



NORTH CAROLINA CHARTER SCHOOL APPLICATION
MINA Charter School of Lee County

Public charter schools opening the fall of 2020

Due 5:00 pm EST, October 1, 2018

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

Mailing Address:
6307 Mail Service Center
Raleigh, NC 27699-6307

CHARTER SCHOOL

2018 Application Process

To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018

A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION.....4

II. MISSION and PURPOSES.....8

Mission:.....8

Purposes of the Proposed Charter School:.....10

Goals for the Proposed Charter School:.....12

III. EDUCATION PLAN.....15

Instructional Program:.....15

IV. GOVERNANCE and CAPACITY.....30

Governance:.....30

Governance and Organizational Structure of School Governing Body:.....30

Proposed Management Organization (Educational Management Organization or Charter Management Organization):.....35

Private School Conversions:.....35

Charter School Replication:.....35

Projected Staff:.....36

Enrollment and Marketing:.....43

Marketing Plan:.....43

Parent and Community Involvement:.....44

Admissions Policy:.....45

Weighted Lottery:.....47

V. OPERATIONS.....49

Transportation Plan:.....49

School Lunch Plan:.....50

Civil Liability and Insurance:.....50

Health and Safety Requirements:.....51

Facility:.....51

VI. FINANCIAL PLAN.....

Budget: Revenue Projections from each Year 1:.....53

Total Budget: Revenue Projections Year 1 through Year 5:.....54

Personnel Budget: Expenditure Projections Year 1 through Year 5:.....55

Operations Budget: Expenditure Projections Year 1 through Year 5:.....57

Overall Budget:.....59

Budget Narrative:.....59

Financial Compliance:.....62

VII. AGREEMENT PAGE.....

Application Fee:63

Applicant Signature: 63

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: MINA Charter School of Lee County

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

Name of non-profit organization under which charter will be organized or operated: *MINA's Place*

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

Name of contact person: *Shawn Williams*

Title/Relationship to

nonprofit

: *President*

Mailing address: 3125 Hickory Hill Dr
Sanford NC 27330

Primary telephone: 252-671-0472 Alternative telephone: 919-774-0500

E-Mail address: *shawn.williams@minacharterschoolofleecounty.org*

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

County: *LEE*

LEA: *530-Lee County Schools*

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

**Demonstrate a clear and compelling need for the accelerated planning year*

We are submitting for the accelerated program because the average student enrollment in Lee County is 676 students and the State Average is 490 students. Lee County Schools have scheduled the opening of a new elementary school which will lower the average student enrollment but will not solve the overcrowding issues. Lee County Schools will remain overcrowded and be above the state average for student enrollment. With MCS opening in August 2019, parents will have access to an additional school choice. As evidenced in our surveys over the last two years, parents are willing and interested in enrolling in MCS. The addition of MCS will reduce the class sizes of Lee County Schools and help save tax dollars of the citizens of the county in not having to build another elementary school.

MINAs Place Charter School submitted an application in 2017 to open a school in 2019. During that process the Charter School Advisory Board didnt approve our application; however, in the CSABs motion, they made the recommendation that we resubmit our application after attending to certain areas, including student enrollment and teacher salaries, which MCS has corrected.

The Board President has served as a board member for the Lee County Schools and Chair of the Board for 2 years. He has operated a 21st Century After School Center for over 8 years with a student enrollment over 100 children each year. In 2018, MINAs Place has started a daycare center that offers before school and after school care, which is a part of what will be offered at MINA Charter School (MCS). These experiences have given the MCS board invaluable insight as a governance board that will serve us well in the event that we are given the opportunity to operate a NC public charter school. We invested in a partnership with Leaders Building Leaders and NC School Accelerator Program to gain the insight we need to operate a successful charter school.

Demonstrate an exceptional need for the charter school in the proposed location

MCS will provide a curriculum that offers a breadth and depth that is not currently being offered in Lee County. The curriculum which is going to be offered is a dual language program that includes science, technology, reading, engineering, arts and math (STREAM). In addition, our class sizes will be smaller than the school system and will have non-traditional classrooms that will include sofas, loveseats, active seats, and tables, in addition to traditional desks; moreover, we will build upon the relationships established in the early grades by offering two year looping for grades K-1 and 2-3.

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes: x

No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes: x

No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

MCS has secured a location and has also secured the financing to be ready to

open in July, 2019; the agreement and rate sheet is attached. The board has attended the 2018 North Carolina Charter School Conference and has received a grant to work with Leaders Building Leaders to ensure that we are successful in the ready to open process. MCS Board had an 8 hour retreat that was held August 25, 2018 with the different vendors who will provide curriculum, meals, and assistance with the lottery process. In addition, the MINA board received training on governance and capital campaigns to ensure that MCS has the knowledge and the funding to be successful.

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter school.*

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

- 1. The school must include grades 9-12.*
- 2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;*
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;*
 - c. The student must be currently under long-term suspension from a public or private school ; or*
 - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.*

Yes:

No: x

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally

and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? MINA's Place
 Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month July

Will this school operate on a year round schedule?

No:

Yes: X

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 01, 02, 03, 04, 05	252
Year 2	K, 01, 02, 03, 04, 05, 06	324
Year 3	K, 01, 02, 03, 04, 05, 06, 07	396
Year 4	K, 01, 02, 03, 04, 05, 06, 07, 08	468
Year 5	K, 01, 02, 03, 04, 05, 06, 07, 08	540

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

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

shawnwil
 Signature

President _____
 Title

shawnwil
 Printed Name

09/29/2018
 Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of MINA (More Is Now Achievable) Charter School of Lee County (MCS) is to empower students to be lifelong learners, innovative thinkers, and good citizens able to compete globally in our diverse, technologically-advancing world.

Clearly describe the mission of the proposed charter school:

The mission of MCS follows the belief that every student has the ability to learn and the right to be successful in a technology-driven world. We believe all children deserve access to a free education that enables them to compete academically, globally, and in the workforce. The students of MCS will solve real-world problems in environments using technology. Our mission is to equip every student with skills to work with diverse business partners locally and globally.

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

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

Lee County is a growing area in the heart of the Sandhills. According to the AdvanceEd Executive Summary dated March 7, 2015, the Lee County School District has seen a 32.8% growth in the Hispanic student enrollment since 2000. "The student population continues to be more diverse (42% White, 33% Hispanic, & 22% African-American) and from lower-socioeconomic households (67% free or reduced lunch)." With an increase in student enrollment of 2% each academic year, Lee County will continue to grow in the percentage of minority students and a more flexible learning environment will ensure that the diverse learning needs will be met.

MCS will focus on this diverse population of students across Lee County. The location of MCS will be in the Jonesboro Community in an area with neighborhoods that are very diverse. This will provide easy accessibility from Hwys 421, 87, and US 1. It is centralized for students coming from Broadway, and even still, viable for those students from Moore County, Harnett County, and Cumberland County. The School is located where the population of students will be majority minorities and those of lower socioeconomic status. MCS will continue to recruit from all areas of Lee County and will welcome all students. With the continued increase of the

Hispanic population, MCS looks forward to welcoming this growing demographic as part of the student body by having a staff reflective of its student population and knowledge in the strategies that motivate them and meet their needs.

MCS wants to embrace all students, regardless of their backgrounds and levels of abilities, who want to have an educational environment that is welcoming and friendly. MCS will be a leader in technological studies and will challenge all students in the areas of science, technology, reading, engineering, arts and math (STREAM). The curriculum will be enhanced with project-based learning that will appeal to all students, from the intellectually gifted to those students with special needs. The ability to compete globally and to develop the skills to be lifelong learners will be appealing to all ethnic groups within Lee County.

The recent push for the revival of neighborhood schools offers MCS an opportunity to become a viable and central part of the growing multicultural population of Lee County. As a neighborhood school, MCS will allow students to attend a school within blocks of their home, as well as inviting parents and stakeholders in the surrounding community to play a vital role in the school as a Professional Learning Community. Transportation will be available to all enrolled students.

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

The total projected enrollment for MCS for the 2019-2020 school year is 252 students in kindergarten to fifth grade. According to the NC School Report Cards for Lee County Schools 2016-17, they had 4,804 students in kindergarten to fifth grade. MCS will enroll approximately 5 percent of the student population of Lee County in the first year and will add a new grade level every year. MCS will enroll eighth grade students by the 2022-2023 school year, and the projected enrollment will be 504 students. Currently Lee County Schools has an enrollment count of 7008 through the eighth grade. The percentage of students that will be attending MCS in the year 2022-23 will be 7 percent of the Lee County School population.

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

MINA Charter School has an education plan that differs from Lee County Schools in the following ways:

* MCS will have a strong focus on science, technology, reading, engineering, arts and math (STREAM). Our students will be engaged in a blended learning environment utilizing technology and teacher instruction. All students at MCS will have access to technology in the classroom for individual use. The devices will be kept at school because every student does not have access to the internet at home. In addition to State, local, and federal find, MCS will seek outside grant opportunities and donations from different corporate sponsors to ensure that our students have access to innovative technology. The teaching components that will be used at MCS will incorporate technology to enhance the skills learned via teacher led instruction.

* MCS will be a dual language school, teaching Spanish to English speaking students and English to Spanish speaking students starting in kindergarten. The goal is that students starting with MCS will be fluent in two languages by the time they get to Middle School, and in Middle School, they will be introduced to a third language.

* MCS will have a strong commitment to cutting-edge educational programming that enhances students individual and personalized learning plans, which provides teachers the ability to create more customized learning paths than what is offered in traditional public schools.

* MCS will utilize the Next Generation Science Standards (NGSS) that are shown to prepare students for the 21st century global society.

* MCS will emphasize critical-thinking and problem-solving; collaboration, agility, and adaptability; effective oral and written skills; individual initiative; accessing and analyzing of information; and curiosity and imagination.

* MCS has a non-traditional approach in that students grades K-3 will be "looped" with their teachers to develop strong personalized educational plans for each student. Looping is the process where the teachers will stay with their individual students for a minimum of two years. They will teach across a variety of grade levels, and will not only enhance their teaching skills, but they will develop a much broader relationship with the students they teach.

* MCS will ensure that each classroom has a teacher to student ratio no greater than 1:18 across all grade levels.

* MCS will implement a more flexible & student-friendly classroom learning environment. MCS will have traditional desks, as well as lounging chairs, sofas, and collaboration tables.

* MCS will be one of few public charter schools in NC that will promote a No Out-of-School Suspension Policy for its students (unless they violate one of the 16 reportable criminal offenses per NCGS 115c-288). MCS will implement a multi-tiered version of intervention strategies that will help teachers and staff to identify which discipline offenses can be handled within the classroom prior to a referral by the teacher to school administration.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

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

1. At MCS, our teachers will participate in professional staff development throughout the school year, both onsite and online. New and innovative learning programs will allow teachers to select individualized learning programs for diverse students. Smaller class sizes will allow teachers to create and implement lessons that are different for each student. Technological platforms selected by the teacher will motivate and empower them to improve their professional development, while remaining on the cutting edge to enhance the students learning experience inside the classroom.

During year one, a survey will be conducted to determine staff development needs. Staff development will primarily focus on teacher knowledge and understanding of the schools curricula as it compares to the states expectations. Through curricula comparisons, any standards not included in our curricula but included in state assessments will be added to MCS curricula and learning expectations.

Staff development needs will be developed as determined by leadership and peer observations. Effective classroom instruction with a focus on curricula delivery, school culture, and student/parent/teacher relationships will be our primary focus.

MCS will operate as a year-round school. All teachers and staff will participate in professional development at least one afternoon each month as part of the Professional Learning Community (PLC). Staff PLCs will be a collaboration of both professional inquiry and action in a recurring and self-renewal process for which the teachers can enhance their instructional preparation and facilitation within the classroom. Student data in the form of monthly assessments and quarterly benchmarks will help guide the PLC process.

More intense Professional Development will take place at least once each quarter. The professional development will consist of at least 2 hours during scheduled teacher workdays for which teachers will receive Continuing Education Units (CEU) credits.

Individual Teacher Professional Development Plans (PDPs) and regularly scheduled teacher classroom observations will allow for the school administrator to monitor and provide feedback on teacher performance as it pertains to the implementation and fidelity of strategies provided through staff development.

Leaders at MCS will be developed through grade level and curriculum department assessments. A strong mentor/mentee program will be in place to support our beginning and lateral entry teachers. Leadership opportunities will be assigned based on demonstrated abilities while providing opportunities through learning activities to other staff members to develop leadership skills. The staff will also participate yearly in a yearlong book study.

3. MCS will offer parents and students expanded choice from a variety of innovative learning programs for students. In grades K-1, there will be one teacher and one teacher assistant per class to ensure that our students benefit from a variety of diverse learning experiences. Not only will class sizes be small, but classes will be non-traditional. The students will have a 21st century classroom with collaborative tables and comfortable lounging chairs to create a more inviting and stress-free learning environment. Students will have the latest technological devices with the most recent innovative software that is proven to be effective in promoting academic achievement.

MCS will actively reach out and encourage parents to become active partners in the choices and implementation of educational programs that will enhance the learning experiences of students. The schools easy-to- navigate website will be available to parents. Teachers and staff will provide biweekly updates of their childrens progress through PowerSchool and other digital platforms convenient to parents. Consistent communication between parents and the school will be a goal of the school and will be clearly reinforced from day one.

Goals for the Proposed Charter School:

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

Expectations 2019-2024

Operations

MCS will maintain a student teacher ratio of no more than 18:1 for the entire five year period while utilizing an unbiased enrollment process.

MCS will provide professional development opportunities for staff to pursue additional expertise in areas of need and/or interest. Each teacher and teacher assistant will be expected to complete a minimum of 3 to 8 hours of professional development per school year, depending on years of experience: Those with 0-3 years of experience shall complete a minimum of 8 hours; those with 4-10 years of experience shall complete a minimum of 4 hours and those with over 10 years experience shall complete a minimum of 3 hours.

MCS will achieve a retention rate of staff members:

2019-2020 75%; 2020-21 80%; 2021-22- 85%; 2022-23 90%; 2023-24 90% by seeking to hire individuals who have a thorough understanding of MCS philosophy and by creating a nurturing, supportive workplace where staff

members will be encouraged to grow and utilize creative methods of educating students.

MCS will communicate weekly with parents/community. This will include contact through PowerSchool and other electronic, telephonic, or written communication.

Recognizing the importance of parental involvement, MCS expects at least 90% of the parents to be involved in the education of its students. MCS will give parents opportunities to participate in the education of their children by scheduling open houses each grading period for student report card pick-up and parent-teacher conferences; by encouraging membership in the school's Parent-Teacher-Student Organization (PTSO), and by hosting quarterly after-school functions to celebrate student academic successes.

Academics

MCS students will outperform Lee County School elementary students by five percent (5%) by the end of the 2019-2020 school year on EOG testing.

By the end of the first five years, MCS students will outperform the statewide averages on reading, math, and science EOG testing.

Finances

MCS will have an independent audit done each year and receive no significant findings.

There will be a yearly fundraising campaign, with the goal to raise at least \$5000.00 per year.

MCS will manage the annual budget to not exceed 95% of the total state and county funding levels.

Governance

The board will meet 11 times per calendar year and have special call meetings as needed. Board attendance will exceed eighty percent (80%) at each meeting.

Board members will attend/participate in professional development for a total of at least 16 hours per calendar year. The topics may include open meeting laws, board responsibilities, school/education law and charter school board best practices.

During each year of their term, all board members will participate on at least one subcommittee: finance, facilities, governance, policy or curriculum.

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

At MCS, the goal is to not only prepare our students for meeting high school graduation requirements, but to also prepare them to be lifelong learners, innovative thinkers, and good citizens in a global, diverse, and technologically-advancing world. The Lead Administrator/Principal will provide accurate and timely analysis and reporting of the academic,

financial, and personnel activities to the Board as part of the annual School Improvement Plan reporting and updating process. At the start of each academic school year, the schools Administrator will submit a School Improvement Plan to the Board of Directors that will include academic achievement goals for the current school year as well as areas within the plan for administration to provide an update on progress of meeting these academic and operational goals each nine-week student grading period. MCSs Academic Goal is to improve student academic performance in both math and reading. By the end of the 2019-2020 school year, MCS will exceed, by 5%, Lee County Schools in grades three through five in student academic performance on both NC End-of-Grade Tests. MCS will meet this goal by maintaining small student class sizes and implementing new and innovative online learning programs. The school will provide a variety of pedagogical approaches that will meet the needs of diverse student learners. By the end of the first five years of student enrollment, MCS students will exceed state performance on student reading, math, and science EOG Testing (grades three through eight). MCS Attendance rate for all enrolled students will be at or above 93% for the entire school year.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

MCS will be a non-traditional school serving the students of Lee County. Each class size will not exceed 18 students, which will allow the teachers to develop a strong personalized educational plan. Each classroom will fit a flexible model. Each student will have an electronic device issued to them. Technology will be integrated across the curriculum. The school will have a strong focus on science, technology, reading, engineering, arts and math (STREAM) and be a dual language. The students will be engaged in a blended learning environment using technology and classroom teacher instruction. No more than 1/3 of their day will be on technology. Based off scientific research on blended instruction no more than 30% of a day will a student be on an electronic device - (<https://www.educationnext.org/ideal-blended-learning-combination-instructional-computer-time/>), most of the instructional day is done by a classroom teacher. All of the core components will have the ability to accelerate or scaffold students as they work through the modules of the curriculum. Each student will take a diagnostic test that will set their individualized path in their core curriculum. As they progress, they will be assessed on each module. Students who master the concept will move on; those who need remediation can be pulled and worked with individually or in small groups with the teacher. The Standard Course of Study will be used for ELA, math, and social studies, and Next Generation Science Standards (NGSS) for the science curriculum.

MCS will be able to accomplish this through partnerships with Scootpad for ELA and math and DiscoveryEd for science. Both programs are adaptive and personalized, which will give students the ability to create a learning path uniquely designed for them. Students who need help in a module will receive help immediately to learn the concept. The data dictates when a student is struggling and automatically scaffold content in real-time, providing the student with the prerequisite concept knowledge.

In grades K-3, teachers will loop with their students. Looping has proven to be successful. It not only teaches the core elements, but it also builds a rapport with students and parents. According to Justin Minkel in Education Week Teacher, one of the many benefits of looping is that "we teach students, not just subjects." In the foundational years, this will allow the student to get the necessary skills in reading and math that will continue to take the student through his or her educational path.

Yoga will be used throughout the day and has been shown not only to help

with student behavior, but also academic achievement, according to the Study of the Yoga Education program at the Accelerated School in Los Angeles, CA. (Program Evaluation & Research Collaborative, Charter College of Education). These interventions and looping will help MCS meet the needs of all students: academically gifted, mainstream, learners with disabilities, and exceptional children. Every student will be on an individualized path for success.

MCS believes that digital citizenship is about thinking critically, being safe and acting responsibly in an interconnected digital world (Rodgers, D. J. (2018). Practices for districtwide digital citizenship. School Administrator, 75(4), 37). The goal of MCS is to make sure every student learns what it means to be a good digital citizen, not only in school but out of school.

Curriculum and Instructional Design:

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

MCS will provide a safe learning environment for all students. The class size will not exceed 18 students per teacher. All teachers for K-1 will have a teaching assistant (TA) . In grades 2-3, a teaching assistant will be shared between every two classes. Fourth and fifth grade classes will not have a TA. At the middle school level, students will transition between classes that are taught by subject matter experts. The interactive classes are balanced between teacher led instruction and technology. MCS will focus on science, technology, reading, engineering, arts and math. Students will pick from various arts curricula i.e., art, music, drama, and dance. Reading and math will be emphasized cross curriculum. MCS will be a dual language school starting in kindergarten and taught by bi-lingual staff members. Our goal is that students who begin kindergarten will effectively speak two or more languages by the completion of middle school.

MCS embraces a flexible style classroom set-up. In addition to normal desks and chairs, there will be alternative seating where students learn in a more comfortable environment. Every 21st century technology classroom will have interactive touch screen displays and new and innovative online learning programs such as Scootpad and DiscoveryEd. Each program allows screen time and teacher led instructions. Combining technology and teacher led instructions allows the students to learn, practice and see how it applied in real life scenarios.

Teachers and students in K-3 will loop: kindergarten and first; second and third. Looping has been proven to help students who are considered at-risk, according to Karen Rasmussen in Education Update. After three years, students in looped classes scored an average of 25 percent higher on standardized tests in reading, language arts, and math compared to other students in their school district, said Frederick M. Hampton, an associate professor of education at Cleveland State University.

Even though we believe looping is beneficial, we understand that every student may not be successful with the teacher they are assigned. If there is a conflict in the teaching style or personality, the parent may request, in writing to the school administrator, to change to another teacher.

Students will also be engaged in a blended learning environment that

includes technology, group interaction, and teacher-facilitated instruction. MCS desires that all students be engaged while working on their career learning paths. A high level of student time on task is an expectation. Student assessments are expected monthly. The assessments will be in ELA, math and science. These assessments will be non-intrusive, so students do not feel the stress of being tested. Data from the monthly assessments will help teachers and parents develop strategies for the students individualized

learning path. There will be informal assessments daily and long-term. With these tools, the teacher and the parents will be able to concentrate on the weakest areas of the standards for each individual student. These assessments will show the success of the students in meeting and exceeding EOG expectations, which further drives all instruction.

A Day at MCS Time

Before 7:30 am Contracted before school care

7:30 am 8:00 am On site supervision and breakfast

8:01 am 8:30 am Attendance, announcements and character-building activities

8:31 am-11:00 am Core instruction

11:01-am 1:00 pm Lunch / Students not at lunch - core instruction activities

1:01 pm 1:40 pm Enrichment rotation

1:41 pm -2:20 pm Enrichment rotation

2:21 pm -2:25 pm Return to Beginning Core Teacher and dismissal

Core Instruction Science, Reading, Engineering and Mathematics.

Art is in the enrichment rotation and will be integrated in core curriculum activities.

Technology will be integrated in each core class daily.

Enrichment includes health, physical education, the arts (music, art, drama, and dance), and language proficiency.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The MCS curriculum is aligned with the NC Standard Course of Study and Essential Standards, as well as the Next Generation Science Standards (NGSS). The NC Standard Course of Study State Standards allow for our teachers to develop students understanding of the content on a deeper level by focusing on the most vital concepts. NC Standard Course of Study has been shown to help strengthen students in Math and ELA, preparing them for the 21st Century (<http://www.corestandards.org/what-parents-should-know/>).

In using NGSS within our STREAM approach of infusing Science, Technology, Reading, Engineering, Arts, and Math into our daily lessons, teachers will

prepare our students to be globally competitive. (<https://www.nextgenscience.org/international-benchmarking>).

MCSs focus on technology-driven curriculum will give our students the foundational knowledge to be competitive in an advancing technology-driven world. With the constant changes within the field of technology, exposing

our students through the daily use of technology will prepare them for further education and work. The STREAM approach will be a win-win factor for the individualized needs and learning capabilities for all of our students. The STREAM approach enables our students the ability to become problem-solvers, innovative thinkers (through the use of cutting edge technology), good citizens, and positive contributors to our society. By using interactive technology, students are able to excel within the classroom and to collaborate freely with other students inside our non-traditional classroom learning environment. Interactive technology helps to address the different learning styles of our students as a result of the innovative thinking modules within our technological learning programs. The online learning modules will allow our students to work independently with individualized student lessons that are tailored to the learning needs of each individual student. This technological approach within the classroom will empower our students to be innovative thinkers and good citizens who are able to compete globally within this technological society. Students will initially be assigned and assessed in a classroom in Discovery and ScootPad. Based upon the pre-assessment results, students will be provided individualized learning modules to work at their own pace. Upon the results of benchmark assessments during the year, students may move forward into other learning modules that will present lessons based upon prior knowledge from previous lessons. The use of interactive technology within our classrooms promotes innovative thinking as our student progress through different modules. Students at MCS will be challenged to find solutions and not to simply regurgitate answers. Students will learn the process of solving problems through real world situations and through hands-on learning both inside and outside the classroom. This will inspire good citizenship.

Our STREAM approach to student learning in the classroom aligns with the accountability model for the State to increase scores on the End-of-Grade Tests. MCS will emphasize more Critical-Thinking & Problem-Solving, Collaboration, Agility & Adaptability, Effective Oral & Written Skills, Individual Initiative, Accessing & Analyzing of Information, and Curiosity & Imagination. All of these are key components of skills our students will need to become contributing citizens in this global society.

- 4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The mission of MINAs Charter School is to empower students to be lifelong learners, innovative thinkers, and good citizens able to compete globally in a diverse, technologically advancing world. Therefore, the teachers will be expected to master these top strategies that will result in the increased academic achievement of students:

* Cooperative Learning with Flexible & Strategic Grouping: Students in

small, heterogeneous groups will take on roles and learn to share knowledge and insights with other students with the teacher as facilitator and learning coach. Teachers will be encouraged to implement grouping strategies to meet curricular goals, engage students, and respond to individual learning needs of students. Teacher-led and student-led groups will contribute to learning, as research has shown that students retain a higher percentage of information that is presented by their peers.

* Adapting to Learning Styles/Multiple Intelligences: Teachers at MCS will understand that students learn in different ways at multiple levels of ability and intelligence. Learning styles include musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, and bodily-kinesthetic and will be assessed to assist in instruction. The expectation of the teachers will be to foster different student interests, as well as, provide variety and differentiation of instruction within the classroom.

* Discovery & Inquiry-Based Learning: Knowledge is constructed from experiences and processes. Inquiry-based learning and discovery will allow for teachers to facilitate learning activities (inside and outside the classroom) that will foster student inquiry. Student inquiry utilizes higher thinking skills because students will be developing questions, stimulating their natural curiosity, seeking answers by explaining evidences, and supporting findings by collaborating with others. MCS will emphasize the importance of students being exposed to such learning opportunities as Science Technology Reading Engineering & Math (STREAM) is integrated into daily curriculum.

* Hands-On Learning & Project-Based Learning: The students will have an abundance of learning opportunities as teachers encourage them to be exposed to more hands-on and project-based learning opportunities. Our students will learn more by simply doing. All learning at MCS will stimulate different regions of the brain, especially for those students who are in the earlier grades or from homes where English is not the first language. Research shows that increased hands-on activities are a key strategy to learning and to retaining knowledge.

* Modeling: Modeling will be a key instructional strategy whereby the teacher or a student can demonstrate a new concept or skill and the class can learn by observing and emulating. Task and performance modeling within the classroom allow for more facilitating of task demonstrations, thinking aloud, and the conveying of ones own enthusiasm, interest, or commitment. This learning strategy can effectively take place at all grade levels.

* Mastery Learning: Mastery learning applies the principles of individualized instruction and tutoring to whole class learning. Rather than wait until the end of a lesson to gauge student comprehension, teachers will design ongoing checks and diagnostic processes to offer individual feedback. Personalized diagnosis of student learning, as well as, prescribing specific remediation for those students who need additional support will be the norm. This approach within the classroom allows teachers to honor the idea that students indeed learn at different levels and that the pace of learning may need to be adjusted for others in the classroom. Research shows that students in mastery classrooms reach higher levels of academic achievement.

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

At MCS, the goal is to not only prepare our students for meeting high school graduation requirements, but to also, prepare them for being lifelong learners, innovative thinkers, and good citizens. Students will be assessed on content but also on the scaffolding of knowledge and skills to promote long-term retention and growth. The instructional plan will promote critical-thinking and problem-solving, collaboration, adaptability, effective oral and written skills, individual initiative, accessing and analyzing information, and curiosity and imagination. These are key components of skills students will need to become contributing citizens in this global society.

MCS will provide a greater opportunity for the sharing of experiences and best practices among teachers and staff that allow for higher quality education for all students. What MCS will provide within the instructional plan and strategies is an opportunity for teachers to assess the knowledge and skills that students should have to ensure their smooth transition and readiness from one academic grade level to the next. Student readiness will be determined by growth, academic performance and continuous improvement with extra help throughout the year. The ultimate goal for the school is mastery learning and to have students both college and career- ready upon the completion of high school. MCS will pride itself in providing our students the application of knowledge through higher-order thinking that coincides with the instructional strategies already mentioned in the previous section of this proposal. The schools focus will be on the academic preparedness for all our students and the real-life application of that knowledge.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

In keeping with the mission of the MINAs Charter School, the school calendar will consist of 185 days of instruction as a year-round school. MCS has a non-traditional approach in that students in grades kindergarten through three will be "looped" with their teachers to develop strong, personalized educational plans. Looping is a process where the teachers will stay with their students for a minimum of two years. They will teach across a variety of grade levels, and will not only enhance their teaching skills but will develop a much broader relationship with the students they teach. The students will be engaged in a blended learning environment utilizing technology and teacher-led instruction that promotes and inquiry-based learning as well as mastery learning within the classroom.

Teachers will have many opportunities to participate in professional staff development throughout the school year, both onsite and online. With the

potential allotment of staff development funding, student intercession may provide teachers an opportunity to participate in professional development while students are away from the building during that time.

Our educational partners specializing in new and innovative learning programs will allow for our teachers to select and to provide individualized learning programs for the diverse students that MCS will serve. Because MCS will be using new and innovative learning programs that coincide with teacher-facilitated instruction, it will provide a variety of pedagogical approaches that will meet the needs of diverse students. The smaller class sizes will allow for teachers to create and to implement inspiring lessons that offer differentiated instruction for each student. The technological platforms selected by the teachers will motivate and empower them to further improve their professional development and to remain on the cutting edge of curriculum development for enhancing the student learning experience inside the classroom.

Personalized diagnoses of student learning and specific remediation for those students who need additional support will be the norm. This approach within the classroom allows teachers to honor the idea that students indeed learn at different levels and that the pace of learning may need to be adjusted for others in the classroom. Research shows that students in mastery classrooms reach higher levels of academic achievement.

Special Programs and "At-Risk" Students

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

The classroom teacher will be the first designee with the responsibility to identify and address the learning or behavioral needs of the individual student. The teacher, in conjunction with the schools counselor and/or school administrator, will help develop an informal student Personalized Education Plan (PEP). This will specify the performance issues of the student and will provide instructional strategies on behalf of the teacher in conjunction with communication and feedback from the parent regarding how this plan can best address the concerns of the student within the classroom.

* If the concerns of the student appear to be performance issues that are not isolated within one classroom, but transcend across other classrooms, then the grade level team, along with the counselor and school administrator, will formally articulate these areas of concern within the schools Student Support Team (SST) process. School-based student support teams coordinate services and initiatives related to academics, attendance, positive school culture, and health and wellness to provide students appropriate support and necessary intervention. The support will range from general school-wide programming to intensive wrap-around support involving a wide range of service providers. The schools SST will consist of teachers and leaders along with student support staff to review the collected information and performance data of the student in question to develop research-based interventions and other recommendations. These recommendations will be incorporated into the students current PEP. If formal testing is necessary for the identification of possible learning deficiencies that may require EC identification, then the team may recommend

that the schools psychologist obtain parental consent to administer the required testing.

* If the performance issues and concerns of the student persist, then a formal referral to the special services may be needed to implement an IEP, 504 Plan, or another special provision to meet the academic needs of the student.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

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

* MCS will use the Home Language Survey (HLS) to identify potential ESL or ELL students. The parent of the student will be required to complete the survey at the time of student enrollment. In addition, all potential ELL or ESL students will be assessed using the WIDA-ACCESS Placement Test (WIDA-APT). This assessment will be used to determine if the enrolling student will meet the requirements for receiving specialized services necessary for meeting the academic needs of the ELL student and help develop an instructional plan.

* MCS may hire service providers to address the needs of the students. If none of the students were identified by the designated personnel, MCS would then administer the English Language Proficiency Assessment (ELP) placement test to determine the oral skill levels (i.e. Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP)).

* MCS will utilize the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs), a large-scale language proficiency test for students in grades K-3. The purpose of ACCESS for ELLs is to monitor student progress in English language proficiency.

* MCS will identify students needing assistance and instruct them in or outside their classroom setting or both depending on need. Service providers will be asked to keep a daily log of activities and time spent with each ELL student. Weekly progress reports will be submitted to the school administration, and the students classroom teacher. At the end of the year, each student will be administered the ACCESS assessment to determine rate of progress. Students who score in the 90th percentile will be transitioned out of the program. Service providers will then meet with such students to aid in their transition back into the regular classroom.

* The School Administrator and the ESL teacher will monitor the program to make sure that each identified student receives the required services. They will also monitor service providers by reviewing their lesson plans each week and by requiring each service provider to provide a summary of the activities used with their students, indicators of student mastering and/or progress. Students who have transitioned to the regular program will exit the ELL program once it has been determined that they no longer need the

assistance of the service provider.

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

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

* MCS will seek to promote and support gifted behaviors of all students prior to formal identification with a nurturing K-3 academic program. Academic Intelligently Gifted (AIG) screening for students will begin with emphasis on the Primary Education Thinking Skills (PETS) program in grades K-3. PETS is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns to the higher levels of Blooms Taxonomy.

* The PETS program will enable MCS to help build a behavioral portfolio for talented and gifted students to adequately support a differentiated learning approach within the classroom with flexibility within the existing curriculum.

* Careful observation of our teachers will include the training of our teachers in the use of TOPS (Teacher Observation of Potential in Students) portfolio to enable teachers to more adequately identify the exhibiting of gifted behaviors among students in grades K-2. Other student performance data, such as regular classroom assessments in math and reading along with quarterly benchmarks, will add to the recognition of potential gifted students.

* The Test of Cognitive Abilities (CogAT) will be administered to students in grades 3 and 5 in the fall of each school year to assist MCS in the identification of potential gifted students. The CogAT provides three subtest scores in the areas of verbal, quantitative, and nonverbal (spatial). After grade 2, the EOG and other benchmarks in grades 3 to 5, along with teacher referrals, will continually be reviewed to ensure that potentially gifted students are identified.

* MCS will maintain an AIG Team of certified and trained AIG Teachers to create personalized plans for each identified student within the schools AIG Program.

* In providing specific instructional programs and practices for meeting the needs of gifted learners, MCS will create and implement the 6 Standards AIG Plan as utilized across the state by other LEAs. The standards are as follows:

Standard 1: Student Identification- The formal outlining of MCS plan and effort in screening and identifying potential AIG students.

Standard 2: Differentiated Curriculum and Instruction- MCS will employ challenging, rigorous, and relevant curricula to accommodate the range of academic, intellectual, and emotional needs of gifted learners. Each

students AIG plan will provide teachers with evidenced-based strategies and learning programs that meet the needs of the student.

Standard 3: Personnel & Professional Development- MCS will recruit and retain highly qualified teachers and staff to provide effective professional staff development concerning the academic and emotional needs of AIG students. Professional staff development in this area will be continuous, developed from research-based criterion for meeting the schools AIG plan.

Standard 4: Comprehensive Programming within Total School Community- MCS will provide a variety of learning programs and services by the total school community in meeting the diverse academic, intellectual, and emotional needs of gifted students.

Standard 5: Partnerships- MCS will ensure ongoing and meaningful participation of stakeholders in the planning and implementation of the AIG program.

Standard 6: Program Accountability- MCS will implement, monitor, and evaluate the AIG program to ensure that it is effective in meeting the needs of gifted students.

Exceptional Children

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

Identification and Records

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

MCS will implement policies and procedures to ensure that all children with disabilities, regardless of the severity of their disability, are located, identified, and adequately evaluated. Child Find will be provided by MCS for students ages three through twenty one years who are suspected of having an educational disability and who may be eligible for special education. Students will be screened and the data reviewed within 45 days of entering our school. All services will be provided at no cost to the families. Special services will be available to students as defined in the Individuals with Disabilities Education Act (IDEA) as: Autism, Orthopedic Impairment,

Hearing Impairment, Deafness, Other Health Impairment, Deaf/Blindness, Specific Learning Disability, Developmental Delay, Speech or Language Impairment, Emotional Disturbance, Traumatic Brain Injury, Visual Impairment, Intellectual Disability, and Multiple Disabilities.

MCS will actively comply with federal regulations, Section 504, to ensure that any student suspected of having a learning or behavioral disability is treated fairly and equitably within the school. Qualifying a student under Section 504 will be made on a case-by-case basis. The schools Student Support Team (SST), along with the counselor as the schools 504 Committee Chairperson, will carefully review each referred child's individual profile to determine whether there is a physical or mental impairment that substantially limits a major life activity.

The SST/504 Coordinator will convene a 504 Committee meeting with the parent/legal guardian to review the nature and severity of the impairment, its duration or expected duration and the impact of the impairment on the child's benefit from programs and activities offered by MCS. This may include a recommendation of the 504 Committee to refer the student (with parental consent) to the schools psychologist for formal testing for any learning or behavioral disability classification under IDEA.

If a student is determined eligible for services under Section 504, a plan will be developed that specifies the adaptation, accommodations and modifications that a student may need to participate in programs and activities offered by MCS.

The schools SST will review the collected information and performance data of the student in question for the purpose of developing research-based interventions and other recommendations of the team that will be embedded and updated with the student's current PEP/IEP.

MCS will communicate with the counselors and other support personnel from the child's previous school to acquire student records in a confidential and secure manner to ensure Family Educational Rights and Privacy Act (FERPA) compliance. All student records will be secured in a designated room with locked file cabinets with access only through administration and counselors.

Exceptional Children's Education Programming

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

All students at MCS who have identified disabilities will receive Free and Appropriate Public Education (FAPE) in the least restrictive environment. Each student who qualifies for exceptional children's services will receive an Individualized Education Plan (IEP) that is specifically tailored to his/her areas of need. This provides important information for individuals who work with and teach that student. Any person who has a concern about the education of a student with a disability can raise the issue with the child's teacher, counselor, or school administrator.

Special Education Law requires that the first consideration for placement of students is the least restrictive environment (LRE). Thus, the first consideration for any student with special needs is placement in the general education classroom. MCSs commitment to inclusive practices means that the school will work hard to team with general education to provide the supports and instruction needed to maintain students in the general education environment as much as possible.

Inclusion at MCS means students with and without disabilities will work side by side with special attention to their individual learning needs being addressed by the classroom teacher. Instead of mainstreaming, where students are placed back into general education classes without support, inclusion will involve the addition of special education and related services to the general program whereby students with and without disabilities benefit from the collaborative team of educators.

MCS will provide services that are based on Individualized Education Plans (IEPs) which are developed jointly by parents and school staff. Each child's IEP will be reviewed at least once a year with outlined needed services as well as any accommodations and/or modifications required in the general education class and for testing. All students are expected to progress in the general curriculum and all students must be included in any state evaluations used for student or school accountability purposes.

Each child identified as an Exceptional Child will have an EC teacher assigned as their IEP Chair, along with regular education teachers of that same child working collaboratively as the IEP Team for that child. The rest of the IEP Team for the child will include the parent of the child as well as the school administrator. It will be the responsibility of the IEP team to develop the IEP for the child that consists of the child's present level of academic performance and functional performance, annual learning goals of the child, the child's progress, special education or related special services to be provided to the child, program modifications, and other accommodations for the child to help them meet the academic goals for the school year. Such related services for the exceptional child may include special transportation services and visual or hearing aids that may benefit the child inside the classroom.

Student Performance Standards

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

MCS will prepare students for meeting high school graduation requirements for North Carolina, as well as create lifelong learners, innovative thinkers, and good citizens. MCS will follow the current NC Accountability Model as the basis for the student performance standards and will include

the promotion/retention policy in the student/parent handbook, as well as on the school webpage. MCS will utilize the handbooks and communication between teachers and parents weekly using email, social media, and telephone calls. MCS will keep a log of communication between the parents and teachers for performance and statistical purposes.

MCS promotion and retention standards will be reinforced each 9-week grading period throughout the school year as the teachers communicate progress reports every week and report cards once each 9-week grading period. MCS will use this as a measurement of success by exceeding Lee County schools in overall math, reading, and science within its first five years. MCS's academic goal is to improve student academic performance in both math and reading annually. By the end of the 2019-2020 school year, we will exceed, by 5%, LCS in grades 3-5 in student academic performance on both NC End-of-Grade Tests. MCS will meet this goal by implementing small student class sizes along with new and innovative online learning programs. The school will provide a variety of pedagogical approaches that will meet the needs of our diverse student learners. By the end of the first five years of student enrollment, MCS students will exceed state performance on student reading, math, and science EOG testing (grades 3-8). MCS will show, in accordance with the mission statement, that its students test results are equal to or exceeding national scores.

MCS will monitor the academic and social performance of all students to gauge students progress toward reaching academic and developmentally appropriate benchmarks in key subject areas. MCS will use multiple data sources in making decisions on student promotion and retention. Areas of focus on individual student decisions will include performance on state mandated testing, grades based on classroom performance, teacher recommendations, the maturity and age appropriateness of the student, as well as academic growth.

Students in need of additional modifications including time and support to reach academic benchmarks will be provided with site specific interventions and support services. Grade retention may be necessary for certain students in grades K-3 to gain grade-level proficiency in low performing areas. Particularly for students in the first grade of EOG Testing (grade 3), special interventions such as "Read to Achieve" interventions may be necessary to address those students who did not pass the reading EOG test in third grade. Overall, students who have not met grade level proficiencies by the end of the school year may be afforded intervention opportunities via recommendations of the schools Student Support Team (SST), which may include an extended year or a summer program to help them advance academically.

Teachers can recommend retaining a student based on the completion of the SST process. The SST will generally include a school administrator, the general education teacher, psychologist, counselor and/or social worker, and 504 Committee Chair and/or special education personnel (if applicable). The committee will consider the students academic data and make a recommendation to the administrator to use in deciding whether to promote or retain the student. MCS will follow the current NC Accountability Model as the basis for the student performance standards and will include the promotion/retention policy in the student/parent handbook.

Student Conduct:

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

Be sure to include:

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

MCS will provide direct instruction and teacher modeling focused on character building. These character traits will promote positive and healthy habits enabling students to understand how to be successful. Teachers will mentor, communicate, and model these expectations through instruction and relationship building.

MCS promotes a No Suspension policy. The staff will work closely with students and parents to avoid out of school suspension. Student suspension will be a last resort after efforts have been exhausted in an attempt to keep the student in school. A student may be suspended out of school on the first offence after violating one of the 16 reportable criminal offenses per NCGS 115c-288. The Student Handbook will be available online and in print. The Handbook will outline the due process rights of students and explain the grievance policy.

Evidence supports the use of yoga and mindfulness in schools. These will be incorporated in our positive behavior strategies. Positive Behavioral Interventions and Support (PBIS) strategies will be implemented. Teachers will receive professional development on classroom management techniques and PBIS. Student and parent behavioral contracts will be included as a strategy. Removal from the class to an in-school suspension environment will be used only after other interventions have proved unsuccessful.

MCS will implement a multi-tiered version of intervention strategies. Discipline offenses will be handled within the classroom prior to a referral to school administration. If interventions prove unsuccessful, a student may be removed from the classroom and directed to a mindset/sensory room. There the student may talk with a school counselor, examine his behavior, de-escalate, and learn strategies for classroom success. Reflection and self-discipline will be the focus in the mindset room. If this is unsuccessful, the staff will have the option of in-school suspension. A PBIS system and universal screening tools within the schools counseling department will allow for early recognition of students identified as being at-risk. Upon identification of at risk students, teachers and counselors will work closely with the school principal to develop strategies for the students success within the regular school setting. Intervention strategies will be available to parents, students, and other stakeholders electronically and in print. Behavioral student success increases the opportunities for academic school success. Academic school success helps reduce juvenile delinquency and the student dropout rate.

The grievance process will be detailed in the student handbook.

The discipline of a student classified as Exceptional will be directed by State and Federal laws, policies, and practices as described within the Individuals with Disabilities Education Act (IDEA).

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

School Governing Body:

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

Name of Private Nonprofit

: MINA's Place

Mailing Address: 3125 Hickory Hill Dr

City/State/Zip: Sanford NC 27330

Street Address: 3125 Hickory Hill Dr

Phone: 252-671-0427

Fax: 919-776-0218

Name of registered agent and address:

Shawn E. Williams
3125 Hickory Hill Dr
Sanford, NC 27330

FEDERAL TAX ID: 81-1813491

Tax-Exempt Status 501 (c)(3)

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

X Yes (copy of letter from federal government attached: Appendix D)

No

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

Governance and Organizational Structure of School Governing Body:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Shawn E. Williams	President	LEE	Supervisor American Airlines / Pastor	Law Enforcement / CDL	N
Jeanette Peace	Vice President	LEE	Attorney	Law	N
Lora Wright	Treasurer	LEE	Business Owner	ACJP and NC Broker License	N
Myron Headed Jones	Secretary	CHATHAM	Retired Educator	NC Teacher's License	N
Artheresa Best	Member	DUPLIN	Educator	NC Teacher's License	N
Billy Bradley Jr.	Member	Out of State	Branch Manager		N
Claudette Griffif n	Member	LEE	Supervisor		N
Eloy Omar Macias	Member	LEE	Technician		N
Ginean Royal	Member	CUMBERLAND	Educator	NC Teacher's License	N
Gilroy Bullar	Member	LEE	Business Owner		N
Joyce Williams	Member	LEE	Head Custodian	CDL	N
Robert L. Williams	Member	JONES	Retired NYC Transit	Real Estate	N

Please provide the following in this location of the APPLICATION:

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

The Board shall have a supervisory role with respect to the schools lead administrator. The Board has chosen Dr. Stella Farrow a well-respected and retired educator from Lee County with over 30 years of experience, as the Lead Administrator for MINA Charter School. For all future hires, recruitment of the lead administrator will include federal, state, and area job postings online, educational printed publications, and classified advertising with the Employment Security Commission. Qualified applicants will be interviewed, undergo reference and background checks, and demonstrate a combination of leadership, experience, and education. The

Board will focus its search on applicants with combinations of education, prior school administration experience and/or appropriate instructional experience. The Board will hire/fire, evaluate and determine the compensation for the Lead Administrator. The Lead Administrator hires, supervises, evaluates and makes compensation decisions within budgetary parameters set by the Board.

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

The Board of Directors for MCS will consist of a minimum of three and a maximum of 13 board members. The current Board is comprised of 13 members of which approximately 25% are educators. Board members have been chosen and represent diverse backgrounds in business, education and community leadership.

To ensure the success of MCS and to fulfill their responsibilities, each Board member will be asked to attend and be fully prepared for board and committee meetings. In addition, the MCS board requests that each board member make an annual personal financial contribution. However if a financial contribution is not possible, board members are expected to provide in-kind services. Moreover MCS board member are expected to actively participate in fundraising; and strive to stay knowledgeable of issues facing MCS. Board members represent MCS in the community in a positive and supportive manner; work collaboratively with administration, fellow board members, and other stakeholders while maintaining strict confidentiality of privileged/sensitive information.

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

The Charter MCS were recruited through a series of informational discussions of the vision, Board responsibilities, need for diversity, and an evaluation of skill sets needed for the successful realization of MCS. Board Members were subsequently chosen predicated upon their individual skill sets and commitment to the vision and mission of MCS. Directors shall hold office for a period of three years at which time they will be eligible for re-election to the office; however, a director will hold the office until his/her successor has been elected to assume the responsibilities. In the event of a vacancy, the vacancy may be filled by a majority vote of the directors then in office pursuant to Article 3 section 4 of MCS bylaws. This vacancy must be filled within one calendar year or the next annual meeting of MCS Board of Directors. In addition, the Board of Directors will develop a training and induction manual for new board members.

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

The Board of Directors for MCS will meet monthly and hold committee work sessions as needed.

- 5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for*

participation.

Founding board members will undergo orientation that will include roles and responsibilities, best practices, and committee functions. All board members will participate in board training events at least three times per year. Two of those three sessions will focus on professional development designed to enhance general board participation. One session will focus on specific committee assignments and their role in the success of the board.

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

The Conflict of Interest Policy for Minas Place, Inc. defines a conflict of interest as a transaction or relationship which presents or may present a conflict between a Board members obligations to MCS and the Board members personal, business or other interests. Each member of the Board of Directors for MCS has a fiduciary responsibility to the school and its mission. If a board member is unable to contribute to the mission of MCS he/she will be expected to contribute via in-kind service. These service may include but are not limited to community involvement, voluntary assistance at MCS, mentoring or other administrative activities. As such a comprehensive Conflict of Interest policy has been adopted that requires board members to avoid or disclose conflicts of interests and to act in an ethical manner that credits the board, Minas Place, and the staff. Each board member will be required to sign a conflict of interest statement which requires disclosure of any conflicts or potential conflicts. If a conflict of interest occurs or appears to occur, the affected board member shall advise the board before any discussion or vote is taken on the issue. Board members have the obligation to advise the board of any potential conflicts that may exists involving other board members as well as themselves. The board shall decide if a conflict exists and determine if the member involved can participate in the discussion and/or vote.

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

MCS recognizes the importance of ensuring that the school adheres to all North Carolina State Laws for Charter Schools. Therefore, the Board of Directors of MCS will oversee the development of all policies related to teacher licensure, student admissions, charter renewal, and employee and relevant Board member screening. New board policies, or revisions of existing policies, will start with the appropriate board committee. If the policy does not originate in the Governance committee, the recommendation will be forwarded to the Governance committee for its review. The Governance committee will then forward its recommendation to the full board as to the viability of the recommendation. However, day-to-day decision-making power will be the purview of the Lead Administrator. The Lead Administrator and her designated team will develop policies to be outlined each year in faculty and family handbooks. The MCS Board will vote on and approve these policies annually. The Board will also vote on addendums or changes to the policy handbooks as needed throughout the year. The implementation of those policies will be delegated to the Lead Administrator. Policies that affect school outcomes, students, and family experiences related to the achievement of desired outcomes, and/or the resources/finances required to achieve those outcomes will remain the focus of Board policy-making.

The MCS Board of Directors will consider various sources when making

decisions. Some of these may include input from the schools administration, the parent organization, community input as well as student input. It will also review various statistical data such as test scores, parent and teacher surveys, attendance reports, and discipline reports which will be used to formulate policies.

After a review of all pertinent information the Board of Directors will determine policies predicated upon a majority vote.

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

MCS will employ two advisory teams to help the Board of Directors and School Administrator further its goals and mission. The advisory teams will meet no less than quarterly. They will collaborate to make recommendations to improve the effectiveness and efficiency of the school and they will assist with evaluating and supporting the success of the school. The advisory teams will only offer suggestions and recommendations to the School Administrator and Board of Directors but will not be authorized to alter, correct, nor adopt policy affecting the governance or day-to-day operations of the school. Neither advisory board shall have authority to access confidential, private student records nor will they be privy to confidential personnel matters. (This excludes statistical data where individuals are not identified.)

One of the advisory teams will be comprised of the Lead Administrator, an educator from each grade level, a representative from each department, and a minimum of two parents. They will meet once a month and will be responsible for data collection and determining the viability of all areas of instructional programs, practices, and procedures. Their recommendations will be forward to the Governance committee for its review and consideration. The second team will be parent-driven and will consist of parent officers, the Lead Administrator, a member of the curriculum committee, and an educator from each grade level. The team will be responsible for facilitating and overseeing extracurricular, recreational, social, and community service activities of MCS.

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

MCS respect the rights of all stakeholders: parents/legal guardians, students, and staff. Every effort will be made to ensure due process is afforded to all parties. However, from time to time a complaint will arise between parent and staff, student and staff, or staff and staff. In each case the complaint process is the same:

The purpose of the grievance process is to establish a fair and timely resolution of issues that may arise at MCS. A complainant cannot be discriminated nor retaliated against for using this grievance process. If an individual has a reasonable fear of retaliation or retribution by the offending party, they may bypass Step 1 and begin the grievance process at Step 2.

Step 1: The complaint should notify the allegedly offending party in writing or orally. MCS prefers that the complaint be resolved at this level and that each party make a good faith effort towards resolution.

Step 2: If the two sides are unable to come to a mutually agreed upon

solution, then the complainant may submit his/her complaint in writing to the school administrator (or designee). A copy of the complaint will be provided to the alleged offending party by the school administrator (or designee) within 48 hours.

The written complaint should include the following, if applicable: a) Clear and concise statement of the problem; b) possible solutions to the problem c) resources, if any, required for resolution of the problem d) suggested timeline for actions and follow-up.

Step 3: Upon receipt of the written complaint, the school administrator (or designee) shall convene both parties for a conference within five (5) working days. The school administrator (or designee) will hear both sides and issue a written decision to the parties within five (5) business days. The decision by the school administrator (or designee) shall become final unless appealed within five (5) business days.

Step 4: Appeals of the decision of the School Administrator (or designee) must be in writing and made to the Chairperson of the Board of Directors. The Board shall consider the appeal at its next regularly scheduled meeting or within 15 days, whichever occurs earlier. The Board shall render a decision within 5 business days of meeting. The decision by the Board shall be final and cannot be appealed further.

Governance and Organizational Structure of School Governing Body (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

		Year 1	Year 2	Year 3	Year 4	Year 5
Admin/Support						
Principal	1		1 1 1 1			
Assistant Principal	0		0 1 1 1			
Book Keeper/Finance	1		1 1 1 1			
Office Manager/Clerical		1		1 1 1 1		
Counselor	1		1 2 2 2			
School Resource Officer		0		0 0 1 2		
Nurse	0		.5 1 1 1			
Food Service/Custodian	2		2 2 3 3			
Instructional Personnel Salaries						
Core Content Teachers	14		18 22 26 28			
Elective Teachers	3		3 3 3 3			
Exceptional Child Teachers	1		1.5 2 2 3			
Teacher Assistants	9		10 10 10 10			
Total Personnel	33		39 46 52 55			

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

It is the goal of the Board to recruit and maintain teachers who meet the standards for licensure requirements in North Carolina. School administration will actively pursue highly qualified teaching candidates from surrounding NC colleges and universities as well as from outside NC. MCS will post positions with job descriptions and salary on the schools webpage. Social media formats will be used to actively recruit. MCS will also use virtual job fairs. These job fairs are used by many universities as a cost preventive alternative for interviewing candidates by taking away the cost of travel.

MCS has the goal of recruiting, retaining and supporting high-performing teachers. All Beginning Teachers (BT) within their first 3 years of teaching on a state issued Standard Professional (SP) 1 License will be assigned a mentor/buddy teacher at MCS. A mentor teacher will be identified as a full-time or part-time teacher on an SP-2 Teaching license with at least an Above Standard rating (or Accomplished rating under NCEES evaluation program). The role of a mentor will be to promote the growth and development of the

beginning teacher to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship.

Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. They help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teachers career. On a practical level, they are required to document the new teachers mentoring experience and to provide the necessary support in each new teachers professional growth and development.

Mentors help to retain teachers through support and by encouraging continuous improvement in beginning teachers.

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

The relationship between the employees of MCS and its Board will be mutually respectful. The school administrator will become the acting agent on behalf of the Board as it pertains to the recruitment, retention, and termination of teachers and staff. Through the school administrator, the shared beliefs and values of MCS will be articulated and embedded within each teachers Professional Development Plan in the form of school goals reflected within the annual School Improvement Plan (SIP).

The school administrator will also act as an agent on behalf of teachers and staff in communicating to the Board their needs to be able to improve student academic achievement within the classroom and regarding efforts to retain teachers and staff.

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

The school administrator (along with a committee of other staff) will review the applications of qualified applicants and conduct interviews (either in person or via video format). Before recommending to the Board the top candidate interviewed for employment, the school administrator will be responsible for conducting a reference check. Employment will be offered only after a criminal background check has been conducted for every person recommended for employment at MCS. A private contractor will conduct background checks.

The Chief Financial Officer on the Board for MCS will outline the schools salary schedule for all certified and non-certified staff. This will include a description of competitive benefits as offered on behalf of the Board for MCS.

MCS employees will be employed as "at will" and as such may be non-renewed at the end of the year with or without cause. Employees of MCS may decline to continue in their position the following year if they so choose to resign. Dismissal before the end of the contract year for poor performance is only as a last resort after the school administrator has consulted with the employee and provided substantive written feedback. Other related and supportive evidence includes the Professional Development Plan for certified teachers and classified employees written evaluation feedback mid-year and

end-of-year. Violations of laws and policies pertinent to employment are cause for immediate dismissal which may include drug/alcohol abuse, criminal activity, or other related violations identified within (G.S. 115C-325).

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

The proposed salary schedule for MCS for year one is an average per position as listed below:

- Principal - \$85,000
- Finance Officer - \$35,000
- Clerical/Office - \$26,000
- Food Service - \$25,000
- Custodian - \$25,000
- Teachers - \$41,000
- Elective Teachers - \$41,000
- EC Teachers - \$41,000
- Teacher Assistants - \$21,500

All of the staff will have the opportunity to participate in a matching 401K program for retirement and a private health care plan. MCS will offer our employees the opportunity to participate in several different supplemental plans. In addition the staff will be able to accumulate sick and vacation time very similar to the rates offered by the surroundings LEAs.

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

The purpose of the grievance process is to establish a fair and timely resolution of issues that may arise at MCS. A complainant cannot be discriminated nor retaliated against for using this grievance process. If an individual has a reasonable fear of retaliation or retribution by the offending party, they may bypass Step 1 and begin the grievance process at Step 2.

Step 1: The complainant should notify the allegedly offending party in writing or orally. MCS prefers that the complaint be resolved at this level and that each party make a good faith effort towards resolution.

Step 2: If the two sides are unable to come to a mutual solution, the complainant may submit their complaint in writing to the school administrator (or designee). A copy of the complaint will be provided to the alleged offending party by the school administrator (or designee) within 48 hours.

The written complaint should include the following, if applicable: a) Clear and concise statement of the problem; b) possible solutions to the problem c) resources, if any, required for resolution of the problem d) suggested timeline for actions and follow-up.

Step 3: Upon receipt of the written complaint, the school administrator (or designee) shall convene both parties for a conference within five (5) working days. The school administrator (or designee) will hear both sides and issue a written decision to the parties within five (5) business days. The decision by the school administrator (or designee) shall become final unless appealed within five (5) business days.

Step 4: Appeals of the decision of the School Administrator (or designee) must be in writing and made to the Chairperson of the Board of Directors. The Board shall consider the appeal at its next regularly scheduled meeting or within 15 days, whichever occurs earlier. The Board shall render a decision within 5 business days of their meeting. The decision by the Board shall be final and cannot be appealed further.

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

1 EC Teacher- dual role of EC Facilitator to oversee all of the IEPs for our EC students as well as keeping our school in compliance with all state & federal EC guidelines.

1 Counselor- Would be needed as a dual position as this person will not only perform counseling duties, but also perform the duties of Alternate Test Coordinator.

1 Teacher Assistant will serve as the ISS coordinator.

The custodian position is part time in the kitchen and part time custodian.

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

In anticipation of the potential 13 percent enrollment of exceptional children (EC) students, MCS will employ at least one qualified EC teacher. If the potential EC student enrollment increases, MCS will add at least 1 additional EC teacher for meeting student needs, as well as maintaining a minimal EC student case load.

Core academic teachers will be encouraged to complete requirements for AIG licensure to meet the needs of gifted students. Extensive and ongoing professional development in differentiated instruction will be provided to all teachers with an opportunity to complete PD for AIG licensure credit. To meet the needs of ELL students, core teachers will be trained using Sheltered Instruction Observation Protocol (SIOP) strategies and interventions for increasing the academic engagement of ELL students inside mainstreamed classrooms.

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

* The Principal/School Administrator is responsible for carrying out the day-to-day operations of the school as well as managing staff and maintaining the educational environment as mandated by the state of NC and fully licensed in compliance with state law.

* The School Counselor will work together with the Principal as a part of the school leadership. The counselor's role is primarily focused on counseling services; the counselor supervises student 504 plans, assists with the scheduling of students, facilitates parent conferences, and works with administration in developing PD particularly related to ELL, AIG and SST. Qualifications for counselor include appropriate licensure, master's degree, and experience in the classroom as well as a school counselor.

* Our Electives/Specialty Teachers (3) will work with the schools leadership team to implement and evaluate arts & specialty integrated lessons into the STREAM (Science, Technology, Reading, Engineering, Arts, & Math) curriculum. Responsibilities will include participation in planning of PD for the staff to ensure quality of arts & STREAM integration, assessment, and curriculum mapping; creating an awareness for the arts & STREAM programs into our schools PLC community and beyond; networking with other outside specialists and other arts programs in the area; working directly with parents to support the arts; acting as a resource person for the faculty; and supporting arts-related cross-curricular activities.

* Teachers are responsible for delivering appropriate instruction that follows the NCSCOS (NC Standard Course of Study), guiding the learning of their students, ensuring the safety of their students, and following the program outlined by MCS that results in student achievement. Additionally teachers are required to adhere to all State and Federal laws related to the performance of their duties as outlined in, but not limited to, G.S 115C-307. Teachers will communicate regularly with parents on the academic progress of our students.

* Our EC Teacher will ensure that services to students with IEPs will be met and that MCS complies with all State and Federal laws relative to IDEA and to adhere to all student IEPs. This position requires certification and licensure as an EC teacher, as well as a master's degree, and related experience.

Staff Evaluation and Professional Development

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

Teachers and staff responsible for maintaining a NC Teachers license and attending professional development are:

- * Principal
- * Counselors
- * All Classroom Teachers (Regular Ed, EC, Specialty, etc.)

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

All Beginning Teachers (BT) within their first 3 years of teaching on a state issued Standard Professional (SP) 1 License will be assigned a mentor/buddy teacher at MCS. A mentoring teacher will be identified as a full-time or part-time teacher on a SP-2 Teaching license with at least an Above Standard rating (or Accomplished rating under NCEES evaluation program). The overall role of our mentor will be to promote the growth and development of the BT to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach while on the job. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. They also serve as collegial and emotional supports for this challenging phase of a teachers career. On a practical level, mentors are required to document the new teachers mentoring experience.

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

At MCS, the goal is to not only prepare our students for meeting high school graduation requirements, but to also prepare them for being lifelong learners, innovative thinkers, and good citizens in a global, diverse, and technologically-advancing world. Our instructional plan promotes critical-thinking and problem-solving, collaboration, agility and adaptability, effective oral and written skills, individual initiative, accessing and analyzing of information, and curiosity and imagination. These are key

components of skills our students will need to become contributing citizens in this global society. MCS will provide a greater opportunity for the sharing of experiences and best practices among teachers and staff that allow for higher quality education for all students. What MCS will provide within the instructional plan and strategies is an opportunity for teachers to find the knowledge and skills that students should have to ensure their smooth transition and readiness from one academic grade level to the next. The goal for the school is to have students both college and career-ready upon the completion of high school. MCS prides itself in providing students the application of knowledge through higher-order thinking that coincides with the instructional strategies already mentioned in the previous section of this proposal. The schools focus will be on the academic preparedness for all students and the real-life application of that knowledge.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Before the start of the academic school year, teachers will have five calendar teacher workdays to adequately prepare for the return of students. However, teachers will also have professional development (minimum of two hours each of the five days and ongoing throughout the school year) in the following areas to ensure that the mission and vision of MCS are adequately conveyed within each teacher's classroom:

- * Cooperative Learning with Flexible and Strategic Grouping
- * Adapting to Learning Styles/Multiple Intelligences
- * Hands-On Learning and Project-Based Learning
- * Modeling
- * Mastery Learning

Each week, the mentor teacher will meet with the BT to discuss research-based interventions and classroom practices to determine the effectiveness of the programs within the classroom. A Mentor Contact Log will be maintained as evidence of the required hours necessary for the BT to complete the 3 required years of the mentoring program. The assigned mentor will also be responsible for assisting the BT in preparing and following the goals of their individual Professional Development Plan (PDP) as described by NC G.S. 115C-325. Along with a quarterly review of each teachers PDP by the school administrator, the mentor for the BT will also be required to review and to sign off for approval during each of the quarterly reviews with their assigned BT. The mentoring program at MCS will reinforce the mission and vision of the school to empower students to be lifelong learners, innovative thinkers, and good citizens able to compete globally in a diverse, technologically-advancing world.

Within each teacher's PDP, there will be the following core components:

- * An Individual Teacher Self-Assessment using the same evaluation instrument that will be used by the school administrator within the State's NCEES system.
- * Three identified Teacher Performance Goals (one of which is the schools overall adopted goal within the School Improvement Plan). For each of the three adopted goals, the teacher will develop his or her own strategies, actions, and measurements for which he or she will implement and follow in

an effort to meet the goals by the end of the school year.

* Each quarter, the teacher and the principal will meet to discuss the goals of the teacher within their PDP with the principal and teacher discussing progress and strategies for which the goals may be accomplished. Each adopted goal for the teacher within their PDP must be SMART Goals (Specific, Measurable, Action-oriented, Realistic, and Timely). The overall goals of a teachers PDP should align with the goals within the School Improvement Plan for MCS.

* Individual Teacher PDPs and regularly scheduled Teacher Classroom Observations with post conferences will allow for the school administrator to both monitor and provide feedback on teacher performance as it pertains to the implementation, fidelity, and facilitation of the strategies and programs provided through professional teacher staff development.

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

MCS will operate as a year-round public charter school. All teachers and staff will be provided professional staff development at least one afternoon each month as part of our school as a Professional Learning Community (PLC). MCS will utilize some of its experienced teachers to conduct professional development training. Our staff PLCs will be a collaboration of both professional inquiry and action in a recurring and self-renewal process for which our teachers can better perfect their instructional preparation and facilitation within the classroom. Student data in the form of weekly and quarterly Benchmarks will help guide the PLC process.

More intense Professional Staff Development will take place at least once each quarter (Student nine-week grading period). This will consist of a professional staff development consisting of at least five hours during the scheduled teacher workday for which the teachers can receive at least .5 Continuing Education Units (CEU) Credits that go toward to the required number of teacher CEUs (15 over five years) for teaching license requirements. The goal at MCS is to create and to implement a teaching schedule that will allow for a common planning period for which teachers each day will have a minimum of 30-40 minutes to collaborate as a PLC. MCS will implement an exciting and rewarding professional learning community for which teachers will work as active participants in the instructional planning for students. Teachers will have many opportunities to participate in professional development throughout the school year, both onsite and online. Educational partners specializing in new and innovative learning programs will allow for teachers to select and to provide individualized learning programs for diverse students MINA's Charter School will serve. Because MCS will be using new and innovative learning programs, and the school will provide a variety of pedagogical approaches that will meet the needs of students. The schools smaller class sizes will allow for teachers to create and to implement inspiring lessons that offer differentiated instruction to address the academic needs of each student. The technological platforms selected by teachers will motivate and empower them to further improve their professional development and to remain on the cutting edge of curriculum development for enhancing the student learning

experience inside the classroom.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions G.S. 115C.218.45 carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

MCS has already begun to introduce our school and its value proposition to families of prospective students, businesses and other community residents in Lee County. This is a way to both build awareness and anticipation for our plans and unique educational mission; as well as to assess the specific interests and priorities of those we will serve. Through surveys of school parents in the community, we are gaining a clearer understanding about the magnitude of interest in our concept, as well as what aspects of school curriculum and philosophy will be of greatest importance to them.

We have completed Phase I of our website at <http://minacharterschoolofleecounty.org>. Our website provides greater detail about the school for interested parties and families of prospective students, while also offering opportunities for student and teacher applications. We will continue to add content to the website, as we conduct school information programs, attend community activities, set deadlines for specific activities, and have accomplishments and benchmarks to share with the community in the months leading up to school opening.

We are building an online following in social media, primarily on Facebook. In addition to posting on a regular basis, we now host #MeetMINAMondays. This is an ongoing Facebook Live program that introduces various aspects of the MCS concept, timelines and progress. Each MeetMINAMonday event is also archived and made available on our website. We have also created an introductory brochure, that we have begun to distribute to interested parties throughout the community. This document details the ways that MCS is unique from other Lee County schools. It explains our philosophical approach to learning, provides information about how schools are chartered in North Carolina and offers details on how interested parties may apply or contact us to learn more.

This combination of initiatives will lay a solid foundation for more extensive marketing.

MCS board members and volunteers are actively engaged in many organizations and aspects of Lee County life. Many are natives or life-long residents who are committed to the success of MCS and the impact our school can have for many traditionally disadvantaged segments of our population. In many cases, our board members and volunteers have developed strong connections with organizations and leaders who specifically serve in these communities. We are building active relationships with area churches, pre- and after-school programs, service organizations, pediatric care providers and social groups,

who are interested in working with us. Several organizations are eager to help spread the news and to promote specific activities we will undertake from the moment we receive our charter.

Specifically, we will build on the "Meet MINA" messaging; by hosting a series of welcome parties & special events and by participating at community activities, where we can have positive interactions with families of prospective students and other community stake holders. Members of our organization have significant existing presence within the Latino community, African-American community and with organizations that serve lower socio-economic families. These are three market segments we believe will be especially eager to become part of the MINA family and value what we will provide to their children. We will also leverage our relationships with local media outlets and businesses to extend awareness and credibility of the MCS concept.

MCS has retained the services of Media Integrations to assist in our marketing strategies and execution. This branding and marketing strategies firm is a Sanford Chamber of Commerce member and is working with several businesses in Lee County. Media Integrations is providing nearly all of its services on a pro bono basis, particularly in the time leading up to the schools anticipated opening in fall 2019.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

MCS will include parents as active partners in the choices and implementation of educational programs to enhance the learning experiences of all students. Between the time that the charter has been approved and the actual opening of the school, MCS will implement the following plan for engaging the parent community and other stakeholders:

* Parent Survey: MCS has already reached out to Lee County parents through an online and printed Parent Survey to gauge the concerns and opinions of parents regarding how the school can better meet the needs of their children.

* Parent & Community Forums: Between approval and school opening, the school administrator and members of MCS Board of Directors will schedule a series of open community forums around Lee County to educate and to inform parents of the mission and vision of MCS. This will assist in the application process for parents to enroll their child in MCS.

* School Webpage, Social Media and Electronic Newsletters: Creating a user-friendly webpage for MCS will allow for the dissemination of more information that will keep parents and other community stakeholders informed and engaged prior to the opening of MCS. The website will include links informing parents of future community forums/meetings, instructions on how to apply for student enrollment, a description of the schools mission and vision, and a link to communicate with the schools principal and staff. Monthly electronic newsletters will keep parents and the community informed and updated. Along with updates via the schools webpage, MCS will also use

social media such as Facebook, Instagram, and Twitter to keep parents and the community updated on the development of MCS prior to opening for students in fall 2019.

Once MCS is open in fall 2019, the school will continue to engage parents and the community as a Professional Learning Community for input on improving student learning. MCS will engage the parent community and other community stakeholders in the daily life of the school:

* PTSO (Parent-Teacher-Student Organization): This will be parent-led with an opportunity for parents to provide feedback in the development of the annual School Improvement Plan for setting and meeting the goals of the school and offering support.

* Quarterly Parent Nights/Open Houses: Each grading period, MCS will schedule an Open House for parents to come after school hours to meet with their child's teachers and to see displays of student work throughout classrooms and hallways within the school.

* Parent Report Card Pick-Up: MCS will provide parent report card pick-up at the school as another opportunity for parents to receive their child's grades and to participate in parent/teacher conferences at that same time. During this time, parents can learn whether their child is on track in his or her grade level and discuss any academic interventions that can be put into place.

* Ongoing Parent Surveys: Quarterly, parents will be given an opportunity to participate in online parent surveys to provide ongoing feedback so that they can be engaged in their child's learning experiences.

* Quarterly Parent Workshops: There will be workshops with teachers and counselors in assisting parents on how to improve grades and study skills for their child. These workshops will also provide parents with valuable tools and resources to provide the necessary support at home for their child's academic improvement.

* Parent Resource Center: A portion of the main office or media center will include a Parent Resource Center (PRC). The PRC will offer a welcoming and engaging environment for parents, educators, and community members to access information and resources to support the success of all students, including those with learning challenges, special needs, and disabilities.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*

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

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

MCS will operate in accordance with N.C.G.S. 115C-218.45. Any student who is eligible to be enrolled in any public school in NC will be eligible for admission to MCS. The school will not discriminate against a person based on sex, ethnic background, or religion. Any student will be admitted regardless of their intellectual ability, athletic ability, disability, mental achievement, or aptitude. Any student who is expelled or suspended under N.C.G.S. 115C-390.5 through N.C.G.S. 115C-390.11 may be denied admission until the period of expulsion or suspension is completed.

MCS will begin its open enrollment period from the time of notification from the State Board of Education of the Charter through April 2019. During that time, the Administrator and the Board will be engaging the community through neighborhood events, block parties, pool parties, and an array of other efforts to solicit students to attend MCS. Every year thereafter the enrollment period will be from January 3rd to March 31st. MCS will have applications for admission to be picked up at the school or filled out and returned on the school website. Throughout the year, in addition to the open enrollment period, MCS will participate in community events and sponsor events that will allow students to enroll during that time.

At the close of the open enrollment period the first year, if a grade level is not full, all students will be admitted. If there are more than 72 students for a grade then a lottery will be conducted. The lottery will be held in accordance with the NC Open Meeting Law and will be announced on the website, social media, local news outlets, and any other viable means. Every parent who has signed their child up will receive a text or phone call notification with the date of the lottery. At the lottery, every student will be assigned a number and a computer program will randomly pick the number to be posted for all to see. Once the 72 slots are filled, the remaining students will be placed on the waiting list. The numbers will continue to be pulled until all students are placed on the waiting list in the order they are selected in the lottery. In accordance with the statute, there will be a 15% exception to the lottery for those students who are under legal custody or legal guardianship of sitting board members, and staff members of the school. Those identified students would have preference over all other students for admission. If there are siblings that applied, then only one of the names of the siblings will be placed in the lottery and if drawn, then all siblings, regardless of grade level, will be admitted. A student enrolling in kindergarten who has a sibling in the school will be accepted and will not have to go through the lottery process.

If a student withdraws from the school and enrolls in a study program overseas, that student will be accepted back into the school upon his or her return. If a student withdraws and attends another public school and then comes back to enroll, that student would be subject, if needed, to the lottery process. Any student that requests to withdraw from the school will have to fill out a form stating the next school they will attend, if known, so that school records could be forwarded. If possible, that student and parent will have an exit interview either with the School Administrator or designee.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: **X**

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

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

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Lee County Schools
 LEA #2
 LEA #3

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.

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 530	LEA 000	LEA 000	LEA 530	LEA 000	LEA 000	LEA 530	LEA 000	LEA 000	LEA 530	LEA 000	LEA 000	LEA 530	LEA 000	LEA 000
Kindergarten	72	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 01	72	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 02	36	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 03	36	0	0	36	0	0	72	0	0	72	0	0	72	0	0
Grade 04	18	0	0	36	0	0	36	0	0	72	0	0	72	0	0
Grade 05	18	0	0	18	0	0	36	0	0	36	0	0	72	0	0
Grade 06	0	0	0	18	0	0	18	0	0	36	0	0	36	0	0
Grade 07	0	0	0	0	0	0	18	0	0	18	0	0	36	0	0
Grade 08	0	0	0	0	0	0	0	0	0	18	0	0	36	0	0
	252			324			396			468			540		

V. OPERATIONS

Transportation Plan:

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

MINA Charter School will comply with all laws and regulations for transportation of students. No student will be denied admission due to lack of transportation. Any student that is required transportation by an IEP will be provided bus transportation. Any student under the McKinney-Vento Education of Homeless Children provision will be provided transportation in accordance with the law and any and all necessary coordination will ensure the student is transported to school in an appropriate manner.

MCS will purchase three used school buses two regular, and one handicap accessible from the NC School Bus Surplus System. MCS will ensure that the buses undergo regular maintenance in accordance with all safety laws and regulations. MCS will contract with a vendor to provide required maintenance and safety checks. MCS will use central drop off and pick up stations in 6 strategic locations located at shopping centers within the City of Sanford and Broadway. This will allow parents easy access to and from these locations to ensure the safety for all students. If parents have a problem getting to any of the locations, the administrator of MCS will look at alternatives on a case by case basis.

MCS will encourage carpooling for parents by opening the school early and closing late for their convenience. MCS will ensure that staff is on duty at the times when students are dropped off and picked up by parents. MCS is anticipating an instructional day that starts at approximately 8:00 a.m. and ends at approximately 2:25 p.m. However, the doors for the school will open at 7:00 a.m. and remain open till 4:30 p.m. for parents and guardians. Every quarter MCS will offer an incentive to parents that are either carpooling or dropping their students off. This incentive will be donated by either local businesses or solicited funds to encourage parents to continue providing personal transportation for their child in an effort to assist MCS in minimizing transportation costs for the academic school year.

After being informed of the transportation options at MCS, parents will complete a transportation needs assessment form during scheduled school events, parent open houses, and online via the schools webpage. From this statement, MCS can assist parents in selecting the most viable transportation option that will contribute to the school goal of a student daily attendance rate of more than 90%.

MCS will provide free transportation to all students who reside in Lee County. Once students are enrolled and their addresses ascertained, MCS will determine bus stops and routes consistent with the students residences and needs. Specific bus stop locations will be based on student need, safety, topography, road systems, and other circumstances.

School Lunch Plan:

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

MCS will ensure that every student that attends school will have access to both breakfast and lunch each school day. MCS will participate in the USDAs National School Lunch Program (NSLP) and School Breakfast Program (SBP) whereby students are provided a nutritious meal at a very low cost. More than 65% of our students will receive either free or reduced lunches. With such a large percentage of students receiving free or reduced lunches, school administration will work closely with parents to ensure the completion of required paperwork. No student will be denied a meal if they do not have the money to pay for it. To cover the cost of the meals the funds that are left over from the cost of meals from the NSLP and SBP will be used.

MCS will partner with Preferred Meals to supply meals on a daily basis. The meals will be flash frozen and delivered on a weekly basis from the distribution center in SC. The produce, bread, and milk will all be delivered to Preferred Meals from local farmers and companies within the State of NC. All of the contracts for distribution will be handled by Preferred Meals. Preferred Meals rates are below the reimbursement of the NSLP and SBP. By doing business with this organization (along with the funds from those that are paying for their meals) MCS believes that the cafeteria will break even financially in operational costs.

Preferred Meals will provide training for the schools staff in the operations, preparations and distributions of student meals. The price of the equipment will be absorbed in the meal prices, so in essence MCS will have little or no startup costs with Preferred Meals. One full-time cafeteria manager and one part-time cafeteria worker will be employed to operate the food service program. Additionally, teacher assistants will help and provide assistance during meal times.

Civil Liability and Insurance (GS 115C-218.20):

The Nonprofit

shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
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Comprehensive General Liability		\$2,000,000	\$1,172.00
Officers and Directors/Errors and Omissions		\$1,000,000	\$2,898.00
Property Insurance		\$1,000,000	\$600.00
Automobile Liability		\$1,000,000	\$1,100.00
Crime Coverage Minimum/Maximum Amount	\$1	\$250,000	\$625.00
Other		\$500,000	\$4,478.00
Total Cost			\$10,873.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

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

shawnwil 09/27/2018

(Board Chair Signature) (Date)

Facility:

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

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

Josh Gregory of Colliers International Education Services Group is assisting with securing, purchasing, financing and renovation of a facility for MCS. Colliers International is a well-known and reputable real estate brokerage firm. Josh Gregory has 10 years of experience providing real estate advice and services to hundreds of businesses. He has in-depth knowledge of the public/charter school industry. He has helped more than a dozen public charter schools and post-secondary educational clients with their facilities requirements.

Minas Place has entered into a contract with the owners of property located at 3193 Industrial Drive Sanford, NC. Minas Place will lease the facility to MCS.

The property is a former retail establishment consisting of a 39,600 square foot building located on approximately 11.2 acres within the southeastern

city limits of Sanford. The property can be developed in phases to accommodate the anticipated needs and growth of MCS. The property covers an entire city block with opportunities for the implementation of traffic control measures, playgrounds and outdoor spaces, and plenty of parking. The property is ideally located near the Jonesboro area of East Sanford and is adjacent to minority communities with young students. The purchase price of the 11.2 acre tract and existing buildings is \$775,000.00. The projected cost of renovating the first phase is four million dollars (\$4,000,000.00). The signed letter of intent for this property is attached with the Exhibits. MCS will ensure that health and safety requirements to obtain the certificate of occupancy from DPI are met.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

MCS is obtaining the Lowes building for \$19.57 per sqft and project to spend \$80.00 per sqft for up-fitting. According to Colliers the average sqft cost is \$180.00.

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

If the purchase and renovation of the 11.2 acre site becomes impossible, the contingency plan is for Minas Place to purchase property located at 610 East Main Street, Sanford, NC. Minas Place will lease the facility to MCS. The property is currently being leased by a church, Gods Promise. An after school program with an enrollment of over 100 students has been housed in this facility. Renovation and remodeling of this building to accommodate MCS would cost approximately 2 million dollars (\$2,000,000.00). The property consists of an 11,270 square foot building on a 1.07 acre lot and an adjoining lot consisting to .47 acre. While this space would not accommodate the long-term enrollment goals for MCS, it would provide an immediate, viable option in the event that the previously mentioned site becomes problematic. The signed letter of intent for this contingency site is attached with the Exhibits. MCS will ensure that all health and safety requirements to obtain the certificate of occupancy from DPI are met for this site if it is used.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1530 - Lee County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,424.77	252	\$1,367,042.04
Local Funds	\$1,677.17	252	\$422,646.84
Federal EC Funds	\$4,464.16	32	\$142,853.12
Totals			\$1,932,542.00

Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$1,367,042	\$1,840,233	\$2,354,881	\$2,913,843	\$3,520,141
-Local Per Pupil Funds	\$422,647	\$559,707	\$704,607	\$857,699	\$1,019,342
-Exceptional Children Federal Funds	\$142,853	\$192,182	\$246,087	\$310,070	\$374,409
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,932,542	\$2,592,122	\$3,305,575	\$4,081,612	\$4,913,892

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

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

Personnel Budget: Expenditure Projections Year 1 through Year 5

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$85,000	\$85,000	1	\$87,550	\$87,550	1	\$90,177	\$90,177	1	\$92,882	\$92,882	1	\$95,668	\$95,668
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709
Finance Officer	1	\$35,000	\$35,000	1	\$36,050	\$36,050	1	\$37,132	\$37,132	1	\$38,246	\$38,246	1	\$39,393	\$39,393
Clerical	1	\$26,000	\$26,000	1	\$26,780	\$26,780	1	\$27,583	\$27,583	1	\$28,410	\$28,410	1	\$29,262	\$29,262
Food Service Staff	1.5	\$25,000	\$37,500	1.5	\$25,750	\$38,625	1.5	\$26,523	\$39,785	2	\$27,319	\$54,638	2	\$28,139	\$56,278
Custodians	.5	\$25,000	\$12,500	.5	\$25,750	\$12,875	.5	\$26,523	\$13,262	1	\$27,319	\$27,319	1	\$28,139	\$28,139
Nurse	0	\$0	\$0	.5	\$41,200	\$20,600	1	\$42,436	\$42,436	1	\$43,710	\$43,710	1	\$45,021	\$45,021
Counselor	1	\$40,000	\$40,000	1	\$41,200	\$41,200	2	\$42,436	\$84,872	2	\$43,710	\$87,420	2	\$45,021	\$90,042
School Resource Officer	0	\$0	\$0	0	\$0	\$0	0	\$40,000	\$0	1	\$41,200	\$41,200	1	\$42,436	\$42,436
A - Total Admin and Support:	6		\$236,000	6.5		\$263,680	9		\$376,446	11		\$456,261	11		\$469,948
Instructional Personnel:															
Core Content Teacher(s)	14	\$41,000	\$574,000	18	\$42,230	\$760,140	22	\$43,497	\$956,934	26	\$44,802	\$1,164,852	28	\$46,146	\$1,292,088
Electives/Specialty Teacher(s)	3	\$41,000	\$123,000	2	\$42,230	\$84,460	3	\$43,497	\$130,491	3	\$44,802	\$134,406	3	\$46,146	\$138,438
Exceptional Children Teacher(s)	1	\$41,000	\$41,000	1.5	\$42,230	\$63,345	3	\$43,497	\$130,491	2	\$44,802	\$89,604	3	\$46,146	\$138,438
Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	9	\$21,500	\$193,500	10	\$25,375	\$253,750	10	\$25,756	\$257,560	10	\$26,142	\$261,420	10	\$26,534	\$265,340

MINA Charter School of Lee County

B - Total Instructional Personnel:	27		\$931,500	31.5		\$1,161,695	38		\$1,475,476	41		\$1,650,282	44		\$1,834,304
A+B = C - Total Admin, Support and Instructional Personnel:	33		\$1,167,500	38		\$1,425,375	47		\$1,851,922	52		\$2,106,543	55		\$2,304,252
Administrative & Support Benefits															
Health Insurance	6	\$4,490	\$26,940	6	\$4,625	\$27,750	9	\$4,764	\$42,876	11	\$4,907	\$53,977	11	\$5,054	\$55,594
Retirement Plan--Other	6	\$3,540	\$21,240	6	\$3,955	\$23,730	9	\$3,764	\$33,876	11	\$3,733	\$41,063	11	\$3,845	\$42,295
Medicare	6	\$570	\$3,420	6.5	\$588	\$3,822	9	\$606	\$5,454	11	\$601	\$6,611	11	\$619	\$6,809
Social Security	6	\$2,439	\$14,634	6.5	\$2,515	\$16,348	9	\$2,593	\$23,337	11	\$2,572	\$28,292	11	\$2,649	\$29,139
Unemployment	6	\$410	\$2,460	6.5	\$487	\$3,166	9	\$502	\$4,518	11	\$498	\$5,478	11	\$513	\$5,643
D - Total Admin and Support Benefits:			\$68,694			\$74,815			\$110,061			\$135,421			\$139,480
Instructional Personnel Benefits:															
Health Insurance	27	\$4,490	\$121,230	31	\$4,625	\$143,375	37	\$4,764	\$176,268	41	\$4,907	\$201,187	44	\$5,054	\$222,376
Retirement Plan--Other	27	\$3,105	\$83,835	31	\$3,373	\$104,563	37	\$3,483	\$128,871	41	\$3,623	\$148,543	44	\$3,752	\$165,088
Social Security	27	\$2,139	\$57,753	31.5	\$2,287	\$72,041	37	\$2,340	\$86,580	41	\$2,496	\$102,336	44	\$2,585	\$113,740
Medicare	27	\$500	\$13,500	31.5	\$535	\$16,853	37	\$561	\$20,757	41	\$584	\$23,944	44	\$604	\$26,576
Unemployment	27	\$414	\$11,178	31.5	\$443	\$13,955	37	\$464	\$17,168	41	\$483	\$19,803	44	\$500	\$22,000
E - Total Instructional Personnel Benefits:			\$287,496			\$350,786			\$429,644			\$495,813			\$549,780
D+E = F - Total Personnel Benefits			\$356,190			\$425,601			\$539,705			\$631,234			\$689,260
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	6		\$304,694	6.5		\$338,495	9		\$486,507	11		\$591,682	11		\$609,428
B+E = H - Total Instructional Personnel (Salary & Benefits)	27		\$1,218,996	31.5		\$1,512,481	38		\$1,905,120	41		\$2,146,095	44		\$2,384,084
G+H = J - TOTAL PERSONNEL	33		\$1,523,690	38		\$1,850,976	47		\$2,391,627	52		\$2,737,777	55		\$2,993,512

Operations Budget: Expenditure Projections Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Computers & Software	\$5,000	\$600	\$600	\$600	\$600
	Communications & Telephone	\$2,400	\$2,600	\$2,800	\$3,000	\$3,000
	Copier leases	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
Professional Contract	Legal Counsel	\$2,500	\$3,000	\$3,000	\$3,000	\$3,000
	Ec Services	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000
	Financial	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Facilities	Facility Lease/Mortgage	\$135,000	\$350,000	\$350,000	\$350,000	\$350,000
	Maintenance	\$6,000	\$14,000	\$20,000	\$20,000	\$20,000
	Custodial Supplies	\$3,000	\$3,500	\$4,000	\$4,500	\$45,000
	Insurance (pg19)	\$10,873	\$10,873	\$10,873	\$10,873	\$10,873
Utilities	Electric	\$20,000	\$32,400	\$37,800	\$43,200	\$48,600
	Water/Sewer	\$5,250	\$8,000	\$9,000	\$10,000	\$10,000
	Trash	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Transportation	Buses	\$21,000	\$0	\$7,000	\$0	\$0
	Gas	\$9,450	\$12,600	\$15,750	\$15,750	\$15,750
	Oil/Tires & Maintenance	\$26,250	\$35,000	\$35,000	\$35,000	\$35,000
Other	Marketing	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Classroom Technology	Lease Of Technology Equipment	\$20,000	\$30,000	\$30,000	\$30,000	\$30,000
Other	Lease Of Furniture - Classroom/Office/Cafeteria	\$22,500	\$30,000	\$30,000	\$30,000	\$30,000
	Administrative Allowance	\$15,000	\$20,000	\$20,000	\$20,000	\$20,000
	K - TOTAL Administrative & Support Operations	\$337,823	\$586,173	\$614,423	\$619,523	\$670,423
	Instructional:					
Classroom Technology	Instructional Technology	\$6,000	\$10,000	\$10,000	\$10,000	\$10,000
Instructional Contract	Staff Development	\$8,400	\$16,000	\$18,000	\$20,000	\$20,000
Books and Supplies	Instructional Materials	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	Curriculum/Texts	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
	Copy Paper	\$3,600	\$7,000	\$8,000	\$9,000	\$9,000

	Testing Supplies	\$6,000	\$11,000	\$13,000	\$16,000	\$16,000
	L - TOTAL Instructional Operations	\$35,500	\$55,500	\$60,500	\$66,500	\$66,500
	K+L = M - TOTAL OPERATIONS	\$373,323	\$641,673	\$674,923	\$686,023	\$736,923

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
J - TOTAL PERSONNEL	\$1,523,690	\$1,850,976	\$2,391,627	\$2,737,777	\$2,993,512
M - TOTAL OPERATIONS	\$373,323	\$641,673	\$674,923	\$686,023	\$736,923
J+ M =N TOTAL EXPENDITURES	\$1,897,013	\$2,492,649	\$3,066,550	\$3,423,800	\$3,730,435
Z - TOTAL REVENUE	\$1,932,542	\$2,592,122	\$3,305,575	\$4,081,612	\$4,913,892
Z - N = SURPLUS / (DEFICIT)	\$35,529	\$99,474	\$239,025	\$657,812	\$1,183,457

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

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

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

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

Provide the break-even point of student enrollment.

The student enrollment numbers were projected from the population growth over the past few years here in the Lee County area. Lee County continues to grow at approximately 2% yearly, and Lee County Schools (LCS) is currently experiencing some over-crowding in grades K-6 in certain schools. Over the last ten years, LCS has opened a new middle school, and a new high school along with the plans to open a new elementary school in 2019-20. The average enrollment number for students in grades K-5 is 594 which includes Warren Williams Alternative School that has 11 students. If you remove Warren Williams the average enrollment is 676 students. This enrollment number is well above the state average of 490. In grades 6 through 8 the average enrollment for students is 735 students which is above the state average of 629. The goal of MINA Charter School is to enroll 252 students, which is approximately 4% of the student enrollment in elementary and middle school in Lee County. The state's approval for the application charter for MCS should help alleviate the current over-crowding of the schools within the district. These figures are compiled and based upon the 2016-17 NC School Report Cards as presented by NC Department of Public Instruction. In feedback from preliminary Parent Surveys conducted by MCS, school over-crowding was cited as an issue, along with parents citing the need for an educational alternative to sending their children to a school within the LCS system. MINA's Charter School would be a viable alternative to any traditional school within the LCS system. We will offer a curriculum with an approach that is a viable alternative to what is currently being offered within LCS. Our school will embrace the 21st century approach to creating a learning environment that is more conducive to preparing students for being lifelong learners, innovative thinkers, and good citizens in our global, diverse, and technologically- advancing world. The break-even point would be 216 students.

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

If MCS is not able to achieve the break-even student enrollment number of 216 students for initial school year, then we would reduce our operational

budget by reducing the number of teachers across all grade levels by 1 in grades K-5. This reduction will then result in MCS having a teacher allotment of 3 teachers/classes per grade level. If necessary, MCS will continue to find ways to meet our schools financial needs by reducing the budget allocation for technology and to consider either used or refurbished technology devices to meet the immediate technological needs for the school. Other operational reductions may include reducing the allocated costs of instructional supplies, as well as a potential reduction in the funding for online programs that would be used by teachers in classroom lessons.

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

MCS budget is based solely off of the State and Local funds, plus any funding from for the EC students.

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

1:18

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

At this time MCS intends to contract for exceptional children services as needed.

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

MCS in planning our operational budget has the goal of ensuring that we hold true to the mission of preparing our students to be able to compete globally and have technology readily available for the purpose of competing in this 21st century digital and global society. Our budget places a significant investment in our 1:1 technology for which every student, beginning in kindergarten, will have a technological device with them inside each classroom. The purchasing of the computer hardware and online resources coincides with our emphasis on teacher professional development for preparing our students by exposing them to curriculum that is based upon science, technology, reading, engineering, arts, and math (STREAM) within each content area across all grade levels. Our teachers will receive professional staff development online and in person with many of the vendors that we will use for the delivery of the curriculum with technology.

Our budget reflects a significant amount of allocated funding in the leasing of a facility within the city limits of Sanford. This will allow for us to offer a neighborhood school approach to the surrounding community and to assist the surrounding community with school transportation. To ensure that transportation is not a barrier for any students, the purchase of buses and ensuring that they are well maintained and safe is a priority for MCS as shown in the budget. The financial investment in a non-traditional classroom setting will help our students feel more comfortable in their physical learning environment

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

Describe how the school will develop the fund balance.

MCS will work to achieve a continual fund balance of approximately 5% of the annual budget every year. Due to not receiving capital funds from any source, the fund balance will be used for maintenance and upkeep of our facility and other unexpected expenses that may be incurred. To achieve the 5% fund balance, MCS Board of Directors will have a major fund raising event annually, along with the solicitation of Community and Corporate sponsorships.

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

MCS is seeking to negotiate the renovation of a building with ample amount of square footage to house our school. We will be renovating the building for educational purposes in order to secure the required certificate of occupancy. Within our budget, we have set aside the funding for the lease agreement in the amount of \$135,000 for the first year and \$350,000 years two through five.

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

No.

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

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

MCS understands the importance of making sure that the financial procedures are in place and followed. Making sure proper segregation of duties is a major step in internal controls. Different people will have unique functions that are separate and apart from each other that will help mitigate any inappropriate actions. Responsibility for authorizing and accounting/reconciling of finances will be handled by different individuals.

All checks written on behalf of MCS will have two signatures. No cash will be used to pay any bills, and all checks will have the invoice number or receipt number on them. A copy of the requisition should be attached and recorded paid with check number and date.

MCS will have an ad hoc finance committee that is separate and apart from the MCS BOD. That committee will have members from the BOD, and community that have expertise in finances. There must be an accountant, attorney, parent, and 2 members of BOD. This committee will review quarterly all financial reports from the school given to the BOD, and share any concerns or findings. This will serve as an extra layer prior to the certified audit and this committee will serve at the pleasure of the BOD, and all members of the ad hoc committee will be approved by BOD.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

There is no known or possible related party transactions with anyone concerning MCS.

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

The following firms are being considered to provide financial audits for MCS:

Lloyd B McConnell CPA, 1101 Woodland Ave, Sanford, NC 27330 - (919) 774-3284

West Financial Strategies Inc., 301 Court Sq, Sanford, NC 27330 - (919) 774-8664

Richard M. Carlson, CPA, 107 Gordon St, Sanford, NC 27330 - (919) 776-4636

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

*Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.

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

North Carolina Department of Public Instruction
Office Of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

I understand the requirements pursuant to G.S. 115C-218.1(c).

shawnwil

Date: 09/29/2018

Applicant Signature:

The foregoing application is submitted on behalf of MINA Charter School of Lee County (*name of non-profit corporation*

or individuals submitting application). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, formerly "TCS-U-013," all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: shawnwil

Board Position: President

Signature: _____

Date: 09/29/2018

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

Notary Public Official Seal
My commission expires: _____, 20____.

