.

### **SALARY/COMPENSATION**

#### **LICENSED/CERTIFIED EMPLOYEES**

Licensed employees are paid according to the licensure level and years of experience determined by the North Carolina Department of Public Instruction (NCDPI) when the license is issued, plus any local

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supplement approved by the Board of The Institute for the Development of Young Leaders. The daily pay rate for substitute teachers is:

- *\$90 for individuals who hold a current or expired teaching license from any state. The Institute for the Development of Young Leaders must have a copy of the license.*
- *\$69 for individuals who do not hold a current teaching license.*

### CLASSIFIED EMPLOYEES

Classified (non-licensed) employees are paid according to an approved The Institute for the Development of Young Leaders salary schedule. Salary schedules for classified employees can be obtained from the Principal.

### EXTRA DUTY

The Institute for the Development of Young Leaders recognizes that implementing the total school program may, on occasion, require the services of teachers in areas of responsibility other than their classroom assignment. These extra duties are kept to a minimum and distributed equitably.

### INSTALLMENT PAY

Teachers, teaching assistants, transportation employees, 10-month custodians and 10-month office personnel may receive their pay in 12 equal installments. The election to receive 11 and 12 month installment pay must be made in writing to payroll by each employee each year prior to the first required workday of the school year.

Once the school year starts, your election is irrevocable and cannot be changed until the following school year. If an employee is currently receiving installment pay, it is not necessary to send in the written request unless he/she takes a leave of absence or goes off the payroll for any reason. No teacher may elect installment pay if his/her license has not been issued and is receiving substitute pay. The employee is ineligible for installment pay after his/her license is issued for that school year.

Teaching assistants, custodians and office personnel whose length of employment is other than 10 months are not eligible for 11 and 12 month installment pay. Extended employment for a 10-month teacher, teaching assistant, custodian or office personnel beyond his/her 10-month assignment does not make the employee ineligible for installment pay. All year-round teachers and teacher assistants are required to be paid in 12 monthly installments. If the 10-month teacher, teaching assistant, custodian or office person goes off pay status for any reason during the school year, 11 and 12 month installment pay status is canceled, and prior deductions will be paid out in full at that time.

### COMPENSATORY TIME

Non-licensed employees should not work in excess of assigned hours without permission or knowledge of the supervisor. In accordance with the Fair Labor Standards Act, non-exempt employees will be granted compensatory time off in lieu of compensation for hours worked in excess of 40 hours per work week. This compensatory time will be at the rate of time and one half for any hours over 40 hours in a workweek. An employee may not accumulate over 240 hours of compensatory time. Supervisors are encouraged to honor the 40-hour workweek unless absolutely necessary. Prior approval is required for compensatory or overtime.

### DEFINITIONS OF NON-EXEMPT AND EXEMPT EMPLOYEES

## THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

*Non-exempt Employees:* Generally employees who are non-salaried classified employees who have little or no supervisory responsibilities (i.e., teaching assistants, custodians, clerical, cafeteria, etc.) *Exempt Employees:* Generally employees who are salaried executive, administrative and professional and have supervisory responsibilities (i.e., principals, teachers, office administration, etc.)

### **FAIR LABOR STANDARDS ACT COMPLIANCE**

The workweek extends from Saturday at 12:01 a.m. through Friday at 12 midnight. Employees classified as non-exempt under the Fair Labor Standards Act (FLSA) who work more than 40 hours in a workweek must be paid overtime pay. Compensatory time off in lieu of overtime pay may be given if agreed to by the employee and employer before the performance of the work. Examples of non-exempt employees are bus drivers, cafeteria workers, custodians, maintenance workers, secretaries and teacher assistants. Teachers and certified professional staff are examples of exempt employees.

### **WORKERS' COMPENSATION**

All public school employees are entitled to receive workers' compensation under the North Carolina Workers' Compensation Act. Employees must have suffered an accidental injury or contracted an occupational disease in the course of employment to be eligible for medical payment, compensation for lost salary or death benefits under this program.

### **BENEFITS EMPLOYEE ASSISTANCE PROGRAM**

The Institute for the Development of Young Leaders provides an Employee Assistance Program (EAP) service to permanent employees and their family members.

This benefit provides easy access to confidential, professional counseling to help resolve personal problems that are affecting the employee, the employee's family, or work.

### **HEALTH INSURANCE**

Health insurance coverage is provided for full-time permanent employees with dependent coverage available. Permanent part-time employees are eligible for coverage on a self-paid basis. More detailed information is provided in the employee benefit package. Employees are responsible for being knowledgeable of their health benefits. Questions about health insurance may be directed to the office administrator.

### **DENTAL INSURANCE**

The system offers dental insurance for permanent, full-time employees and permanent part-time employees who work 20 hours or more per week with dependent coverage available. Employees may enroll for coverage during the first thirty (30) days following the hiring date. After that time, employees and/or dependents may enroll only during the annual enrollment period. Employees who enroll in the dental plan during the enrollment period will be subject to waiting periods.

### **VISION INSURANCE**

The Institute for the Development of Young Leaders offers vision insurance for permanent, full-time employees and permanent part-time employees who work 20 hours or more per week with dependent coverage available. Employees may enroll for coverage during the first thirty (30) days following the hiring date. After that time, employees and/or dependents may enroll only during the annual enrollment period.

## **THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

### **FLEXIBLE BENEFITS PLAN**

The Institute for the Development of Young Leaders offers all full-time employees a comprehensive Flexible Benefits program. The Flexible Benefits program allows employees to pay for certain insurance premiums, childcare and unreimbursed medical expenses before taxes are taken out of the paycheck. Paying for these benefits in this method reduces the employee's taxes and increases take-home pay. The Flexible Benefits program offers supplemental health insurance programs including cancer, intensive care, accident/disability and short-term disability.

### **RETIREMENT**

Permanent, full-time employees are covered by the North Carolina Teachers and State Employees Retirement System. Employees contribute six (6) percent of their monthly salaries, and employers contribute a percentage of employee wages to the Retirement System. Employee contributions are paid with pretax dollars, thereby reducing current state and federal income taxes. Employees who are involuntarily terminated or who resign after five or more years of Retirement System membership may withdraw their retirement contributions, plus any statutory interest they have earned. Persons who involuntarily resign with less than five years of membership in the Retirement System may withdraw only the funds they contributed.

### **TAX-SHELTERED ANNUITIES 403(B)**

Tax-sheltered annuities are available for interested employees. Employees are provided payroll deduction for the purchase for a tax-sheltered annuity from any vendor on the Board's approval list.

### **DIRECT DEPOSIT**

Employees of the Institute for the Development of Young Leaders School will be paid through direct deposit.

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### Institute for the Development of Young Leaders Drug-Free Workplace Policy:

It is the policy of the Institute for the Development of Young Leaders (IDYL) to maintain a workforce free of substance abuse. The illegal use, possession, dispensation, distribution, manufacture, or sales of controlled substances is strictly forbidden. This policy complies with federal regulations governing alcohol and drug testing.

The Institute for the Development of Young Leaders employees are its most valuable resource. The health and safety of the employees is a serious concern. The Institute for the Development of Young Leaders will not tolerate substance use/abuse, which impairs the health and wellbeing of its employees or threatens its service to the community. The Institute for the Development of Young Leaders will require employees to submit to drug testing in the following instances: Random announced, random unannounced, and when there exists reasonable suspicion as determined by and in the sole discretion of the Principal.

#### Types of Drugs Tested

- Alcohol
- Marijuana
- Cocaine
- Any other illegal substance

#### Testing Results

- Positive test result (Alcohol): on duty employee is dismissed
- Positive test results (drug): Employee with a positive drug test result is dismissed
- Refusal to submit to testing is considered to be a positive test result.

#### Notification

- If you are convicted of a violation of any criminal drug statute; you must notify the Principal in writing within five (5) days of the conviction.

Employee Signature

Date

#### Disclaimer for Employees

- I have no criminal, social or medical history that would adversely affect my capacity to work with children and adults
- I have not abused or neglected a child
- I have not had child protective services involvement that resulted in a substantiation of child abuse or serious neglect
- I have not had child protective services involvement that resulted in the removal of a child
- I have not been a respondent in a juvenile court proceeding that resulted in the removal of a child
- I have not abused, neglected or exploited a disabled adult
- I have not been a domestic violence perpetrator



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**I certify that the above statements are true and understand that my employment, or my relationship with The Institute for the Development of Young Leaders as an employee, may be terminated for making a false statement.**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

# THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

## Non- Harassment Policy

It is the policy of the Institute for the Development of Young Leaders (IDYL) to maintain a work environment free from harassment and hostility. The Institute for the Development of Young Leaders believes that a work environment free from all forms of unlawful harassment is essential to the wellbeing of our staff. The Institute for the Development of Young Leaders will not tolerate any form of unlawful harassment in the workplace, including sexual harassment. Sexual harassment is offensive, affects morale and as a result, interferes with the work effectiveness of the person harassed.

It is the responsibility of Management to:

- Ensure that all employees are aware of the policy of non-harassment
- Ensure that the workplace is free from harassment
- Take prompt and appropriate action to resolve harassment complaints
- Cooperate with any investigation of harassment complaint
- Take corrective action immediately when violation of the policy are reported or observed

**I have read and understood the above Non – Harassment Policy.**

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Date**

## **THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS**

### **NON-DISCRIMINATION POLICY**

**It is the policy of the Institute for the Development of Young Leaders (IDYL) to maintain a work environment free from all forms of discrimination.**

**The Institute for the Development of Young Leaders will maintain a work environment free from discrimination based on race, color, creed, national origin, gender, sexual orientation, age, religion, disability, and marital status with regard to any term or condition of employment. More specifically, it is the policy of The Institute for the Development of Young Leaders to make all employment decisions solely on the basis of the individual's merit, qualifications and abilities, without regard to an individual's personal traits. The policy applies to all respects of employment, including hiring, training, performance reviews, promotions, discipline and termination**

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**RECORD OF HEPATITIS B VACCINATION**

I have received the hepatitis B vaccine series on the dates listed below.

First Dose: Date: \_\_\_\_\_ / Given By: \_\_\_\_\_  
(Physician or Clinic)

Second Dose: Date: \_\_\_\_\_ / Given By: \_\_\_\_\_  
(Physician or Clinic)

Third Dose: Date: \_\_\_\_\_ / Given By: \_\_\_\_\_  
(Physician or Clinic)

I understand that I am at risk for exposure to blood borne pathogens at work, and I am entitled to receive vaccination for hepatitis B at no cost. (Please submit the receipt for the cost of the vaccination to your supervisor along with an Approval for Payment Form.)

I intend to contact a physician of my choosing to begin the vaccination series.

I understand that I need to provide the Human Resources Department with copy of my record of vaccination when I complete the series.

If I change my mind and decide not to begin the vaccination series now, I understand that I need to sign a form declining the vaccine. In the future, if my job with the Institute for the Development of Young Leaders still puts me at risk for exposure, I can receive the vaccine at no charge.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**HEPATITIS B VACCINE DECLINATION**

I understand that due to my occupational exposure to blood or other potentially infectious materials, I am at risk of acquiring Hepatitis B Virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B Vaccine, at no charge to myself. However, I decline Hepatitis B Vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I CAN receive the vaccination series at no charge to me.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

## EMPLOYEE GRIEVANCE POLICY

**SCOPE:** All individuals employed with the Institute for the Development of Young Leaders (IDYL).

**PURPOSE:** To assure that all employees have an avenue to report and resolve any and all grievance and complaints.

**POLICY:** It is the policy of The Institute for the Development of Young Leaders that all employees of the agency have an avenue for grievance resolution. A procedure of this nature works best when it is as simple as possible and the grievance is heard and resolved by all levels of management in the shortest amount of time.

**PROCEDURE:** If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employees will be penalized, formally or informally, for voicing a complaint with The Institute for the Development of Young Leaders in a reasonable, business-like manner, or for using the grievance resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

1. Employee presents problem, in writing, to Principal within 5 calendar days, after incident occurs. If Principal is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to the CEO.
2. Principal or CEO responds to problem during discussion or within 5 calendar days, after consulting with appropriate management, when necessary. Administrator documents discussion.
3. Employee presents problem to a member of the Board of Directors within 5 calendar days, if problem is unresolved.
4. The Board of Directors confers and makes decisions; meeting with any and all involved as they deem necessary.
5. Administrator informs employee of the decision within 5 calendar days, and forwards a copy of the written response to the employees file.

Problems, disputes, or claims not resolved through the preceding problem resolution steps are subject to final and binding arbitration. The arbitration proceeding will be conducted under the Employment Dispute Resolution Rules of the American Arbitration Association. The decision or award of the Arbitrator made under these rules is exclusive, final, and binding on all parties. Employees who choose to use the arbitration process to resolve a problem will be expected to share the cost of the arbitration proceeding with The Institute for the Development of Young Leaders.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment, and helps to ensure everyone's job security.

### REFERENCES:

Employment Dispute Resolution Rules of the American Arbitration Association.

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Employee Grievance Form

Reporter: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Pervasive/Acute: \_\_\_\_\_

Reporter's written description of grievance:

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Date for follow up (must be with 10 working days of initial report) : \_\_\_\_\_

Reporter Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness \_\_\_\_\_ Date \_\_\_\_\_

Employee Grievance Form  
(Response)

Date of Meeting: \_\_\_\_\_

Date of Initial Report: \_\_\_\_\_

Proposed Action Plan: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Reporters Response:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Forward to Board of

Directors? Yes No

Reporter Signature Date

Supervisor Signature Date

Witness Date

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Employee Safety Handbook

Safety Handbook Acknowledgement of Receipt

Name

Date of Hire

Signature Date

(Remove and retain this sheet in the Employee's Personnel File)

**Institute for the Development of Young Leaders' Safety Policy**

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## **Employee Safety Handbook**

At the Institute for the Development of Young Leaders (IDYL) our most valued resources are our employees, our consumers, and the communities we serve. We are dedicated to providing a safe and healthful environment for employees and consumers, protecting the public and preserving The Institute for the Development of Young Leaders properties and assets. Injuries can be prevented. In order to achieve an accident free workplace, an organized and effective Safety Program must be carried out company wide to make this policy work.

The Safety and Health Program will assist management and employees in controlling hazards which will minimize employee and customer injuries, damage to customer's property and damage to The Institute for the Development of Young Leaders property.

### **All employees will follow this program**

Please take the time to study and understand these safety policies and procedures. It is your responsibility (and ours) to make this program work. You are a valued member of the team, and we care about your safety.

## **Safety and Health Requirements**

All employees will comply with the provisions of the OSHA Health Act of 1970. Therefore, any employee who, knowingly commits an unsafe act or creates an unsafe condition, disregards the safety policy, or is a repeated safety or health offender, will be discharged. Grounds for immediate discharge are:

- 1) Drinking alcohol, and/or drug abuse prior to or during working hours
- 2) Fighting
- 3) Theft
- 4) Willful damage to property
- 5) Failure to wear eye protection, hearing protection, safety helmets, etc.
- 6) Not using safety harnesses and lanyards when there is a potential for falling
- 7) Removing and/or making inoperative safety guards on tools and equipment
- 8) Removing barriers and/or guardrails and not replacing them
- 9) Failure to follow recognized industry practices
- 10) Engaging in dangerous horseplay
- 11) Failure to notify The Institute For The Development Of Young Leaders of a hazardous situation

The following safety and accident activities will be adhered to:

- 1) Report all injuries immediately to your supervisor
- 2) Notify your supervisor should you become ill while on the job
- 3) Inform you supervisor if you have a disability or physical handicap
- 4) Never move an injured or ill person, unless to prevent further injury

Minor safety violations will be documented and a copy of the below form will become part of the employee's personnel record:

**Safety Hazard Citation**

**Date:** \_\_\_\_\_

**Name of Violator:** \_\_\_\_\_

**Location of Violation:** \_\_\_\_\_

**Type of Violation:** \_\_\_\_\_ ,  
\_\_\_\_\_  
\_\_\_\_\_ ,  
\_\_\_\_\_

**Violator's Signature:** \_\_\_\_\_

**Accident and Incident Reporting**

It is important that you report all accidents and incidents that result in injury, illness, or damage (however slight), to your supervisor immediately. The Institute for the Development of Young Leaders can learn how to prevent them from occurring in the future. It is IDY responsibility to investigate each incident, and your responsibility to report them when they occur.

**First Aid and Medical Treatment**

The Institute for the Development of Young Leaders provides a First Aid Kit on the premises. It is there for your use in the treatment of minor scratches, burns, headaches, nausea, etc. Ask your supervisor to show you its location. Let your supervisor know if you need to use the First Aid Kit.

If you have a work related injury or illnesses that require professional medical assistance notify your supervisor and let him/her know before you receive this assistance. If you fail to notify your supervisor, you may be ineligible for Worker's Compensation, benefits to pay for doctor's bills, and/or lost wages.

**FIRST AID PROCEDURES AND INSTRUCTIONS**

**In all cases requiring emergency medical treatment, immediately call, or have a co-worker call, to request emergency medical assistance.**

**EMERGENCY PHONE NUMBERS**

Safety and Health Manager: \_\_\_\_\_ Poison Control: \_\_\_\_\_  
First Aid: \_\_\_\_\_ Fire Department: \_\_\_\_\_  
Ambulance: \_\_\_\_\_ Police: \_\_\_\_\_  
Medical Clinic: \_\_\_\_\_  
Clinic Address: \_\_\_\_\_

### Minor First Aid Treatment

First aid kits are stored in the \_\_\_\_\_. If you sustain an injury or are involved in an accident requiring minor first aid treatment:

- Inform your supervisor.
- Administer first aid treatment to the injury or wound.
- If a first aid kit is used, indicate usage on the accident investigation report.
- Access to a first aid kit is not intended to be a substitute for medical attention.
- Provide details for the completion of the accident investigation report.

### Non-Emergency Medical Treatment

For non-emergency work-related injuries requiring professional medical assistance, management must first authorize treatment. If you sustain an injury requiring treatment other than first aid:

- Inform your supervisor.
- Proceed to the posted medical facility. Your supervisor will assist with transportation, if necessary.
- Provide details for the completion of the accident investigation report.

### Emergency Medical Treatment

If you sustain a severe injury requiring emergency treatment:

- Call for help and seek assistance from a co-worker.
- Use the emergency telephone numbers and instructions posted next to the telephone in your work area to request assistance and transportation to the local hospital emergency room.
- Provide details for the completion of the accident investigation report.

### First Aid Training

Each employee will receive training and instructions from his or her supervisor on our first aid procedures.

### WOUNDS:

- Minor: Cuts, lacerations, abrasions, or punctures-
- Wash the wound using soap and water; rinse it well.
  - Cover the wound using clean dressing.
- Major: Large, deep and bleeding

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- Stop the bleeding by pressing directly on the wound, using a bandage or cloth.
- Keep pressure on the wound until medical help arrives.

### BROKEN BONES:

- Do not move the victim unless it is absolutely necessary.
- If the victim must be moved, "splint" the injured area. Use a board, cardboard, or rolled newspaper as a splint.

### BURNS:

#### Thermal (Heat)

Rinse the burned area, without scrubbing it, and immerse it in cold water; do not use ice water.

Blot the area dry and cover it using sterile gauze or a clean cloth.

#### Chemical

Flush the exposed area with cool water immediately for 15 to 20 minutes.

### EYE INJURY:

#### Small particles

Do not rub your eyes.

Use the corner of a soft clean cloth to draw particles out, or hold the eyelids open and flush the eyes continuously with water.

#### Large or stuck particles

If a particle is stuck in the eye, do not attempt to remove it.

Cover both eyes with bandage.

#### Chemical

Immediately irrigate the eyes and under the eyelids, with water, for 30 minutes.

### NECK AND SPINE INJURY:

If the victim appears to have injured his or her neck or spine, or is unable to move his or her arm or leg, do not attempt to move the victim unless it is absolutely necessary.

### HEAT EXHAUSTION:

Loosen the victim's tight clothing.

Give the victim "sips" of cool water.

Make the victim lie down in a cooler place with the feet raised.

## **Workers' Compensation**

Every state has a Workers' Compensation Law to provide benefits to employees for lost wages and medical bills resulting from a work related injury or illness. You are covered under Workers' Compensation. You may request Workers' Compensation benefits from your supervisor. Qualification for benefits is determined by the state, not The Institute for the Development of Young Leaders. Your responsibilities are to keep appointments, follow all doctors' instructions on and off the job, maintain good communication with your supervisor, and to fully cooperate with all instructions you are given.

### **Workers' Compensation provides wages at a lower pay scale than what you may earn by working**

Doesn't it make sense to be safe so that you don't have to be out on Workers' Compensation?

## **Your Safety Rights**

You have several important rights concerning safety, which are protected by federal, state and local laws that you should be aware of. They are:

- The right to a safe work-place free from recognized hazards
- The right to request information on safety and health hazards in the workplace, precautions that may be taken, and procedures to be followed if an employee is injured or exposed to toxic substances.
- The right to know about the hazards associated with the chemicals you work with, and the safety procedures you need to follow to protect yourself from those hazards.

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- The right to question any instruction which requires you to disobey a safety rule, which puts you or someone else in unnecessary danger of serious injury, or requires you to perform a task, which you have not been trained to safely perform.
- The right of freedom from retaliation for demanding your safety rights.

### **Your Safety Responsibilities**

You also have some important responsibilities concerning safety. These are:

- The responsibility of reporting all injuries and illnesses to your supervisor, no matter how small.
- The responsibility of always following the safety rules for every task you perform,
- The responsibility of reporting any hazards you see.
- The responsibility of helping your co-workers recognize unsafe actions or conditions they cause.
- The responsibility of asking about the safety rules you are not sure about.

## **Employee Safety Rules**

It is impossible to list or include all safety rules for all the possible tasks you may have to do. But the following rules have been prepared to help you avoid hazards, which may cause injury while doing some of the more common tasks you may be asked to do. You should study and follow the rules provided in this booklet, and to ask your supervisor for additional rules when asked to do a task you are not familiar with, and this booklet does not cover. Failure to follow safety rules and /or safe practices will result in disciplinary action, up to and including termination.

### GENERAL SAFETY RULES:

- Read and follow the safety notices and other information that is posted.
- Observe and follow all safety instructions, signs, and operation procedures.
- Help your fellow employees when they ask for assistance or when needed for their safety.
- Never participate in “horseplay”. Horseplay that results in injury is often not covered by Workers’ Compensation.
- Clean up spills immediately.
- Report all unsafe conditions, hazards, or equipment immediately. Make sure other people are warned of the problem so that they may avoid it.
- Wear personal protective equipment as required to reduce injury potential. Use gloves, safety glasses, back support belts, etc., as necessary.
- Never stand on chairs, furniture, or anything other than an approved ladder or step stool.
- Never use intoxicating beverages or controlled drugs before or during work. Prescription medication should only be used at work with your Doctor’s approval.

FIRE SAFETY:

- Report all fire hazards to your supervisor immediately.
- Fire fighting equipment shall be used only for fire fighting purposes.
- Smoking is not permitted at any time in the areas where “No Smoking” signs are posted.
- Do not block off access to fire fighting equipment.
- Keep doors, aisles, fire escapes and stairways completely unobstructed at all times.
- In the case of a fire, your first consideration must be the safety of all persons, and then attention should be directed to the protection of property.
- Change clothes immediately if they are soaked with oil, gasoline, paint thinner or any other flammable liquid.
- Know how to report a fire and how to turn on a fire alarm.
- Know the location of all fire extinguishers, and how to use them.
- Know the fire exits to be used in an emergency.

HAND TOOL SAFETY:

- Wear protective equipment necessary for the job you are performing. Discuss any required safety equipment with your supervisor as changes occur.
- Defective tools must not be used.
- Do not carry sharp hand tools in clothing.
- Check all wiring on electric hand tools for proper insulation and 3-prong plug grounding.

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- **Hammers:** Use eye protection at all times!
- **Screwdrivers:** Use the right size and type of screwdriver for the job. Do not use a screwdriver as a chisel.
- **Wrenches:** In using any wrench, it is better to pull than to push. If you have to push, use your open palm. Use the proper wrench for the job.

### PROTECTIVE EQUIPMENT:

- Approved eye protection (safety glasses with side shields, goggles, etc.) must be worn at all times when assigned any certain job classifications. It is important to check with your supervisor to assure compliance.
- Moccasins and shoes with open toes or high heels are not permitted.
- Wear protective clothing and equipment as required by your job classification.

### MATERIAL HANDLING SAFETY RULES:

- When lifting, lift properly. Keep the back straight, stand close to the load, and use your leg muscles to do the lifting, keeping the load close to the body. Never twist your upper body while carrying a load.
- When lifting heavy objects, utilize a two-wheeled dolly, or, ask for assistance from another employee.
- Inspect the object you are going to lift for sharp corners, nails, black widow spiders, or other things that may cause injury.
- Use gloves when handling rough or sharp materials.

HOUSEKEEPING:

- Do not place materials in aisles, stairways, or any designated path of travel.
- Stack material at a safe height so that material will not fall if bumped. Insure heavy loads have proper support, and make sure there is no overhanging or irregular stacking of material.
- Place all trash or scrap in places provided. Clean up all spills immediately.
- Report worn or broken flooring, stair treads, handrails, furniture, or other office equipment.
- Smoking is permitted only outside in designated areas. Use ashtrays for disposing of butts. Do not throw butts on the ground.

Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.

NA

**QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:** *(G.S.115C-238.29F(e))*

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

**PROJECTED STAFF QUALIFICATIONS**

**Principal:** Completion of an approved program in school administration at the master's level or above.

Meet the required score on the School Leaders Licensure Assessment (SLLA) test

**CEO:** minimum of 5 years experience leading a multifaceted, comprehensive program, or MBA and 1 year or more managing a program

**Exceptional Children Program Administrator:** Licensure as an exceptional children program director. A master's degree in an exceptional children area

Or

An advanced (sixth year) degree in school psychology

Or

Three graduate semester hours of credit in each of the following:

Administration

Curriculum development

Supervision

**OR**

A master's degree in administration and/or curriculum instruction

Nine semester hours of course work in exceptional children

### **School Social Worker**

Completion of an approved program in school social work at the bachelor's level or above. 1 year post graduate experience

### **School Psychologist**

Completion of an approved program in school psychology at the sixth-year level

**Teachers:** 75% or more of all teachers must be fully certified and/or licensed by the state; hold at least a bachelor's degree from a four-year institution; and demonstrates competence in each core academic subject area in which the teacher teaches. Teachers must meet all requirements to be designated "highly qualified." Any uncertified teacher must have more than 1 years teaching experience, hold at least a bachelor's degree from a 4 year institution and is expected to acquire their license in 3 years.

**Family Specialist:** Completion of a 4 year degree in human service or related field and some experience working with children and families in community settings.

**Teacher Assistants:** must have a secondary high school diploma or its equivalent and must work under the direct supervision of a teacher who meets "Highly Qualified" standards.<sup>12</sup>

**Behavior Interventionist:** Completion of a 4 year degree in human service or related field and 1 or more years experience with children in an educational setting

### ENROLLMENT and BUSINESS PLAN

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

### **MARKETING TO POTENTIAL STUDENTS AND PARENTS**

The Institute for the Development of Young Leaders will provide free and appropriate educational services to all children who are eligible and are in grades K-8. The focus on addressing the unmet behavioral, emotional, social, and familial needs of students who are failing or at risk of failing allows The Institute for the Development of Young Leaders to have a unique target population. The educational model of project based service learning curriculum that empowers, and engages students in their learning and development of skills that fosters leadership abilities further sets The Institute for the Development of Young Leaders apart. Marketing strategies include but are not limited to demographic purchased mailing lists, local publications,

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bulletins, websites, Video presentations, community meetings, Facebook, twitter, local public establishments, radio, public television, and various eclectic advertisements. Churches, civic organizations, private and public schools, local businesses will be vehicles used to market the school and reach a variety of ethnic groups, teachers and employees. This data will be collected and maintained at the school.

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

The school will be marketed as follows:

The Institute for the Development of Young Leaders (IDYL) values the work of the traditional public school system. We also know well the challenges faced by this system when attempting to meet the needs of all children. Our broad expertise and multi-disciplinary approach to providing learning support to all children whether special needs, gifted or just in need of extra help will allow children to achieve school success...

Our comprehensive approach includes personalized attention to every student and family. We offer a wide range of services delivered by an exceptional team of experts. We focus on education and the development of the child in the context of his successful involvement in his family, school and larger community. Our focus is on helping children succeed in school that may otherwise not be able to be fully served in the traditional school setting. We are committed to helping children to enjoy and engage in school. The Institute for the Development of Young Leaders employs specialist and a multi-disciplinary team whose job it is to help children who will work with children and families to remove barriers to learning through the use of evidence based practices. The Institute for the Development of Young Leaders can provide additional educational options to children in a manner that other schools are unable to provide.

Rather than advertisement as a competitor the school will be marketed as a resource to all who desire educational services within a comprehensive approach.

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

*For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).*

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

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

***For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).***

**In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?**

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**PROJECTED ENROLLMENT  
2013-14 through 2017-2018**

**IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY  
COME**

List LEA #1 – Durham

List LEA #2 – \_\_\_\_\_

List LEA #3 – \_\_\_\_\_

<u>GRADES</u>		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____
First	1	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____
Second	2	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____
Third	3	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____
Fourth	4	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____
Fifth	5	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____
Sixth	6	_____	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____

**PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)**

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		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
<b>Seventh</b>	7	_____	_____	_____	_____	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Eighth</b>	8	_____	_____	_____	_____	_____	_____		_____	_____	<u>30</u>	_____	_____	<u>30</u>	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ninth</b>	9	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Tenth</b>	10	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Eleventh</b>	11	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Twelfth</b>	12	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>LEA Totals</b>		_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Overall Total Enrollment</b>		<u>120</u>			<u>150</u>			<u>180</u>			<u>210</u>			<u>210</u>		

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Budget: Revenue Projections 2013-14 through 2017-2018

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
--State ADM Funds (4532.77)	<u>X120</u> <u>\$543,932</u>	<u>X150</u> <u>\$679,915</u>	<u>180</u> <u>\$815,899</u>	<u>x210</u> <u>\$951,882</u>	<u>x210</u> <u>\$951,882</u>
Special Education Funds (3648.21)	<u>X40</u> <u>\$145,928</u>	<u>X50</u> <u>\$182,411</u>	<u>x60</u> <u>\$218,893</u>	<u>x60</u> <u>\$218,893</u>	<u>x60</u> <u>\$218,893</u>
--Local Per Pupil Funds (2881.72)	<u>X120</u> <u>\$345,806</u>	<u>X150</u> <u>\$432,258</u>	<u>180</u> <u>\$518,710</u>	<u>210</u> <u>\$605,161</u>	<u>210</u> <u>\$605,161</u>
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<b>TOTAL INCOME</b>	<u>\$1,035,667</u>	<u>\$1,294,584</u>	<u>\$1,553,501</u>	<u>\$1,775,936</u>	<u>\$1,777,936</u>
<p><b>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</b></p>					

**Budget (continued): Revenue Projections 2013-14 through 2017-2018**

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>  
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

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



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Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
<i>PERSONNEL</i>										
<i>Total # of staff and Projected Costs</i>	#17	<u>\$665,000</u>	#22	<u>\$793,000</u>	#28	<u>\$953,000</u>	#31	<u>\$1,075,000</u>	#33	<u>\$1,110,000</u>
--Administrator(s)	#2	<u>\$150,000</u>	#2	<u>\$150,000</u>	#2	<u>\$150,000</u>	#2	<u>\$150,000</u>	#2	<u>\$150,000</u>
--Clerical	#1	<u>\$21,000</u>	#1	<u>\$21,000</u>	#1	<u>\$21,000</u>	#2	<u>\$42,000</u>	#2	<u>\$42,000</u>
--Teachers	#8	<u>\$280,000</u>	#9	<u>\$315,000</u>	#10	<u>\$350,000</u>	#11	<u>\$385,000</u>	#12	<u>\$420,000</u>
--Teacher Assistants	#3	<u>\$54,000</u>	#4	<u>\$72,000</u>	#5	<u>\$90,000</u>	#6	<u>\$108,000</u>	#6	<u>\$108,000</u>
--Custodian	#1	<u>\$10,000</u>	#1	<u>\$10,000</u>	#1	<u>\$12,000</u>	#1	<u>\$15,000</u>	#1	<u>\$15,000</u>
<i>CLASSROOM BEHAVIORAL INTERVENTIONIST</i>	#1	<u>\$25,000</u>	#2	<u>\$50,000</u>	#4	<u>\$100,000</u>	#5	<u>\$125,000</u>	#5	<u>\$125,000</u>
<i>PSYCHOLOGIST</i>	#0.5	<u>\$30,000</u>	#0.5	<u>\$30,000</u>	#1	<u>\$60,000</u>	#1	<u>\$60,000</u>	#1	<u>\$60,000</u>
<i>FAMILY AND COMMUNITY SPECIALIST</i>	#1	<u>\$25,000</u>	#3	<u>\$75,000</u>	#4	<u>\$100,000</u>	#4	<u>\$100,000</u>	#4	<u>\$100,000</u>
<i>Exceptional children program administrator</i>	#1	<u>\$40,000</u>	#1	<u>\$40,000</u>	#1	<u>\$40,000</u>	#1	<u>\$40,000</u>	#1	<u>\$40,000</u>
<i>EMPLOYEE BENEFITS</i>		<u>\$85,000</u>		<u>\$110,000</u>		<u>\$140,000</u>		<u>\$155,000</u>		<u>\$165,000</u>
<i>Employer SS taxes</i>		<u>\$55,000</u>		<u>\$55,000</u>		<u>\$57,000</u>		<u>\$58,000</u>		<u>\$58,000</u>
<i>STAFF DEVELOPMENT and PROFESSIONAL</i>		<u>\$10,000</u>		<u>\$25,000</u>		<u>\$35,000</u>		<u>\$35,000</u>		<u>\$35,000</u>

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<i>DEVELOPMENT</i>					
<i>OFFICE SUPPLIES</i>	<u>\$5,000</u>	<u>\$8,000</u>	<u>\$10,000</u>	<u>\$15,000</u>	<u>\$10,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$30,000</u>	<u>\$39,500</u>	<u>\$19,500</u>	<u>\$39,500</u>	<u>\$25,000</u>
<i>OFFICE EQUIPMENT</i>	<u>\$9,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$20,000</u>	<u>\$20,000</u>

## Budget (continued): Expenditure Projections 2013-14 through 2017-2018

<b>BUDGET EXPENDITURE PROJECTIONS</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<i>TESTING MATERIALS</i>	<u>\$5,000</u>	<u>\$6,850</u>	<u>\$7,809</u>	<u>\$8,824</u>	<u>\$8,824</u>
<i>INSURANCE</i>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>
<i>UTILITIES</i>	<u>\$30,000</u>	<u>\$37,000</u>	<u>\$37,500</u>	<u>\$38,000</u>	<u>\$38,000</u>
<i>RENT</i>	<u>\$30,000</u>	<u>\$36,000</u>	<u>\$43,200</u>	<u>\$51,840</u>	<u>\$62,208</u>
<i>TRANSPORTATION</i>	<u>\$0</u>	<u>\$28,720</u>	<u>\$48,000</u>	<u>\$68,000</u>	<u>\$68,000</u>
<i>MARKETING</i>	<u>\$8,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$20,000</u>	<u>\$30,000</u>	<u>\$30,000</u>	<u>\$50,000</u>	<u>\$50,000</u>
<i>SECURITY</i>	<u>\$720</u>	<u>\$720</u>	<u>\$720</u>	<u>\$720</u>	<u>\$720</u>
<i>ACCOUNTING</i>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$20,000</u>	<u>\$20,000</u>
<i>AUDIT</i>	<u>\$7,500</u>	<u>\$8,000</u>	<u>\$8,500</u>	<u>\$9,000</u>	<u>\$9,000</u>
<i>IT SUPPORT</i>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<b>TOTALS</b>	<b><u>\$1,000,220</u></b>	<b><u>\$1,245,290</u></b>	<b><u>\$1,465,229</u></b>	<b><u>\$1,676,384</u></b>	<b><u>\$1,712,252</u></b>

**BUDGET NARRATIVE:** Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

There are 2 administrators. The roles of these 2 administrators differ widely and are therefore suited to 2 different positions. While the task of the Principal is to be the head of school, managing day to day operations along with staff, parents, and teachers, the task of the CEO is to ensure the organization is accountable to the Board, stakeholders and the State. The CEO ensures the continued fiscal viability by establishing partnerships with local businesses and collaborating with other agencies that serve children. It is the CEO's job to gain the support and understanding from a wide array of citizens and stakeholders and procure funding for the school. This is necessary to the school's success.

In year 1 there are 6 core teachers and 2 special teachers. In years 2 through 4 1 grade of 30 students will be added. Thus each year 1 teacher will be added. A teacher's assistant is also added to each class. In year 5 a third specials teacher will be added. Classroom behavioral interventionist will be assigned to classes or groups as needed and will apply evidence based interventions to address barriers to learning in the classroom. This position in year 2 increased by 1 and then by 2.

In year 3 and 4, it stays the same in year 5. The family and community specialist increases by 2 in year 2 and then by 1 each year thereafter except for year 5. The family and community specialist will engage families and community organizations in assisting the student to achieve outcomes. The psychologist is part time for the first 2 years and then full time in years 3-5. The psychologist will lead the team in assessing, thinking, planning, and implementing evidenced based interventions quickly and early.

The increases are based on the assumptions that as each new year brings additional students among them will be an increase in need for academic, behavioral, emotional and system interventions.

**WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION**

Cash on Hand	\$ <u>25,000</u>
Certificates of Deposit	\$ _____
Bonds	\$ _____
Real Estate	\$ _____
Capital Equipment	\$ _____
Motor Vehicles	\$ _____
Other Assets	\$ _____
<b>TOTAL</b>	<b>\$<u>25,000</u></b>

**ADDITIONAL NOTES:**

**SCHOOL AUDITS:**

**PROGRAM AUDITS: GS 115C-238.29B(b)(6)**

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

The school will engage in formal and informal activities designed to evaluate and measure school's overall success and to provide policy makers with information to improve school functioning. The school will conduct quarterly surveys of all parents and students, bi-annual surveys of all staff and stakeholders and use the annual scores on the EOG tests as well as results from benchmark assessments to determine the effectiveness of the school as it relates to the vision. This outcome based assessment will provide useful information that will be analyzed and used to set goals and policies.

**FINANCIAL AUDITS: GS 115C-238.29F(f)(1)**

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

The Board of Directors will identify and contract with an auditing firm for annual financial audits. The firm will be licensed to provide this service and will have prior experience providing financial audits for Charter Schools.

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**CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))**

**State the proposed coverage for:**

**Comprehensive General Liability: 1,000,000**

**Officers and Directors/Errors and Omissions: 1,000,000**

**Property Insurance: full coverage equal to appraised value**

**Motor Vehicle Liability: 1,000,000**

**Bonding:**

**Minimum amount: 250,000**

**Maximum amount: 1,000,000**

**Other:**

**TRANSPORTATION (G.S. 115C-238.29F(h))**

**Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.**

**TRANSPORTATION**

The Institute for the Development of Young Leaders will provide each student that resides within a 15 mile radius of the school free bus transportation and will coordinate carpools for parents of children who live further than 15 minutes. No child will be denied access to educational services due to the unavailability to transportation.

The Institute for the Development of Young Leaders bus riders are expected to conduct themselves using the same standards listed above. Transportation will only be provided for students who behave appropriately on the bus. The driver needs to keep his/her attention focused on the road in order to drive with maximum safety and cannot watch students and drive the bus at the same time. Therefore, all students must obey the rules for safety at all times. Any students who do not follow all rules may be suspended from the bus, temporarily or permanently. When a student is suspended off the bus, the parent is responsible for providing transportation to and from school.

**Bus Rules:**

Arrive on time at the bus stop. Find a seat quickly and remain seated at all times. Keep hands and feet to yourself. Speak quietly and respectfully. Keep aisles clear. Keep all items in book bag  
Follow adult directions the first time

**The following actions are prohibited on the bus and may result in disciplinary action:**

Yelling, talking loudly, standing while being transported, changing seats, hitting, poking, kicking or

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other physical contact with another student/teasing and bullying/cursing/eating and drinking.

### **Bus Discipline:**

For the first offense, the driver will remind the student to obey the rules. If the problem is serious, or the student does not follow directions, he/she will be reported to the Principal. The following disciplinary actions will be taken:

First Offense: Written report to parent and warning of possible suspension from the bus.

Second Offense: Suspension for two (2) days

Third Offense: Suspension for three (3) days

Fourth Offense: Suspension for 5 or more days, depending on severity of behavior

Fifth Offense: Suspension from the bus for the rest of the year.

**Behavior which causes harm or immediate safety concerns may result in immediate suspension from the bus.**

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**FACILITY** (GS 115C-238.29D(c))

*Describe the facility in which the school will be located. Include information on how the site is appropriate to your structural program. 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 facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.*

Name of the facility (if known): unknown

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

*Description of the Facility:*

Total square feet: \_\_\_\_\_

Number of Classrooms: \_\_\_\_\_

Number of Restrooms: \_\_\_\_\_

Other Rooms: \_\_\_\_\_

Auditorium: \_\_\_\_\_

Gymnasium: \_\_\_\_\_

Music Room: \_\_\_\_\_

Art Room: \_\_\_\_\_

Laboratory: \_\_\_\_\_

Ownership:  Fee Simple or  Lease

*If the facility is to be leased, provide the following information:*

(a) Term of the Lease: \_\_\_\_\_

(b) Type of Lease: \_\_\_\_\_

(c) Rent: \$ \_\_\_\_\_ per month

Name of Landlord: \_\_\_\_\_

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Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Document inspections for the following:

(a) Fire: \_\_\_\_\_

(b) Safety: \_\_\_\_\_

(c) Handicapped accessibility? \_\_\_\_\_

Describe how the maintenance will be provided for the facility.

**Daily janitorial and maintenance will be provided by a janitorial service agency**

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

**Currently members of the Board are working with a realtor to identify locations best suited for the school's effective operation. Though locations have been identified both on Guess Road and Club Boulevard there is no determination made at this time. The spatial needs at a minimum are 4,500 square foot. The contingency plan is to make available one of the various properties owned or leased by the CEO.**

**HEALTH AND SAFETY REQUIREMENTS** (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

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### **Safety**

The safety of students, staff, parents and guests are our primary concern and every employee's responsibility at The Institute for the Development of Young Leaders. The Institute For The Development Of Young Leaders will, at all times be in compliance with the safety rules and regulations of the N.C. Department of Labor, which administers the Occupational and Health Act of 1970 (OSHA) as amended. The Institute for the Development of Young Leaders employees will comply with all Durham Public School health and safety policies, regulations and procedures, and all applicable federal and state safety and health laws, regulations, and agency orders.

The health and safety handbook outlines policy stating that employees must comply with all health and safety policies, regulations and procedures, and all applicable federal and state safety and health laws, regulations, and orders. Specific direction is outlined in the handbook given to all employees at new employee orientation and in the parent's handbook given to all parents at open house. The Institute for the Development of Young Leaders programs are designed to provide school administrators, supervisors, and employees with a clear understanding of requirements related to federal, state, and local regulatory laws regarding the prevention of injuries, illnesses, and other emergencies that could potentially expose students, employees, or the general public. Safety inspections will be conducted monthly by the principal and CEO that evaluates the school facilities, administrative procedures, and overall health and safety related practices. The findings will be published in a report to parents and Board of Directors along with corrective action, if any.

### **Immunization of Students**

No child shall be permitted to attend school unless a certificate of immunization indicating the child has received the immunizations required by the State including immunizations against diphtheria, tetanus, whooping cough, poliomyelitis, red measles (rubeola) and rubella. In addition, every child must be immunized against any other disease upon a determination by the Commission that the immunization is in the interest of the public health. Parents and guardians will be notified of this requirement in writing prior to the child's attendance. If on the first day of attendance the child does not present such a certificate, the principal or designee shall notify the child's parent/guardian or responsible person. This parent/guardian or responsible person shall have 30 calendar days from the first day of attendance to obtain the required immunizations for the child. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunization. At the end of the 30 calendar days or extended period, if the required

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immunizations have not been obtained, the student shall not be permitted to attend school until required immunization has been obtained. No child will be required to have any immunization if the child's parent(s)/guardian object, in writing on the grounds that it conflicts with their religious beliefs, or if the child's physician certifies that the required immunization is or may be detrimental to the child's health. The principal shall maintain on file immunization records for all students which contain the information required for a certificate of immunization as specified by the State and these records may be inspected by officials of the county or state health departments. When a child transfers to another school, the school from which the child is transferring must send a copy of the child's immunization record to The Institute for the Development of Young Leaders.

The principal will file an immunization report with the Department of Environment, Health and Natural Resources within 60 calendar days after the commencement of each new school year.

### **Fire and Safety Regulations**

The Institute for the Development of Young Leaders will work with state and local authorities to assure that our facility meets all requirements and to assure the safety of all members of our community.

The Institute for the Development of Young Leaders will assure that proactive measures are taken to reinforce and verify that fire and electrical safety are treated as a high priority. Fire and other emergency drills will be conducted monthly and information gathered will be used to increase safety for all students, staff, and the community. All school buildings are inspected by a fire marshal two times each year. School principal is responsible for the completion of monthly fire drills and inspection reports that informs the staff about fire safety and prevention activities.

The Institute for the Development of Young Leaders will install and maintain fire extinguishers in appropriate places in our building. The Institute for the Development of Young Leaders will inspect, refill, and replace (as necessary) the extinguishers. .

### **Fire Drills and Inspection Reporting**

The Institute for the Development of Young Leaders principal will conduct a fire drill during the first week of school opening and then once each month thereafter. At the same time, they conduct bi-monthly inspection to help prevent fires and to ensure safe escape in the event of a real fire. The Principal submits a written report of the monthly drill and the inspection to the Board of Directors.

### **Food Inspections**

A certified licensed food service will provide meals on site. They are required to comply with local, state and federal regulations.

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### **Hazardous Chemicals**

The School has an obligation to manage various hazardous materials identified as laboratory chemical waste, paints, laboratory specimens, and biohazard waste. The Institute for the Development of Young Leaders will ensure that: Pollutants (laboratory chemicals, hazardous materials, art supplies, pesticides) are managed responsibly. Ensure compliance with State and Federal regulations.

Staff will sign safety handbook which instructs them in the safe handling of hazardous materials.

### **Bloodborne Pathogens**

All staff members will be provided with training and printed materials and receive certification regarding bloodborne pathogens in accordance with state statutes.

### **Diabetes care plans**

The guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) will be implemented at The Institute For The Development Of Young Leaders for students with diabetes are enrolled and will comply with the provisions of G.S. 115C-375.3.

### **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn**

Not applicable

### **Providing parents and guardians with information about:**

#### **Meningococcal meningitis and influenza and their vaccines at the beginning of each year**

The Institute for the Development of Young Leaders will provide parents and guardians with information on meningococcal and influenza and its vaccines, in accordance with GS 115C-238.29F(a). This information will be provided at the beginning of each school year and each new calendar year and shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

#### **Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases:**

The Institute for the Development of Young Leaders will provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases, in accordance with GS 115C-238.29F(a). This information will be provided at the beginning of each school year to parents of children entering grades five and

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higher. This information will include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

### **LEA IMPACT STATEMENT**

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

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

### **APPENDICES (OPTIONAL)**

*You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.*

**RESOURCES**

1. **Cushman, Kathleen**
2. **Rounds-Bryant, J.L. (2008). 5 Ugly Facts about Institutionalized Human Behavior (pp. 33-34)**
3. **Rounds-Bryant, J.L. (2008). 5 Ugly Facts about Institutionalized Human Behavior (40-41)**
4. **Seely, Brown, John, Collins, Allan, Duguid, Educational Researcher, v 18, n1 (pp. 32-42) Jan- Feb. 1989, Situated Cognition and the Culture of Learning,**
5. [www.jhu.edu/csc/cbl](http://www.jhu.edu/csc/cbl)
6. **Seely, Brown, John, Collins, Allan, Duguid, Educational Researcher, v 18, n1 (pp. 32-42) Jan- Feb. 1989, Situated Cognition and the Culture of Learning**
7. **Seely, Brown, John, Collins, Allan, Duguid, Educational Researcher, v 18, n1 (pp. 32-42) Jan- Feb. 1989, Situated Cognition and the Culture of Learning**
8. **Seely, Brown, John, Collins, Allan, Duguid, Educational Researcher, v 18, n1 (pp. 32-42) Jan- Feb. 1989, Situated Cognition and the Culture of Learning**
9. [www.pta.org/family\\_school\\_partnership](http://www.pta.org/family_school_partnership)
10. [www.nytimes.com/2011/04/30/opinion/130/nocera.html](http://www.nytimes.com/2011/04/30/opinion/130/nocera.html)
11. [www.cpssc.org](http://www.cpssc.org)
12. [www.cps.org](http://www.cps.org)
13. **U.S. Department of Education**

**ADDITIONAL RESOURCES**

[www.ncdpi.gov](http://www.ncdpi.gov)

[www.essential](http://www.essentiallearning.org) learning.org

**Perry, Steve, (2011) PUSH HAS COME TO SHOVE Getting our Kids the Education They Deserve (even If It means picking a Fight)**

## **STUDENT HANDBOOK**

### ***TARDY POLICY***

All parents/guardians will be required to sign an attendance contract before the second week of the new school year. PLEASE MAKE THE EFFORT TO HAVE YOUR CHILD AT SCHOOL ON TIME, EVERY DAY. In the first few minutes of class, routines are established and reinforced, and teachers give instruction and information that are important to understanding what will happen next in class, or for the rest of the day. When your child misses context information, she or he will start the day at a disadvantage. It may be hard for your child to have a sense of purpose about an activity not fully understood. In addition, time to work on tasks independently often occurs at the start of the day. Such time is vital to the development of self-confidence, exploration and expression of ideas. Repeated tardiness may eventually lead to a child's disengaging from classroom endeavors. AFTER THREE TARDIES, PARENTS WILL RECEIVE A NOTICE TO MEET WITH THE Principal. Parents should be aware that the state considers 3 tardies as 1 unexcused absence.

### ***STUDENT HEALTH & SAFETY***

#### **Emergency Cards**

Parents will be asked to complete emergency information cards at the beginning of every school year. Since it is critical that the school be able to reach you, please remember to update your information with your child's teacher, the Institute for the Development of Young Leaders administration, and your class parent during the year as soon as any changes occur. Always use the red information update form, available in the foyer, for any updates.

#### **Health Forms**

Good health is crucial to learning. Before the first day of school all new students or returning students with changes since the original form was filed must submit a health form, signed by a physician, that identifies any health issues important for the school to know about and certifies that your child has all appropriate immunizations. North Carolina state law requires that documentation of immunization be provided to the school within 30 days of a student's first day of school. Parents who do not wish to have their child immunized based on religious beliefs, or advice from their doctor that immunization poses a risk to their student's health, must submit their request for a waiver in writing, including their physician's statement.

#### **Medication at School**

Medication will be given to students by employees only with proper authorization by a physician and the student's parent or guardian. If deemed necessary by a physician, the teacher and school will work out a schedule for administering the child's medicine on a case-by-case basis. Students on medication during the school day must have their medicine brought to school by the responsible adult, in the original prescription bottle. These policies apply to over-the-counter as well as prescription medications. Appropriate forms are available in the school office.

If a child must self-administer medication while at school, by law, the school must have written authorization from the child's parent or legal guardian, a written statement from the doctor accompanied by a written treatment plan and an emergency protocol. Parents must also sign a waiver stating that the school is not liable for any injuries arising from the use of the self-administered medication.

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### **Illness**

If your child contracts a communicable illness, please inform The Institute for the Development of Young Leaders immediately so that we may inform other parents of their child's possible exposure and help parents make informed decisions about their children's health.

If your child has a fever, nausea, diarrhea or other adverse symptoms, please keep your child at home to recover for at least 24 hours. If such symptoms develop at school, you will be asked to pick up your child. Before sending your child to school, be sure he or she feels well enough to have a positive, productive day in a manner considerate of the health of others.

### **Lunch/Nutrition/Allergies**

Students should bring a snack and lunch to school each day. Please bring nutritious foods and drinks, such as sandwiches, fruits, vegetables, milk or fruit juices, and avoid bringing candy and sodas. Nutritious foods fuel your child's work and play; however, sweets do not. Please send food ready to eat with appropriate cutlery. Teachers should not be expected to peel or cut.

### **Sleep**

Elementary aged children need 10 to 12 hours of sleep at night in order to function at their best during the day. Even mild sleep deprivation can have a significant toll on a young child during the day. In addition, it is often the case that behavioral problems are related to sleep deprivation. Please make sure your child gets adequate sleep.

### **Accident Report**

Any serious accidents that occur at the Central Park School for Children will be documented in an Accident Report by the responsible adult present at the time of injury. The usual bumps and scrapes requiring a band aid and/or a bit of sympathy will not generate an Accident Report. Accidents that require parent notification will generate an Accident Report that will be sent home with the child. The teacher or office personnel will make every attempt to contact you personally on the day of the accident before your child gets home.

### **Building Security**

The front door will be the only door of entry to anyone other than school personnel. All visitors to the school will be required to register in the front office and to sign out at the front office upon leaving. All visitors, including frequently visiting parents, are required to wear a visitor or otherwise provided name tag during the course of their visit. This precaution is for the safety of our school and children.

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**SIGNATURE PAGE**

The foregoing application is submitted on behalf of the Institute for the Development of Young Leaders. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

**Print/Type Name:**

**Position:**

**Signature:** \_\_\_\_\_

**Date:**

**Sworn to and subscribed before me this**  
\_\_\_\_\_ **day of** \_\_\_\_\_, **20**\_\_\_\_\_.

\_\_\_\_\_  
**Notary Public**

**Official Seal**

**My commission expires:** \_\_\_\_\_, **20**\_\_\_\_\_.