

Needs Assessment

Lee County, North Carolina

Lincoln Chafee said, "Trust is built with consistency." Unfortunately, the Lee County School District is plagued with inconsistency. Some schools have a vibrant PTO and others don't. Some have newsletters that go out routinely, while others either don't have them, or they're hard to find. Some have technology staff, while others are lacking. Some of the schools have webpages that are markedly superior to those of other schools. Mina's Place Charter School (MPCS) will be an alternative to the inconsistent environment provided by Lee County Schools, and is a necessary alternative in Lee County. In a recent survey conducted by MPCS, more than half of the respondents said that the school system does not meet their needs or only sometimes meets their needs. When parents were asked whether they would send their children to a highly technological school for free if it were an option, 294 out of 308 respondents, or 95.5%, responded maybe or yes. This assessment addresses four areas in the district: teacher and administrator practice, progress and achievement of students, community and family involvement, and safety/discipline.

Teacher and Administrator Practices

In providing a breakdown of Lee County, North Carolina teachers, Great Schools—a website often used by parents to compare schools in their areas—indicates that 100% of those designated as full-time teachers are certified. There is no breakdown of part-time teachers, nor any indication of whether they have student teachers, teacher candidates in alternative certification programs or in college obtaining teaching credentials (Sandford Schools).

Below are the percentage of teachers in each school with three or more years of teaching experience (Sandford Schools).

Benjamin T. Bullock Elementary	73%
Bragg Street Academy	84%
Broadway Elementary	89%
Deep River Elementary	93%
West Lee Middle	66%
East Lee Elementary	72%
F.L. Knight	77%
Greenwood Elementary	80%
J. Glenn Edwards Elementary	71%
J.R. Ingram Elementary	85%
Tramway Elementary	89%
Warren Williams Alternative School	74%

What do these numbers say about the needs of Lee County? Are younger teachers a positive or negative? I would just add a sentence here interpreting the data. This data trend line can be viewed as LCS having a majority of teachers with extensive experience in teaching within public schools, yet there exists a need for a fresher approach to what our schools can offer students as

we enter the 21st century. Research has shown that our classrooms today still reflect what they looked like more than 50 years ago. MPCCS embraces 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.

According to The Department of Education, North Carolina, like many other states, has a shortage of teachers. The Department of Education also explains that teacher attrition is normally due to retiring teachers, relocating to other schools, or moving with their families (North Carolina's Revised State Plan for Highly Qualified Teachers). The growing student population makes this shortage even more detrimental. How has this affected Lee County? MPCCS, with a more innovative and creative approach to facilitating classroom instruction through the infusion of more Critical-Thinking & Problem-Solving, Collaboration, and more Curiosity & Imagination makes our school a more appealing attraction for teachers entering the teaching profession for the first time. All of these are key components of skills our students will need to become contributing citizens in this global society. MPCCS will provide for a greater opportunity for the sharing of experiences and best practices among our teachers and staff that allow for higher quality education for all of our students.

North Carolina Public Schools report that there are many responsibilities with which the teachers in the state are charged (North Carolina Professional Teaching Standards). With the deficits shown in test scores alone, it seems that many teachers fall short in several key areas, including:

- Developing and applying strategies to make the curriculum rigorous and relevant
- Understanding the influences on student learning and differentiating instruction
- Adapting resources to address the strengths and weaknesses of students
- Monitoring and modifying plans to enhance student learning
- Choosing methods and materials while striving to eliminate achievement gaps
- Employing a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
- Analyzing data

The last point, analyzing data doesn't quite define what teachers should be doing. They must analyze the data, and then that data should inform action. One effective data tool is a line item analysis that tells teachers where a student did well in some test areas and poorly in others. Doing this for each student is time-consuming, but it gives a teacher information about what they need to do differently or more of to help students succeed. A careful data analysis will inform instruction.

Another way to address teachers falling short at meeting standards is to instruct them to adjust and modify throughout the day, every day. In so doing, they must be committed enough to tweak, eliminate what doesn't work, and try again. While this type of continuous improvement process is demanding, it pays great dividends in student success (North Carolina Professional Teaching Standards). Furthermore, in the survey conducted by MPCCS, parents frequently cited individual attention to the needs of each student as one of the main components they would like to see in a charter school, indicating that this is a major concern of parents.

Despite how beneficial tutoring is to students, there is no mention online of before or after school tutoring sessions at Lee County schools. Tutoring can help mitigate deficits, close achievement gaps, and address reteach strategies in smaller groups (Evidence That Tutoring Works).

In 2001, the US Government Publishing Office and Department of Education published a report that verified the effectiveness of tutoring. One component required to make such programs effective was the use of research-based elements. The report informed that even if certified teachers weren't the designated tutors, tutoring helped students make academic progress (Evidence That Tutoring Works).

Progress and Achievement of Students

According to Great Schools, most Lee County schools have a test rating of 4 out of 10, falling below the mid-range. Schools at or below this level received a School Performance Grade of a D or F. The website specifies that schools and school districts with scores at this level are considered low-performing. This designation is also given to schools where students don't meet grade-level proficiency in math or reading for two or more years in a row. Based upon the test scores indicated below, most schools in Lee County, North Carolina are categorized as low-performing. Great Schools notes that many low-performing schools are in poor communities where many students may not have adequate access to resources. If most schools in a district are deemed low-performing, then the whole district carries that designation (Sandford Schools).

The ratings breakdown from Great Schools in test scores, state rating, and percent low-income details, and ethnic makeup of the school are provided below.

School	Ranking	Test Scores Rating		Low Income				
		(out of 10)	Students	Hispanic	White	Black	Asian	
B.T. Bullock Elementary	900/1406	4	77%	35%	30%	31%	<1%	
Broadway Elementary	997/1406	3	76%	43%	39%	13%	<1%	
Deep River Elementary	708/1406	4	79%	40%	31%	25%	<1%	
Greenwood Elementary	710/1406	5	78%	34%	49%	12%	<1%	
J.R. Ingram Elementary	617/1406	6	67%	20%	40%	34%	1%	
J. Glenn Edwards Elementary	750/1406	5	86%	49%	27%	21%	1%	
Tramway Elementary	183/1406	9	43%	21%	61%	13%	2%	
West Lee Middle	366/675	4	72%	30%	42%	24%	1%	
East Lee Middle School	397/675	4	67%	37%	42%	15%	1%	
FL Knight	N/A	N/A	54%	16%	58%	22%	<1%	

Community and Family Involvement

Lee County provides a “parent portal” which parents can sign in to view information about their children. However, the login information is not made easily accessible on the school websites. The seven-step process needs to be made readily available for parents. Through the portal, custodial parents or guardians can stay up-to-date on their child or children’s progress in school. They can access information about attendance, assignments, grade history, current progress,

daily school announcements, and student schedules. Essentially, schools should work towards making such resources more accessible to families.

This is one action taken by the district to improve communication between the parents and the school. If parents have internet access, this feature can be a bonus. However, many are low income families, and a number of them are single-parent households. According to CHSI, 38.5% of Lee County North Carolina children are in single parent households. The percent of families with a single head of household for the county is 10.9%. As this website indicates, children from families with more than one income tend to have better access to health care, are typically healthier, and are not as likely to have emotional and behavioral problems at a severe level. It also indicates that single-parent families do not have human and economic resources on par with two-parent families (Kids Count Data Center).

Safety/Discipline

A Youth Justice Project from 2017 indicates that North Carolina has increased its use of suspensions to address misbehaviors. In addition, the report highlights the fact that this removal from the learning environment has an adverse effect on the students involved, thereby hurting the school climate. The report also advised that students are often suspended for behaviors as trivial as gum chewing or cell phone use, and that males and African Americans are disproportionately suspended and expelled (Youth Justice NC).

The data from the 2016-2017 school year in North Carolina shows that many schools are using suspensions for infractions other than the 16 serious infractions, as specified by the state, that justify this action. Each day of suspension should be viewed as a day of lost instruction. It also takes time for a returning student to assimilate back into the learning environment after a suspension, further hindering his or her learning.

Discipline in schools is necessary to maintain order and safety and to enable learning to take place. Providing a student code of conduct to each student has been traced as a best practice that results in enabling and justifying enforcement. It is protocol that policies are communicated with students (115C-390.2) (Safe Supportive Learning). Few of the websites of schools in Lee County have a code of conduct available for students, or if it is available, it's difficult to find.

There is some unsettling evidence of racial disparity regarding suspension. For example, B.T. Bullock reported a 1% suspension rate for Hispanics and Caucasians, a 7% suspension rate for mixed race students and a 9% suspension rate for African Americans. F.L. Knight reports an 11% suspension rate for Hispanics, a 2% suspension rate for Caucasians and a 1% suspension rate for African Americans. Greenwood Elementary had an overall suspension rate of 1%, with African Americans at 5%, Hispanics and Caucasians at 1% each.

The North Carolina Data and Statistics website breaks down the suspension rates by county. Lee County had 697 short-term suspensions during the school year 2015-2016, or 20.57 suspensions

per 100 students. In 2014-2015, 635 suspensions were reported, with 21.61 suspensions per 100 students (Education Data: Reports and Statistics).

For individual schools, the rates are as follows:

BT Bullock	145 suspensions
Bragg Street Academy	557 suspensions
Broadway Elementary	114 suspensions
Deep River Elementary	125 suspensions
West Lee Elementary	732 suspensions
East Lee Middle School	689 suspensions
FL Knight/The Children's Center	5
Greenwood Elementary	55 suspensions
J. Glenn Edwards Elementary	195 suspensions
JR Ingram Jr. Elementary	188 suspensions
Tramway Elementary School	61 suspensions
Warren Williams Alt. School	16 suspensions

Technology

It is important that parents feel connected to schools and their administrations, and this often starts with the website. However, many schools in Lee County lack efficient methods of communication with parents on their websites. West Lee Elementary stood out by having a message from the principal that is easily accessible on the website. However, the webpage for this school was very basic, with the last update taking place in November 2016. Other schools lacked a message from the principal, and Broadway Elementary had an administrator link which only displayed a picture and caption, with no pertinent information.

Internet access is a challenge for those whose children attend a school that provides a digital newsletter. Schools must have a way for parents to easily access a print version of the newsletter. Some schools do not even have a link where parents can obtain this newsletter. Many schools even had inactive community pages, or pages where only the dress code information is provided.

Deep River Elementary School provides an example of an ineffective website. The site had a dead link under the newsletter. However, this school had a parental involvement plan and a thrift store run by volunteers. Despite the proceeds from the store going in part to technology, the website is not as strong as it could be. Again, this inconsistency is a factor that renders what could be a promising initiative less effective.

The MPCS survey shows that 76.6% of respondents would be inclined to send their children to a technologically advanced school. The current trend in Lee County Schools does not cater to this specific need of the district's parents.

Conclusion

The marked inconsistencies in information provided on the different school websites, the differences in what each school offered, the disparities in family/home/community initiatives,

and the manner and rate at which suspensions are handled makes it hard for one to find out how Lee County operates. Some disturbing trends emerge, such as the disparate way some schools suspend minorities. Additionally, the survey conducted by MPCCS indicates that parents actively want more—and better—options for their children. It is apparent from the provided data that the residents of Lee County need an alternative to the available public schools to provide a quality education to their students.

Sources

“Education Data: Reports and Statistics”

<http://www.dpi.state.nc.us/data/reports/>

“Evidence That Tutoring Works”

<https://www.gpo.gov/fdsys/pkg/ERIC-ED464343/pdf/ERIC-ED464343.pdf>

“Kids Count Data Center”

<http://datacenter.kidscount.org/data#NC/10/0/char/0>

“North Carolina Professional Teaching Standards”

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>

“North Carolina’s Revised State Plan for Highly Qualified Teachers”

<https://www2.ed.gov/programs/teacherqual/hqtplans/nc.pdf>

“Safe Supportive Learning”

<https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/North%20Carolina%20School%20Discipline%20Laws%20and%20Regulations.pdf>

“Sanford Schools”

www.greatschools.org/north-carolina/sanford/

“Youth Justice NC”

<http://youthjusticenc.org/2017/05/17/increase-in-nc-school-suspension-rates-negatively-impacts-students/>

MINA's Place Charter School

* Required

1. Enter the last 4 digits of your phone number *

2. In what county do you reside?

* Mark only one oval.

Moore County

Lee County

Wake County

Orange County

Other: _____

Sorry, you do not qualify to take this survey. Do not need to respond to the question below. Simply close this window to exit the survey

3. Mark only one oval.

Okay I understand

4. What is your zip code?

* Mark only one oval.

27237

27330

27331

27332

27505

28355

5. Do you think the school system is meeting your academic needs?

* Mark only one oval.

Yes

No

Sometimes

6. If you had a choice to send your student to a highly technological school for free would you? * Mark only one oval.

- Yes
- No
- Maybe

7. Do you currently have students in grades K-5 * Mark only one oval.

- Yes
- No

8. What would you like to see in a charter school? *

9. Thank for completing the survey. Please enter the last 4 digits of your phone number below. *

MINA's Place Charter School Survey Results

Total Responses: 308

Method of distribution: Online & in-person

R =Responses

What is your zip code?

27237	46R
27330	139R
27331	47R
27332	48R
27505	16R
28355	8R
No Response	5R

1. Do you think the school system is meeting your academic needs?

No	61R
Yes	142R
Sometimes	104R
Response	1R

2. If you had a choice to send your student to a highly technological school for free would you?

No	14R
Yes	236R
Maybe	58R

3. Do you currently have students in grades K-5?

No	116R
Yes	191R
No Response	1R

4. What would you like to see in a charter school?

I would like more security procedures instituted to make it safer for the children.

Charter schools are a different type of public school.

teachers who care an have time for "challenging" students

better math programs and science

students in a great environment

teachers who care about their students

studies, More Classes

Good classes and teachers.

Better academics.

As public schools, charter schools are tuition-free.

affordability

More emphasis being paid on some practical education.

A more advanced education and better preparation

hands on learning

More advanced technology

Personal attention and high academics

Quality education

Transportation and free lunch

Apprentice programs

A more highly educated school system, put God back in the schools!!!!!!!

education progress comparable to other education entities

Black History ,effectively taught, the past, present, and future

Standards that exceed public schools

Better quality of the teachers

The ability to meet the needs of special populations.

Spanish merging schools

More curriculum choices

Real world classes.

More props, hands on, one on one, and study groups

Smaller class size

More hands activites in group work with the other students

More options for students and better academic performance

Better special education help



MINA's Place Charter School Survey Results

More arts/creativity
Smaller classes with more competent teachers
Teaching a trade like carpentry, or metal shop
Better lesson plans
High quality instruction and consistent discipline with expectations of excellence
Ways for children to learn differently & Better technology
Qualified teachers who can engage our students
More choices for education in Lee County
More choices between public and private. Paying for private gets costly.
Listen in as Like a Sponge, GreatSchools' new podcast for parents about the science of learning, gets deep into the hotly debated subject of standardized testing.
A good education program, security live video of the classrooms and I would like to see an good program that motivates my sons and make something innovative
Teachers that are more involved with the students. I would like to see the work given to students to actually challenge them and not just busy work I would like to see more technology in the school as well.
I would like to see a charter school were kids would have to wear uniforms and not be worried about keeping up with the latest fashion being bullied or being stereotyped by other students.
my kids say better food. Teachers that help more than criticizing. Teachers that help kids with learning and listening problems.
I would like to see a good reading and writing foundational program in early grades-good phonics instruction. Also 1:1 digital learning, and students gaining thinking and problem solving skills thru coding and Makerspace. A solid social-emotional curriculum along with mental health support.
I would like to see children's needs met according to their specific needs. Not just one broad lesson plan that half can't understand and the other half are bored bc they know it already. More attention on grammar and bring back cursive writing! (6)
Access to more technology, scientific experiments, art, music education and less standardized testing, more integrated real world concepts being applied, more realistic and inclusive history lessons



Kindergarten Math Standards – MPCs Scope and Sequence – adopted from Scootpad

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Count to 5 – K.CC.A.1</p> <p>Count to 10 – K.CC.A.1</p> <p>Identify and write numerals from 1 to 5 – K.CC.A.3</p> <p>Count from 1 to 5 by number name - K.CC.B.4a</p> <p>Describe measurable attributes of objects, such as length or weight - K.MD.A.1</p> <p>Identify and compare objects with similar attributes - K.MD.B.3</p> <p>Describe attributes of an objects - K.MD.A.1</p> <p>Describe objects in the environment - K.G.A.1</p> <p>Unit 2</p> <p>Start before 5 and count up by 1 – K.CC.A.2</p> <p>Understand that successive names from 1 to 5 refer to a quantity that is 1 larger - K.CC.B.4c</p>	<p>Unit 3</p> <p>Name the total number of objects grouped from 1 to 5 - K.CC.B.4b</p> <p>Correctly name two-dimensional shapes regardless of their orientation or overall size – K.G.A.2</p> <p>Correctly name three-dimensional shapes regardless of their orientation or overall size – K.G.A.2</p> <p>Describe relative positions of shapes using the terms next to and beside – K.G.A.1</p> <p>Unit 4</p> <p>Identify and write numerals from 1 to 15 – K.CC.A.3</p> <p>Count from 11 to 15 by number name - K.CC.B.4a</p> <p>Name the total number of objects grouped from 6 to 10 - K.CC.B.4b</p> <p>Understand that successive names from 6 to 10 refer to a quantity that is 1 larger - K.CC.B.4c</p>	<p>Unit 6</p> <p>Count to 30 - K.CC.A.1</p> <p>Count to 50 - K.CC.A.1</p> <p>Start from 11 to 20 and count up by 1 - K.CC.A.2</p> <p>Name the total number of objects grouped from 16 to 20 - K.CC.B.4b</p> <p>Understand that successive names from 16 to 20 refer to a quantity that is 1 larger - K.CC.B.4c</p> <p>Count up to 10 objects arranged in different ways - K.CC.B.5</p> <p>Analyze the attributes of two- and three-dimensional shapes - K.G.B.4</p> <p>Unit 7</p> <p>Count to 70 - K.CC.A.1</p> <p>Start from 21 to 30 and count up by 1 - K.CC.A.2</p> <p>Start from 31 to 50 and count up by 1 - K.CC.A.2</p>	<p>Unit 8</p> <p>Compose and decompose numbers from 11 to 19 by using objects and equations - K.NBT.A.1</p> <p>Represent differences up to 5 with objects - K.OA.A.1</p> <p>Represent sums up to 5 with equations - K.OA.A.1</p> <p>Unit 9</p> <p>Start from 71 to 100 and count up by 1 - K.CC.A.2</p> <p>Compare the number of objects in two groups using a matching strategy - K.CC.C.6</p> <p>Sort categories by the amount counted in each set - K.MD.B.3</p> <p>Represent differences up to 5 with equations - K.OA.A.1</p> <p>Represent sums from 6 to 10 with objects and equations - K.OA.A.2</p>

Kindergarten Math Standards – MPCs Scope and Sequence – adopted from Scootpad

<p>Describe objects in the environment using names of shapes – K.G.A.1</p> <p>Compare the length of two objects – K.MD.A.2</p> <p>Compare the height of two objects – K.MD.A.2</p> <p>Compare the weight of two objects – K.MD.A.2</p> <p>Identify and compare objects with dissimilar attributes - K.MD.B.3</p> <p>Compare the volume of two objects - K.MD.A.2</p> <p>Unit 3</p> <p>Count to 15 – K.CC.A.1</p> <p>Start from 6 to 10 and count up by 1 – K.CC.A.2</p> <p>Identify and write numerals from 1 to 10 - K.CC.A.3</p> <p>Count from 6 to 10 by number name – K.CC.B.4a</p>	<p>Describe relative positions of shapes using the terms above and below - K.G.A.1</p> <p>Describe relative positions of shapes using the terms in front of and behind – K.G.A.1</p> <p>Visualize quantities to compare two numerals - K.CC.C.7</p> <p>Classify objects into categories according to identified attributes - K.MD.B.3</p> <p>Unit 5</p> <p>Count to 20 - K.CC.A.1</p> <p>Identify and write numerals from 1 to 20 - K.CC.A.3</p> <p>Count from 16 to 20 by number name - K.CC.B.4a</p> <p>Name the total number of objects grouped from 11 to 15 - K.CC.B.4b</p> <p>Name the total number of objects grouped from 1 to 10 regardless of arrangement or counting order - K.CC.B.4b</p>	<p>Name the total number of objects grouped from 11 to 20 regardless of arrangement or counting order - K.CC.B.4b</p> <p>Count up to 20 objects arranged in different ways - K.CC.B.5</p> <p>Compare the attributes of two- and three-dimensional shapes - K.G.B.4</p> <p>Draw or model simple shapes - K.G.B.5</p> <p>Represent sums up to 5 with objects - K.OA.A.1</p> <p>Unit 8</p> <p>Count to 100 - K.CC.A.1</p> <p>Start from 51 to 70 and count up by 1 - K.CC.A.2</p> <p>Compare the number of objects in two groups using a counting strategy - K.CC.C.6</p> <p>Combine simple shapes to form larger shapes - K.G.B.6</p>	<p>Decompose numbers up to 10 by using objects and addition equations - K.OA.A.3</p> <p>Represent differences from 6 to 10 with objects and equations - K.OA.A.2</p> <p>Solve addition word problems within 10 - K.OA.A.2</p> <p>Unit 10</p> <p>Decompose numbers up to 10 by using objects and subtraction equations - K.OA.A.3</p> <p>Decompose numbers up to 10 by using objects and addition or subtraction equations - K.OA.A.3</p> <p>Solve subtraction word problems within 10 - K.OA.A.2</p> <p>Find the missing addend that makes 10 by using objects and equations - K.OA.A.4</p> <p>Fluently add within 5 - K.OA.A.5</p> <p>Find the missing addend that makes 10 by using equations without objects - K.OA.A.4</p>
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Kindergarten Math Standards – MPCs Scope and Sequence – adopted from Scootpad

	<p>Understand that successive names from 11 to 15 refer to a quantity that is 1 larger - K.CC.B.4c</p> <p>Identify shapes as two-dimensional or three-dimensional - K.G.A.3</p>	<p>Count objects in each category - K.MD.B.3</p>	<p>Fluently subtract within 5 - K.OA.A.5</p>
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First Grade Math Standards – MPCs Scope and Sequence

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Distinguish between defining and non-defining attributes of shapes - 1.G.A.1</p> <p>Use two-dimensional shapes to create a composite shape - 1.G.A.2</p> <p>Order three objects by length - 1.MD.A.1</p> <p>Count up to 101 to 120 - 1.NBT.A.1</p> <p>Compare two two-digit numbers using words - 1.NBT.B.3</p> <p>Represent subtraction as an unknown-addend problem - 1.OA.B.4</p> <p>Relate counting to addition - 1.OA.C.5</p> <p>Identify the meaning of true and false in terms of a mathematical equation - 1.OA.D.7</p> <p>Unit 2</p> <p>Use three-dimensional shapes to create a composite shape - 1.G.A.2s</p> <p>Tell and write time in hours using a digital</p>	<p>Unit 3</p> <p>Build and draw shapes to possess defining attributes - 1.G.A.1</p> <p>Partition circles and rectangles into two equal shares - 1.G.A.3</p> <p>Compare the lengths of two objects by using a third object - 1.MD.A.1</p> <p>Write numerals from 51 to 100 - 1.NBT.A.1</p> <p>Compare two two-digit numbers using symbols - 1.NBT.B.3</p> <p>Apply the associative property of addition to add - 1.OA.B.3</p> <p>Relate counting to subtraction - 1.OA.C.5</p> <p>Subtract within 20 by using the relationship between addition and subtraction - 1.OA.C.6</p> <p>Unit 4</p> <p>Partition circles and rectangles into four equal shares - 1.G.A.3</p>	<p>Unit 5</p> <p>Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object - 1.MD.A.2</p> <p>Ask and answer questions about the total number of data points in a data set with up to three categories - 1.MD.C.4</p> <p>Ask and answer questions about how many more or less are in one category than in another in a data set with up to three categories - 1.MD.C.4</p> <p>Write numerals from 101 to 120 - 1.NBT.A.1</p> <p>Add a two-digit number and a one-digit number within 100 without regrouping - 1.NBT.C.4</p> <p>Add a two-digit number and 10 (sum within 100) - 1.NBT.C.5</p> <p>Add within 20 by</p>	<p>Unit 7</p> <p>Understand that decomposing shapes into more equal shares creates smaller shares - 1.G.A.3</p> <p>Compare time in hours and half-hours between an analog and digital clock - 1.MD.B.3</p> <p>Add a two-digit number and a one-digit number within 100 with regrouping - 1.NBT.C.4</p> <p>Add a two-digit number and a multiple of 10 (sum within 100) - 1.NBT.C.4</p> <p>Subtract 10 from a two-digit number (difference within 100) - 1.NBT.C.5</p> <p>Subtract a multiple of 10 (in the range 10 - 90) from a multiple of 10 (in the range 10 - 90) - 1.NBT.C.6</p> <p>Use equations with a symbol for the unknown number to represent an addition word problem within 20 - 1.OA.A.1</p> <p>Use equations with a</p>

First Grade Math Standards – MPCS Scope and Sequence

<p>clock - 1.MD.B.3</p> <p>Organize, represent, and interpret data with up to three categories - 1.MD.C.4</p> <p>Write numerals from 21 to 50 - 1.NBT.A.1</p> <p>Understand that 10 can be thought of as a bundle of ten ones - 1.NBT.B.2a</p> <p>Apply the commutative property of addition to add - 1.OA.B.3</p> <p>Determine if equations involving addition are true or false - 1.OA.D.7</p> <p>Determine the unknown whole number in an addition equation relating three whole numbers - 1.OA.D.8</p>	<p>Tell and write time in hours using an analog clock - 1.MD.B.3</p> <p>Tell and write time in half-hours using a digital clock - 1.MD.B.3</p> <p>Ask and answer questions about the number of data points in each category in a data set with up to three categories - 1.MD.C.4</p> <p>Understand that numbers from 11 to 19 are composed of a ten and from one to nine ones - 1.NBT.B.2b</p> <p>Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). - 1.NBT.B.2c</p> <p>Determine if equations involving subtraction are true or false - 1.OA.D.7</p> <p>Determine the unknown whole number in a subtraction equation relating three whole numbers - 1.OA.D.8</p>	<p>making ten - 1.OA.C.6</p> <p>Subtract within 20 by decomposing a number leading to a ten - 1.OA.C.6</p> <p>Unit 6</p> <p>Describe partitioned circles and rectangles using the words halves, fourths, and quarters - 1.G.A.3</p> <p>Understand that length is the number of same-size length units with no gaps or overlaps - 1.MD.A.2</p> <p>Tell and write time in half-hours using an analog clock - 1.MD.B.3</p> <p>Regroup tens and ones within 100 - 1.NBT.C.4</p> <p>Use objects or drawings to represent an addition word problem within 20 - 1.OA.A.1</p> <p>Use objects or drawings to represent a subtraction word problem within 20 - 1.OA.A.1</p> <p>Add within 20 by creating equivalent but easier/known sums - 1.OA.C.6</p>	<p>symbol for the unknown number to represent a subtraction word problem within 20 - 1.OA.A.1</p> <p>Unit 8</p> <p>Select and explain strategies (models/drawings, place value, properties of operations, relationship between addition and subtraction) to add within 100 - 1.NBT.C.4</p> <p>Select and explain strategies (models/drawings, place value, properties of operations, relationship between addition and subtraction) to subtract multiples of 10 within 100 - 1.NBT.C.6</p> <p>Solve addition word problems within 20 - 1.OA.A.1</p> <p>Solve subtraction word problems within 20 - 1.OA.A.1</p> <p>Solve word problems that involve adding three whole numbers whose sum is less than or equal to 20 - 1.OA.A.2</p>
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First Grade Math Standards – MPCS Scope and Sequence

		Determine if equations involving addition and subtraction are true or false - 1.OA.D.7	Use objects or drawings to represent word problems that involve adding three whole numbers whose sum is less than or equal to 20 - 1.OA.A.2 Use equations with a symbol for the unknown number to represent word problems that involve adding three whole numbers whose sum is less than or equal to 20 - 1.OA.A.2
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Second Grade ELA Standards – MPCS Scope and Sequence

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Identify the main topic of a multiparagraph informational second grade text - RI.2.2</p> <p>Know and use indexes to locate key facts or information in an informational second grade text efficiently - RI.2.5</p> <p>Contrast the most important points presented by two informational second grade texts on the same topic - RI.2.9</p> <p>By the end of year, read and comprehend history/social studies texts, in the grades 2-3 text complexity band proficiently - RI.2.10</p> <p>Contrast two or more versions of the same story - RL.2.9</p> <p>Use a known root word as a clue to the meaning of an unknown word at the second grade level - L.2.4c</p>	<p>Unit 4</p> <p>Ask and answer the question what to demonstrate understanding of key details in an informational second grade text - RI.2.1</p> <p>Ask and answer the question why to demonstrate understanding of key details in an informational second grade text - RI.2.1</p> <p>Ask and answer the question how to demonstrate understanding of key details in an informational second grade text - RI.2.1</p> <p>By the end of year, read and comprehend informational texts, including science texts, in the grades 2-3 text complexity band proficiently - RI.2.10</p> <p>Acknowledge differences in characters' points of view - RL.2.6</p>	<p>Unit 7</p> <p>Ask and answer the question who to demonstrate understanding of key details in an informational second grade text - RI.2.1</p> <p>Ask and answer the question when to demonstrate understanding of key details in an informational second grade text - RI.2.1</p> <p>Explain how specific images contribute to and clarify an informational second grade text - RI.2.7</p> <p>By the end of year, read and comprehend informational texts, including technical texts, in the grades 2-3 text complexity band proficiently - RI.2.10</p> <p>Use illustrations and words in a second grade literary text to describe its plot - RL.2.7</p> <p>Use collective nouns - L.2.1a</p> <p>Use reflexive pronouns - L.2.1c</p>	<p>Unit 10</p> <p>Ask and answer what questions to demonstrate understanding of key details in a literary second grade text - RL.2.1</p> <p>Describe how repeated lines supply rhythm and meaning in a story, poem, or song - RL.2.4</p> <p>Describe how the beginning introduces the story - RL.2.5</p> <p>Compare two or more versions of the same story - RL.2.9</p> <p>Decode words with common suffixes - RF.2.3d</p> <p>Rearrange complete compound sentences - L.2.1f</p> <p>Use beginning dictionaries to determine the meaning of second grade words and phrases - L.2.4e</p>

Second Grade ELA Standards – MPCS Scope and Sequence

<p>Distinguish shades of meaning among closely related verbs - L.2.5b</p> <p>Generalize learned spelling patterns when writing words - L.2.2d</p> <p>Unit 2</p> <p>Ask and answer the question where to demonstrate understanding of key details in an informational second grade text - RI.2.1</p> <p>Recount second grade stories, including fables and folktales - RL.2.2</p> <p>Describe how rhymes supply rhythm and meaning in a story, poem, or song - RL.2.4</p> <p>Identify words with inconsistent but common spelling-sound correspondences - RF.2.3e</p> <p>Read second grade texts with purpose and understanding - RF.2.4a</p> <p>Use frequently occurring irregular plural nouns - L.2.1b</p>	<p>Use vocabulary acquired through speaking, listening, reading and writing, including using adjectives and adverbs to describe - L.2.6</p> <p>Identify affixes and base words - RF.2.3d</p> <p>Unit 5</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words - RF.2.3a</p> <p>Describe the connection between a series of historical events in an informational second grade text - RI.2.3</p> <p>Use illustrations and words in a second grade literary text to describe its characters - RL.2.7</p> <p>Use illustrations and words in a second grade literary text to describe its setting - RL.2.7</p> <p>Read stories at the second grade level - RL.2.10</p> <p>Use adverbs - L.2.1e</p> <p>Use an apostrophe to form contractions - L.2.2c</p>	<p>Distinguish shades of meaning among closely related adjectives - L.2.5b</p> <p>Unit 8</p> <p>Identify the focus of specific paragraphs within an informational second grade text - RI.2.2</p> <p>Determine the central message/lesson/moral of second grade stories - RL.2.2</p> <p>Identify the main purpose of an informational second grade text, including what the author wants to answer, explain, or describe - RI.2.6</p> <p>Describe how alliteration supplies rhythm and meaning in a story, poem, or song - RL.2.4</p> <p>Describe the overall structure of a story - RL.2.5</p> <p>Read irregularly spelled words at the second grade level - RF.2.3f</p>	<p>Unit 11</p> <p>Ask and answer where questions to demonstrate understanding of key details in a literary second grade text - RL.2.1</p> <p>Ask and answer when questions to demonstrate understanding of key details in a literary second grade text - RL.2.1</p> <p>Ask and answer why questions to demonstrate understanding of key details in a literary second grade text - RL.2.1</p> <p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area - RI.2.4</p> <p>Describe how the ending concludes the action - RL.2.5</p> <p>Capitalize geographic names - L.2.2a</p> <p>Determine the meaning of a new word formed when a known prefix is added to a known word - L.2.4b</p>
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Second Grade ELA Standards – MPCs Scope and Sequence

<p>Use the past tense of frequently occurring irregular verbs - L.2.1d</p> <p>Use glossaries to determine the meaning of second grade words and phrases - L.2.4e</p> <p>Unit 3</p> <p>Use frequently occurring adjectives - L.2.1e</p> <p>Describe the connection between scientific ideas or concepts in an informational second grade text - RI.2.3</p> <p>Know and use subheadings to locate key facts or information in an informational second grade text efficiently - RI.2.5</p> <p>Describe how regular beats supply rhythm and meaning in a story, poem, or song - RL.2.4</p> <p>Compare the most important points presented by two informational second grade texts on the same topic - RI.2.9</p>	<p>Consult reference materials to check and correct spellings of second grade words - L.2.2e</p> <p>Unit 6</p> <p>Ask and answer who questions to demonstrate understanding of key details in a literary second grade text - RL.2.1</p> <p>Describe how reasons support specific points the author makes in an informational second grade text - RI.2.8</p> <p>Read poetry at the second grade level - RL.2.10</p> <p>Know spelling-sound correspondences for common vowel team - RF.2.3b</p> <p>Decode regularly spelled two-syllable words with long vowels - RF.2.3c</p> <p>Rearrange complete simple sentences - L.2.1f</p> <p>Use knowledge of individual words to predict the meaning of compound words - L.2.4d</p>	<p>Use sentence-level context as a clue to the meaning of a word or phrase at the second grade level - L.2.4a</p> <p>Unit 9</p> <p>Describe the connection between steps in technical procedures in an informational second grade text - RI.2.3</p> <p>Know and use captions to locate key facts or information in an informational second grade text efficiently - RI.2.5</p> <p>Know and use bold print to locate key facts or information in an informational second grade text efficiently - RI.2.5</p> <p>Decode words with common prefixes - RF.2.3d</p> <p>Choose between adjectives and adverbs depending on what is to be modified - L.2.1e</p> <p>Capitalize product names - L.2.2a</p> <p>Use commas in closings of letters - L.2.2b</p>	<p>Unit 12</p> <p>Ask and answer how questions to demonstrate understanding of key details in a literary second grade text - RL.2.1</p> <p>Describe how characters respond to major events and challenges - RL.2.3</p>
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Second Grade ELA Standards – MPCS Scope and Sequence

<p>Use context to confirm or self-correct word recognition and understanding of second grade words - RF.2.4c</p> <p>Use commas in greetings of letters - L.2.2b</p> <p>Use an apostrophe to form frequently occurring possessives - L.2.2c</p>	<p>Identify real-life connections between words at the second grade level and their use - L.2.5a</p>	<p>Compare formal and informal uses of English - L.2.3a</p>	
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Third Grade ELA Standards – MPCS Scope and Sequence

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Use possessive nouns - L.3.2d</p> <p>Recount the key details of an informational third grade text - RI.3.2</p> <p>Describe comparison connections between sentences and paragraphs in an informational text - RI.3.8</p> <p>Describe sequence connections between sentences and paragraphs in an informational text - RI.3.8</p> <p>Compare the most important points presented in two informational third grade texts on the same topic -RI.3.9</p> <p>Use commas in addresses - L.3.2b</p> <p>Use word families when spelling and writing word - L.3.2f</p> <p>Identify parts of speech - L.3.1a</p> <p>Unit 2</p> <p>Expand simple sentences - L.3.1i</p>	<p>Unit 5</p> <p>Form regular plural nouns by adding /s/ or /es/ - L.3.1b</p> <p>Refer to parts of poems when writing or speaking about a text, using terms such as stanza - RL.3.5</p> <p>Compare the settings of stories written by the same author about the same characters - RL.3.9</p> <p>Describe the relationship between steps in technical procedures in an informational third grade text - RI.3.3</p> <p>Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area - RI.3.4</p> <p>Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area - RI.3.4</p>	<p>Unit 9</p> <p>Describe the relationship between scientific ideas or concepts in an informational third grade text - RI.3.3</p> <p>Use information gained from illustrations and words in an informational text to understand why key events occur - RI.3.7</p> <p>Use information gained from illustrations and words in an informational text to understand how key events occur - RI.3.7</p> <p>Decode multisyllable words - RF.3.3c</p> <p>Use context to confirm or self-correct word recognition and understanding of third grade words - RF.3.4c</p> <p>Capitalize appropriate words in titles - L.3.2a</p> <p>Use ending rules when spelling and writing words - L.3.2f</p> <p>Identify complex sentences - L.3.1i</p>	<p>Unit 13</p> <p>Use frequently occurring irregular plural nouns - L.3.1b</p> <p>Describe the traits of characters in a story - RL.3.3</p> <p>Describe the feelings of characters in a story - RL.3.3</p> <p>Read dramas at the third grade level - RL.3.10</p> <p>Ensure subject-verb agreement - L.3.1f</p> <p>Ensure pronoun-antecedent agreement - L.3.1f</p> <p>Acquire and use accurately domain-specific words and phrases at the third grade level, including those that signal spatial and temporal relationship - L.3.6</p> <p>Identify subject and object pronouns - L.3.1a</p> <p>Unit 14</p> <p>Use verbs to convey a sense of the present - L.3.1e</p>

Third Grade ELA Standards – MPCS Scope and Sequence

<p>Contrast the plots of stories written by the same author about the same characters - RL.3.9</p> <p>Refer explicitly to the text to ask and answer questions about an informational third grade text - RI.3.1</p> <p>Describe the relationship between a series of historical events in an informational third grade text - RI.3.3</p> <p>Use information gained from illustrations and words in an informational text to understand when key events occur - RI.3.7</p> <p>Read history/social studies texts at the high end of the grades 2-3 text complexity band - RI.3.10</p> <p>Read irregularly spelled words at the third grade level - RF.3.3d</p> <p>Use syllable patterns when spelling and writing words - L.3.2f</p> <p>Unit 3</p> <p>Use possessive pronouns - L.3.2d</p>	<p>Contrast the most important points presented in two informational third grade texts on the same topic - RI.3.9</p> <p>Use glossaries to determine the meaning of third grade words and phrases - L.3.4d</p> <p>Unit 6</p> <p>Recount third grade stories, including fables, folktales, and myths - RL.3.2</p> <p>Explain how specific aspects of a text's illustrations contribute to creating mood - RL.3.7</p> <p>Explain how specific aspects of a text's illustrations contribute to emphasizing aspects of a character - RL.3.7</p> <p>Read stories at the third grade level - RL.3.10</p> <p>Use abstract nouns - L.3.1c</p> <p>Recognize differences between spoken and written standard English - L.3.3b</p>	<p>Unit 10</p> <p>Refer to parts of stories when writing or speaking about a text, using terms such as chapter - RL.3.5</p> <p>Explain how the key details of an informational third grade text support the main idea - RI.3.2</p> <p>Use information gained from illustrations and words in an informational text to understand where key events occur - RI.3.7</p> <p>Explain the function of nouns in general and their function in particular sentences - L.3.1a</p> <p>Explain the function of verbs in general and their function in particular sentences - L.3.1a</p> <p>Explain the function of adjectives in general and their function in particular sentences - L.3.1a</p> <p>Explain the function of adverbs in general and their function in particular sentence - L.3.1a</p>	<p>Use verbs to convey a sense of the past - L.3.1e</p> <p>Use verbs to convey a sense of the future - L.3.1e</p> <p>Explain how the central message/lesson/moral of a third grade story is conveyed through key details - RL.3.2</p> <p>Describe the motivations of characters in a story - RL.3.3</p> <p>Distinguish own point of view from that of the author of an informational text - RI.3.6</p> <p>Use superlative adverbs - L.3.1g</p> <p>Distinguish complex and compound sentences - L.3.1i</p> <p>Unit 15</p> <p>Explain how the actions of characters contribute to the sequence of events - RL.3.3</p> <p>Distinguish literal from nonliteral language - RL.3.4</p>
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Third Grade ELA Standards – MPCS Scope and Sequence

<p>Refer to parts of dramas when writing or speaking about a text, using terms such as scene - RL.3.5</p> <p>Compare the plots of stories written by the same author about the same characters - RL.3.9</p> <p>Read poetry at the third grade level - RL.3.10</p> <p>Determine the main idea of an informational third grade text - RI.3.2</p> <p>Use key words to locate information relevant to a given topic - RI.3.5</p> <p>Identify the meaning of derivational suffixes -RF.3.3a</p> <p>Use conventional spelling for high-frequency and other studied words - L.3.2e</p> <p>Unit 4</p> <p>Determine the meaning of a new word formed when a known prefix is added to a known word - L.3.4b</p>	<p>Acquire and use accurately conversational words and phrases at the third grade level, including those that signal spatial and temporal relationships - L.3.6</p> <p>Explain how specific aspects of a text's illustrations contribute to emphasizing aspects of a setting - RL.3.7</p> <p>Unit 7</p> <p>Use frequently occurring verbs - L.3.1d</p> <p>Refer explicitly to the text to ask and answer questions about a literary third grade text - RL.3.1</p> <p>Distinguish own point of view from that of the narrator/characters - RL.3.6</p> <p>Read technical texts at the high end of the grades 2-3 text complexity band - RI.3.10</p> <p>Identify the meaning of the most common prefixes - RF.3.3a</p> <p>Use comparative adverbs - L.3.1g</p>	<p>Unit 11</p> <p>Use an apostrophe to form frequently occurring possessives - L.3.2d</p> <p>Describe how each successive part of a drama builds on earlier sections - RL.3.5</p> <p>Use sidebars to locate information relevant to a given topic - RI.3.5</p> <p>Use hyperlinks to locate information relevant to a given topic - RI.3.5</p> <p>Decode words with common Latin suffixes - RF.3.3b</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase at the third grade level - L.3.4a</p> <p>Determine the meaning of a new word formed when a known suffix is added to a known word - L.3.4b</p> <p>Unit 12</p> <p>Describe how each successive part of a poem builds on earlier sections - RL.3.5</p>	<p>Describe how each successive part of a story builds on earlier sections - RL.3.5</p> <p>Explain the function of pronouns in general and their function in particular sentences - L.3.1a</p> <p>Choose between comparative and superlative adjectives and adverbs, depending on what is to be modified - L.3.1g</p> <p>Use commas and quotation marks in dialogue - L.3.2c</p> <p>Use conventional spelling for adding suffixes to base words - L.3.2e</p> <p>Unit 16</p> <p>Use the past tense of frequently occurring irregular verbs - L.3.1d</p> <p>Compare the themes of stories written by the same author about the same characters - RL.3.9</p> <p>Contrast the themes of stories written by the same author about the same characters - RL.3.9</p>
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Third Grade ELA Standards – MPCS Scope and Sequence

<p>Determine the meaning of words and phrases as they are used in a literary third grade text - RL.3.4</p> <p>Contrast the settings of stories written by the same author about the same characters - RL.3.9</p> <p>Read science texts at the high end of the grades 2-3 text complexity band - RI.3.10</p> <p>Use comparative adjectives - L.3.1g</p> <p>Use coordinating conjunctions - L.3.1h</p> <p>Use a known root word as a clue to the meaning of an unknown word at the third grade level - L.3.4c</p> <p>Identify the meaning of grade level homophones and other multiple meaning words - L.3.5c</p>	<p>Consult reference materials to check and correct spellings of third grade words - L.3.2g</p> <p>Identify the subject and predicate of a sentence - L.3.1f</p> <p>Unit 8</p> <p>Expand compound sentences - L.3.1i</p> <p>Determine the central message/lesson/moral of third grade stories - RL.3.2</p> <p>Describe cause/effect connections between sentences and paragraphs in an informational text - RI.3.8</p> <p>Read third grade texts with purpose and understanding - RF.3.4a</p> <p>Use position-based spellings when spelling and writing words - L.3.2f</p> <p>Use meaningful word parts when spelling and writing words - L.3.2f</p>	<p>Use superlative adjectives - L.3.1g</p> <p>Use subordinating conjunctions - L.3.1h</p> <p>Choose words and phrases for effect - L.3.3a</p> <p>Identify real-life connections between words at the third grade level and their use - L.3.5b</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty - L.3.5c</p> <p>Acquire and use accurately general academic words and phrases at the third grade level, including those that signal spatial and temporal relationships - L.3.6</p>	<p>Produce complex sentences - L.3.1i</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context - L.3.5a</p>
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Third Grade ELA Standards – MPCS Scope and Sequence

	<p>Use beginning dictionaries to determine the meaning of third grade words and phrases. - L.3.4d</p> <p>Distinguish fact and opinion in an informational text - RI.3.6</p>		
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Fourth Grade Math Standards – MPCS Scope and Sequence

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right - 4.NBT.A.1</p> <p>Compare two multi-digit whole numbers up to one million using symbols - 4.NBT.A.2</p> <p>Use place value understanding to round multi-digit whole numbers to the nearest 1000 - 4.NBT.A.3</p> <p>Multiply a three-digit whole number by a one-digit whole number - 4.NBT.B.5</p> <p>Generate a number pattern that follows a given rule - 4.OA.C.5</p> <p>Read and write multi-digit whole numbers using number names up to one hundred thousand - 4.NBT.A.2</p> <p>Read and write multi-digit whole numbers using expanded form up to one hundred thousand - 4.NBT.A.2</p>	<p>Unit 5</p> <p>Find whole-number quotients and remainders with four-digit dividends and one-digit divisors - 4.NBT.B.6</p> <p>Use drawings to represent word problems involving multiplicative comparison, distinguishing it from additive comparison - 4.OA.A.2</p> <p>Use equations with a letter standing for the unknown quantity to represent multistep word problems involving whole numbers and using the four operations - 4.OA.A.3</p> <p>Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number - 4.OA.B.4</p> <p>Unit 6</p> <p>Identify perpendicular and parallel lines - 4.G.A.1</p>	<p>Unit 9</p> <p>Multiply a fraction by a whole number - 4.NF.B.4b</p> <p>Add fractions with like denominators - 4.NF.B.3c</p> <p>Identify turns and types of turns - 4.MD.C.5a</p> <p>Unit 10</p> <p>Recognize a line of symmetry for two-dimensional figures and identify line-symmetric figures - 4.G.A.3</p> <p>Compare two fractions with different numerators and different denominators using symbols - 4.NF.A.2</p> <p>Use visual fraction models to represent word problems involving multiplication of a fraction by a whole number - 4.NF.B.4c</p> <p>Add two fractions with respective denominators 10 and 100 - 4.NF.C.5</p>	<p>Unit 14</p> <p>Recognize that an angle that turns through n one-degree angles has an angle measure of n degrees - 4.MD.C.5b</p> <p>Use visual fraction models to represent word problems involving addition and subtraction of fractions referring to the same whole and having like denominators - 4.NF.B.3d</p> <p>Compare two decimals to the tenths place using symbols - 4.NF.C.7</p> <p>Unit 15</p> <p>Identify angles (right, acute, obtuse) - 4.G.A.1</p> <p>Draw angles (right, acute, obtuse) - 4.G.A.1</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators - 4.NF.B.3d</p>

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<p>Identify the perimeter formula for rectangles - 4.MD.A.3</p> <p>Unit 2</p> <p>Identify points, lines, line segments, and rays - 4.G.A.1</p> <p>Know relative sizes and express time measurements in a larger unit in terms of a smaller unit - 4.MD.A.1</p> <p>Use the four operations to solve money, distance, liquid volume, and mass word problems involving simple fractions or decimals - 4.MD.A.2</p> <p>Interpret a multiplication equation as a comparison - 4.OA.A.1</p> <p>Find all factor pairs for a whole number in the range 1-100 - 4.OA.B.4</p> <p>Read and write multi-digit whole numbers using base ten numerals up to one hundred thousand - 4.NBT.A.2</p>	<p>Use place value understanding to round multi-digit whole numbers to the nearest 100,000 - 4.NBT.A.3</p> <p>Multiply two two-digit numbers - 4.NBT.B.5</p> <p>Use the principle that a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$ to recognize and generate equivalent fractions - 4.NF.A.1</p> <p>Determine whether a given whole number in the range 1-100 is prime or composite - 4.OA.B.4</p> <p>Identify features of a number or shape pattern that are not explicit in the rule generating the pattern - 4.OA.C.5</p> <p>Unit 7</p> <p>Use place value understanding to round multi-digit whole numbers to the nearest 1,000,000 - 4.NBT.A.3</p>	<p>Correlate turns with degrees - 4.MD.C.5a</p> <p>Unit 11</p> <p>Draw lines of symmetry - 4.G.A.3</p> <p>Replace a mixed number with an equivalent fraction - 4.NF.B.3c</p> <p>Use equations to represent word problems involving multiplication of a fraction by a whole number - 4.NF.B.4c</p> <p>Use decimal notation for fractions with denominator 10 - 4.NF.C.6</p> <p>identify the difference between an acute, obtuse, right, straight and reflex angle - 4.MD.C.5a</p> <p>Unit 12</p> <p>Recognize that an angle is measured with reference to a circle - 4.MD.C.5a</p> <p>Add mixed numbers with like denominators - 4.NF.B.3c</p>	<p>Use equations to represent word problems involving addition and subtraction of fractions referring to the same whole and having like denominators - 4.NF.B.3d</p> <p>Compare two decimals to the hundredths place using symbols - 4.NF.C.7</p> <p>Unit 16</p> <p>Classify two-dimensional figures based on the presence or absence of angles of a specified size - 4.G.A.2</p> <p>Identify right triangles - 4.G.A.2</p> <p>Solve problems involving addition and subtraction of fractions by using information presented in line plots - 4.MD.B.4</p> <p>Measure angles in whole-number degrees using a protractor - 4.MD.C.6</p> <p>Sketch angles of a specified measure - 4.MD.C.6</p>
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<p>Understand a sum through repeated addition - 4.NF.B.3b</p> <p>Identify the area formula for rectangles - 4.MD.A.3</p> <p>Unit 3</p> <p>Make a line plot to display a data set of measurements in fractions of a unit - 4.MD.B.4</p> <p>Read and write multi-digit whole numbers using number names up to one million - 4.NBT.A.2</p> <p>Add multi-digit whole numbers fluently using the standard algorithm - 4.NBT.B.4</p> <p>Subtract multi-digit whole numbers fluently using the standard algorithm - 4.NBT.B.4</p> <p>Multiply a four-digit whole number by a one-digit whole number - 4.NBT.B.5</p> <p>Find whole-number quotients and remainders with three-digit dividends and one-digit divisors - 4.NBT.B.6</p>	<p>Illustrate and explain multiplication involving multi-digit whole numbers using equations, rectangular arrays, and/or area models - 4.NBT.B.5</p> <p>Illustrate and explain division involving multi-digit whole number dividends and divisors using equations, rectangular arrays, and/or area model - 4.NBT.B.6</p> <p>Create common denominators for fractions with different numerators and different denominators - 4.NF.A.2</p> <p>Understand a fraction a/b as a multiple of $1/b$ and a multiple of a/b as a multiple of $1/b$ - 4.NF.B.4a</p> <p>Use equations with a symbol for the unknown number to represent word problems involving multiplicative comparison, distinguishing it from additive comparison - 4.OA.A.2</p>	<p>Solve word problems involving multiplication of a fraction by a whole number - 4.NF.B.4c</p> <p>Use decimal notation for fractions with denominator 100 - 4.NF.C.6</p> <p>Unit 13</p> <p>Recognize that an angle that turns through $1/360$ of a circle is called a one-degree angle - 4.MD.C.5a</p> <p>Subtract mixed numbers with like denominators - 4.NF.B.3c</p> <p>Use visual models to represent a decimal to the hundredths place - 4.NF.C.7</p>	<p>Recognize that angle measure is additive - 4.MD.C.7</p> <p>Unit 17</p> <p>Solve addition and subtraction problems to find unknown angles on a diagram - 4.MD.C.7</p> <p>Understand complementary and supplementary angle measures - 4.MD.C.7</p>
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<p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models - 4.NF.A.1</p> <p>Generate a shape pattern that follows a given rule - 4.OA.C.5</p> <p>Unit 4</p> <p>Know relative sizes and express mass measurements in a larger unit in terms of a smaller unit - 4.MD.A.1</p> <p>Know relative sizes and express volume measurements in a larger unit in terms of a smaller unit - 4.MD.A.1</p> <p>Use the four operations to solve time word problems - 4.MD.A.2</p> <p>Apply the perimeter formula for rectangles in real world and mathematical problems - 4.MD.A.3</p> <p>Read and write multi-digit whole numbers using base ten numerals up to one million - 4.NBT.A.2</p>	<p>Solve multistep word problems involving whole numbers and using the four operations - 4.OA.A.3</p> <p>Identify, name, and label rays - 4.MD.C.5a</p> <p>Unit 8</p> <p>Draw perpendicular and parallel lines - 4.G.A.1</p> <p>Compare two fractions with different numerators and different denominators to a benchmark fraction - 4.NF.A.2</p> <p>Understand addition of fractions as joining parts of the same whole - 4.NF.B.3a</p> <p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100 - 4.NF.C.5</p> <p>Multiply or divide to solve word problems involving multiplicative comparison - 4.OA.A.2</p>		
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<p>Read and write multi-digit whole numbers using expanded form up to one million - 4.NBT.A.2</p> <p>Use place value understanding to round multi-digit whole numbers to the nearest 10,000 - 4.NBT.A.3</p> <p>Unit 5</p> <p>Draw points, lines, line segments, and rays - 4.G.A.1</p> <p>Know relative sizes and express distance measurements in a larger unit in terms of a smaller unit - 4.MD.A.1</p> <p>Apply the area formula for rectangles in real world and mathematical problems - 4.MD.A.3</p>	<p>Use estimation to assess the reasonableness of answers to multistep word problems involving whole numbers and using the four operations - 4.OA.A.3</p> <p>Unit 9</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines - 4.G.A.2</p> <p>Understand subtraction of fractions as separating parts of the same whole - 4.NF.B.3a</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way and justify decompositions of fractions using visual fraction models - 4.NF.B.3b</p>		
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Fifth Grade ELA Standards – MPCS Scope and Sequence

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Quote accurately from a literary fifth grade text when drawing inferences from the text - RL.5.1</p> <p>Analyze how visual/multimedia elements contribute to the meaning, tone, or beauty of a text - RL.5.7</p> <p>Summarize an informational fifth grade text - RI.5.2</p> <p>Read technical texts at the high end of the grades 4-5 text complexity band - RI.5.10</p> <p>Use verb tense to convey various times, sequences, states, and conditions - L.5.1c</p> <p>Use underlining, quotation marks, or italics to indicate titles of works - L.5.2d</p> <p>Expand sentences for meaning, reader/listener interest, and style - L.5.3a</p>	<p>Unit 3</p> <p>Use context as a clue to the meaning of a word or phrase at the fifth grade level - L.5.4a</p> <p>Use common Greek and Latin roots at the fifth grade level as clues to the meaning of a word - L.5.4b</p> <p>Interpret the meaning of similes in context - L.5.5a</p> <p>Identify slang, dialects, and accents - L.5.3b</p> <p>Unit 4</p> <p>Recognize and explain the meaning of common adages and proverbs - L.5.5b</p> <p>Explain how a series of chapters fits together to provide the overall structure of a story - RL.5.5</p> <p>Describe how a narrator's or speaker's point of view influences how events are described - RL.5.6</p> <p>Read stories at the fifth grade level - RL.5.10</p>	<p>Unit 6</p> <p>Read poetry at the fifth grade level - RL.5.10</p> <p>Read dramas at the fifth grade level - RL.5.10</p> <p>Quote accurately from an informational fifth grade text when drawing inferences from the text - RI.5.1</p> <p>Explain how two or more main ideas of an informational fifth grade text are supported by key details - RI.5.2</p> <p>Integrate information from several informational fifth grade texts on the same topic to write about the subject - RI.5.9</p> <p>Form and use the past perfect verb tense - L.5.1b</p> <p>Use common Greek and Latin prefixes at the fifth grade level as clues to the meaning of a word - L.5.4b</p> <p>Interpret the meaning of metaphors in context - L.5.5a</p>	<p>Unit 8</p> <p>Identify which reasons and evidence support which points in an informational fifth grade text - RI.5.8</p> <p>Read history/social studies texts at the high end of the grades 4-5 text complexity band - RI.5.10</p> <p>Explain the function of prepositions in general and their function in particular sentences - L.5.1a</p> <p>Combine sentences for meaning, reader/listener interest, and style - L.5.3a</p> <p>Unit 9</p> <p>Determine the meaning of figurative language used in a literary fifth grade text, including metaphors and similes - RL.5.4</p> <p>Recognize and correct inappropriate shifts in verb tense - L.5.1d</p> <p>Use correlative conjunctions - L.5.1e</p>

Fifth Grade ELA Standards – MPCS Scope and Sequence

<p>Consult reference materials to find the pronunciation of key words and phrases at the fifth grade level - L.5.4c</p> <p>Unit 2</p> <p>Explain how a series of scenes fits together to provide the overall structure of a drama - RL.5.5</p> <p>Determine two or more main ideas of an informational fifth grade text - RI.5.2</p> <p>Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area - RI.5.4</p> <p>Read fifth grade texts with purpose and understanding - RF.5.4a</p> <p>Use context to confirm or self-correct word recognition and understanding of fifth grade words - RF.5.4c</p> <p>Explain the function of conjunctions in general and their function in particular sentences - L.5.1a</p>	<p>Explain the interactions between two or more individuals/events/ideas/concepts in a historical text - RI.5.3</p> <p>Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area - RI.5.4</p> <p>Review the meaning of synonyms, antonyms, and homographs - L.5.5c</p> <p>Identify the type of structure used in a text - RI.5.5</p> <p>Unit 5</p> <p>Compare/contrast two or more settings in a story or drama - RL.5.3</p> <p>Compare/contrast two or more events in a story or drama - RL.5.3</p> <p>Explain how a series of stanzas fits together to provide the overall structure of a poem - RL.5.5</p>	<p>Unit 7</p> <p>Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words - RF.5.3a</p> <p>Quote accurately from a literary fifth grade text when explaining what the text says explicitly - RL.5.1</p> <p>Compare and contrast stories in the same genre on their approaches to similar themes/topics - RL.5.9</p> <p>Explain the interactions between two or more individuals/events/ideas/concepts in a scientific text - RI.5.3</p> <p>Explain the function of interjections in general and their function in particular sentences - L.5.1a</p> <p>Form and use the future perfect verb tense - L.5.1b</p>	<p>Use a comma to indicate direct address - L.5.2c</p> <p>Compare and contrast varieties of English used in stories, dramas, or poems - L.5.3b</p> <p>Use the relationship between fifth grade synonyms to better understand each of the words - L.5.5c</p> <p>Use the relationship between fifth grade antonyms to better understand each of the words - L.5.5c</p> <p>Use the relationship between fifth grade homographs to better understand each of the words - L.5.5c</p> <p>Unit 10</p> <p>Determine a theme of a fifth grade story - RL.5.2</p> <p>Determine a theme of a fifth grade poem - RL.5.2</p> <p>Determine a theme of a fifth grade drama - RL.5.2</p>
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<p>Use punctuation to separate items in a series - L.5.2a</p> <p>Use a comma to set off the words yes and no - L.5.2c</p> <p>Unit 3</p> <p>Summarize a literary fifth grade text - RL.5.2</p> <p>Compare/contrast two or more characters in a story or drama - RL.5.3</p> <p>Form and use the present perfect verb tense - L.5.1b</p> <p>Spell fifth grade words correctly, consulting references as needed - L.5.2e</p>	<p>Explain the interactions between two or more individuals/events/ideas/concepts in a technical text - RI.5.3</p> <p>Read science texts at the high end of the grades 4-5 text complexity band - RI.5.10</p> <p>Use common Greek and Latin suffixes at the fifth grade level as clues to the meaning of a word - L.5.4b</p> <p>Acquire and use accurately general academic words and phrases at the fifth grade level - L.5.6</p> <p>Acquire and use accurately domain-specific words and phrases at the fifth grade level - L.5.6</p>	<p>Consult reference materials to determine or clarify the precise meaning of key words and phrases at the fifth grade level - L.5.4c</p> <p>Distinguish theme from main idea. RL.5.2</p> <p>Unit 8</p> <p>Recognize and explain the meaning of common idioms - L.5.5b</p> <p>Quote accurately from an informational fifth grade text when explaining what the text says explicitly - RI.5.1</p> <p>Analyze multiple accounts of the same event or topic - RI.5.6</p> <p>Draw on information from multiple sources to locate an answer to a question or solve a problem - RI.5.7</p>	<p>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more informational fifth grade texts - RI.5.5</p> <p>Use a comma to separate an introductory element from the rest of the sentence - L.5.2b</p> <p>Use a comma to set off a tag question from the rest of the sentence - L.5.2c</p> <p>Reduce sentences for meaning, reader/listener interest, and style - L.5.3a</p> <p>Acquire and use accurately words and phrases that signal contrast and addition at the fifth grade level - L.5.6</p>
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Seventh Grade Math Standards – MPCS Scope and Sequence

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Write expressions that record operations with numbers and with letters standing for numbers - 6.EE.A.2a</p> <p>Interpret and compute quotients of fractions - 6.NS.A.1</p> <p>Divide multi-digit numbers fluently using the standard algorithm - 6.NS.B.2</p> <p>Add, subtract, divide, and multiply multi-digit decimals fluently using the standard algorithm - 6.NS.B.3</p> <p>Find the greatest common factor of two whole numbers less than or equal to 100 - 6.NS.B.4</p> <p>Find the least common multiple of two whole numbers less than or equal to 12 - 6.NS.B.4</p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities - 6.RP.A.1</p> <p>Display numerical data in dot plots - 6.SP.B.4</p>	<p>Unit 4</p> <p>Analyze the relationship between dependent and independent variables using graphs and tables, and relate these to the equation - 6.EE.C.9</p> <p>Show that the volume of a right rectangular prism found by packing it with unit cubes is the same as found by multiplying the edge lengths - 6.G.A.2</p> <p>Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation - 6.NS.C.5</p> <p>Use rate language in the context of a ratio relationship - 6.RP.A.2</p> <p>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center - 6.SP.A.2</p> <p>Report the number of observations in a numerical data set - 6.SP.B.5a</p>	<p>Unit 8</p> <p>Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane - 6.NS.C.6b</p> <p>Make tables of equivalent ratios relating quantities with whole-number measurements - 6.RP.A.3a</p> <p>Create equations, including equations that involve multiplication and division, to convert measurement units in the context of a ratio relationship - 6.RP.A.3d</p> <p>Use mean to give a quantitative measure of center of a numerical data set - 6.SP.B.5c</p> <p>Describe any overall pattern of a numerical data set with reference to the context in which the data were gathered - 6.SP.B.5c</p> <p>Solve unit rate problems involving unit pricing and constant speed using tables of equivalent ratios - 6.RP.A.3b</p> <p>Solve unit rate problems involving unit</p>	<p>Unit 11</p> <p>Find the whole when given a part of the quantity and the percent using tables of equivalent ratios - 6.RP.A.3c</p> <p>Find the whole when given a part of the quantity and the percent using tape diagrams - 6.RP.A.3c</p> <p>Find the whole when given a part of the quantity and the percent using double line diagrams - 6.RP.A.3c</p> <p>Use tape diagrams to convert measurement units when multiplying or dividing quantities - 6.RP.A.3d</p> <p>Unit 12</p> <p>Understand that a variable can represent an unknown number or any number in a specified set - 6.EE.B.6</p> <p>Use coordinates to find the length of a side joining points with the same first coordinate or same second coordinate - 6.G.A.3</p> <p>Find and position integers and other</p>

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<p>Unit 2</p> <p>Write numerical expressions involving whole-number exponents - 6.EE.A.1</p> <p>Write an equation to express a dependent variable in terms of an independent variable - 6.EE.C.9</p> <p>Find the area of right triangles by composing into rectangles - 6.G.A.1</p> <p>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths - 6.G.A.2</p> <p>Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor - 6.NS.B.4</p> <p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values - 6.NS.C.5</p> <p>Recognize a statistical question as one that</p>	<p>Unit 5</p> <p>Evaluate expressions at specific values for their variables - 6.EE.A.2c</p> <p>Find the area of special quadrilaterals by decomposing into triangles and other shapes - 6.G.A.1</p> <p>Represent three-dimensional figures using nets made up of rectangles and triangles - 6.G.A.4</p> <p>Use equations to represent word problems involving division of fractions by fractions - 6.NS.A.1</p> <p>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its overall shape - 6.SP.A.2</p> <p>Recognize that a measure of variation for a numerical data set describes how its values vary with a single number - 6.SP.A.3</p> <p>Unit 6</p> <p>Identify coefficients in an expression - 6.EE.A.2b</p> <p>Recognize opposite signs of numbers as</p>	<p>pricing and constant speed using tape diagrams - 6.RP.A.3b</p> <p>Solve unit rate problems involving unit pricing and constant speed using double line diagrams - 6.RP.A.3b</p> <p>Unit 9</p> <p>View one or more parts of an expression as a single entity - 6.EE.A.2b</p> <p>Identify when two expressions are equivalent - 6.EE.A.4</p> <p>Use substitution to determine whether a given number in a set makes an inequality true - 6.EE.B.5</p> <p>Draw polygons in the coordinate plane given coordinates for the vertices - 6.G.A.3</p> <p>Create and use an equation to find a percent of a quantity as a rate per 100 in the context of a ratio relationship - 6.RP.A.3c</p> <p>Create equations to find the whole when given a part of the quantity and the percent in the context of a ratio relationship - 6.RP.A.3c</p> <p>Unit 10</p> <p>Recognize that when</p>	<p>rational numbers on a horizontal or vertical number line diagram - 6.NS.C.6c</p> <p>Display numerical data in box plots - 6.SP.B.4</p> <p>Relate the choice of measure of center to the shape of the data distribution and the context in which the data were gathered - 6.SP.B.5d</p> <p>Unit 13</p> <p>Write an equation of the form $x + p = q$ to represent a real-world or mathematical problem - 6.EE.B.7</p> <p>Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem - 6.EE.B.8</p> <p>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram - 6.NS.C.7a</p> <p>Use mean absolute deviation to give a quantitative measure of variability of a numerical data set - 6.SP.B.5c</p> <p>Find and position pairs of integers and other rational numbers on a</p>
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Seventh Grade Math Standards – MPCS Scope and Sequence

<p>anticipates variability in the data related to the question and accounts for it in the answers - 6.SP.A.1</p> <p>Display numerical data in stem-and-leaf plots, line graphs, and double-line graphs - 6.SP.B.4</p> <p>Unit 3</p> <p>Identify sums, products, factors, and quotients in an expression - 6.EE.A.2b</p> <p>Perform arithmetic operations in the conventional order when there are no parentheses to specify a particular order - 6.EE.A.2c</p> <p>Find the area of non-right triangles by composing into rectangles - 6.G.A.1</p> <p>Use visual fraction models to represent word problems involving division of fractions by fractions - 6.NS.A.1</p> <p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0 - 6.RP.A.2</p> <p>Understand that a set of data collected to answer a statistical question has a</p>	<p>indicating locations on opposite sides of 0 on the number line and recognize that the opposite of the opposite of a number is the number itself - 6.NS.C.6a</p> <p>Find missing values in tables of equivalent ratios relating quantities with whole-number measurements - 6.RP.A.3a</p> <p>Create and use unit pricing equations and constant speed equations in the context of a ratio relationship - 6.RP.A.3b</p> <p>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number - 6.SP.A.3</p> <p>Describe the nature of the attribute under investigation in a numerical data set, including how it was measured and its units of measurement - 6.SP.B.5b</p> <p>Create and interpret visual displays of observational data sets - 6.SP.B.5a</p> <p>Unit 7</p> <p>Apply the properties of operations to generate</p>	<p>two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes - 6.NS.C.6b</p> <p>Plot pairs of values from tables of equivalent ratios on a coordinate plane - 6.RP.A.3a</p> <p>Use median to give a quantitative measure of center of a numerical data set - 6.SP.B.5c</p> <p>Describe any striking deviations from the overall pattern of a numerical data set with reference to the context in which the data were gathered - 6.SP.B.5c</p> <p>Apply the use of nets to find the surface area of three-dimensional figures in the context of solving real-world problems - 6.G.A.4</p> <p>Use tables of equivalent ratios to convert measurement units when multiplying or dividing quantities - 6.RP.A.3d</p> <p>Use double line diagrams to convert measurement units when multiplying or dividing quantities - 6.RP.A.3d</p>	<p>coordinate plane - 6.NS.C.6c</p> <p>Unit 14</p> <p>Write an equation of the form $px = q$ to represent a real-world or mathematical problem - 6.EE.B.7</p> <p>Solve an equation of the form $x + p = q$ to solve a real-world or mathematical problem - 6.EE.B.7</p> <p>Represent solutions to inequalities of the form $x > c$ or $x < c$ on number line diagrams - 6.EE.B.8</p> <p>Write, interpret, and explain statements of order for rational numbers in real-world contexts - 6.NS.C.7b</p> <p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane - 6.NS.C.8</p> <p>Use absolute value to find distances between points on a coordinate plane in order to solve real-world and mathematical problems - 6.NS.C.8</p> <p>Relate the choice of measure of variability to the shape of the data distribution and the context in which the</p>
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Seventh Grade Math Standards – MPCS Scope and Sequence

<p>distribution which can be described by its spread - 6.SP.A.2</p> <p>Display numerical data in histograms - 6.SP.B.4</p> <p>Unit 4</p> <p>Evaluate numerical expressions involving whole-number exponents - 6.EE.A.1</p> <p>Identify terms in an expression - 6.EE.A.2b</p>	<p>equivalent expressions - 6.EE.A.3</p> <p>Use substitution to determine whether a given number in a set makes an equation true - 6.EE.B.5</p> <p>Find the area of non-triangle, non-quadrilateral polygons by decomposing into triangles and other shapes - 6.G.A.1</p> <p>Use nets made up of rectangles and triangles to find the surface area of three-dimensional figures - 6.G.A.4</p> <p>Solve word problems involving division of fractions by fractions - 6.NS.A.1</p> <p>Use interquartile range to give a quantitative measure of variability of a numerical data set - 6.SP.B.5c</p>	<p>Unit 11</p> <p>Apply the formula $V = l \times w \times h$ and $V = b \times h$ to find the volume of a right rectangular prism with fractional edge lengths - 6.G.A.2</p> <p>Find a percent of a quantity as a rate per 100 using tables of equivalent ratios - 6.RP.A.3c</p> <p>Find a percent of a quantity as a rate per 100 using tape diagrams - 6.RP.A.3c</p> <p>Find a percent of a quantity as a rate per 100 using double line diagrams - 6.RP.A.3c</p>	<p>data were gathered - 6.SP.B.5d</p> <p>Unit 15</p> <p>Solve an equation of the form $px = q$ to solve a real-world or mathematical problem - 6.EE.B.7</p> <p>Understand the absolute value of a rational number as its distance from 0 on the number line - 6.NS.C.7c</p> <p>Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation - 6.NS.C.7c</p> <p>Distinguish comparisons of absolute value from statements about order - 6.NS.C.7d</p>
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Seventh Grade Math Standards – MPCS Scope and Sequence

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers - 7.EE.B.4b</p> <p>Compute actual lengths of geometric figures from scale drawings - 7.G.A.1</p> <p>Use facts about supplementary angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure - 7.G.B.5</p> <p>Solve real-world and mathematical problems involving area of two-dimensional objects composed of triangles, quadrilaterals, and polygons - 7.G.B.6</p> <p>Solve real-world and mathematical problems involving volume of three-dimensional objects composed of cubes and right prisms - 7.G.B.6</p>	<p>Unit 4</p> <p>Apply properties of operations as strategies to factor and expand linear expressions with rational coefficients - 7.EE.A.1</p> <p>Solve word problems leading to equations of the form $p(x + q) = r$, where p, q, and r are specific rational numbers - 7.EE.B.4a</p> <p>Determine whether a unique triangle, more than one triangle, or no triangle can be made when given three measures of angles or sides - 7.G.A.2</p> <p>Interpret products of rational numbers by describing real-world contexts - 7.NS.A.2a</p> <p>Identify the constant of proportionality (unit rate) in tables of proportional relationships - 7.RP.A.2b</p> <p>Identify the constant of proportionality (unit rate) in graphs of proportional relationships - 7.RP.A.2b</p>	<p>Unit 7</p> <p>Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related - 7.EE.A.2</p> <p>Use the formula for the area of a circle to solve problems - 7.G.B.4</p> <p>Use facts about adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure - 7.G.B.5</p> <p>Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ - 7.NS.A.1c</p> <p>Interpret quotients of rational numbers by describing real-world contexts - 7.NS.A.2b</p> <p>Use proportional relationships to solve multistep ratio and percent problems involving percent increase and decrease - 7.RP.A.3</p>	<p>Unit 10</p> <p>Know that the decimal form of a rational number terminates in 0s or eventually repeats - 7.NS.A.2d</p> <p>Solve real-world and mathematical problems involving the four operations with rational numbers, including complex fractions - 7.NS.A.3</p> <p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units - 7.RP.A.1</p> <p>Identify the constant of proportionality (unit rate) in equations, diagrams, and descriptions of proportional relationship - 7.RP.A.2b</p> <p>Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs - 7.SP.C.8a</p>

Seventh Grade Math Standards – MPCS Scope and Sequence

<p>Solve real-world and mathematical problems involving surface area of three-dimensional objects composed of cubes and right prisms - 7.G.B.6</p> <p>Describe situations in which opposite quantities combine to make 0 - 7.NS.A.1a</p> <p>Decide whether two quantities are in a proportional relationship by testing for equivalent ratios in a table - 7.RP.A.2a</p> <p>Unit 2</p> <p>Apply properties of operations as strategies to add and subtract linear expressions with rational coefficients - 7.EE.A.1</p> <p>Write an equation of the form $p(x + q) = r$ to represent a word problem - 7.EE.B.4a</p> <p>Construct triangles from three measures of angles or sides - 7.G.A.2</p>	<p>Identify samples that are representative of a population - 7.SP.A.1</p> <p>Measure the difference between the centers of two numerical data distributions with similar variabilities by expressing it as a multiple of a measure of variability - 7.SP.B.3</p> <p>Unit 5</p> <p>Solve word problems leading to equations of the form $px + q = r$, where p, q, and r are specific rational numbers - 7.EE.B.4a</p> <p>Reproduce a scale drawing of a geometric figure at a different scale - 7.G.A.1</p> <p>Use the formula for the circumference of a circle to solve problems - 7.G.B.4</p> <p>Use facts about vertical angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure - 7.G.B.5</p>	<p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest - 7.SP.A.2</p> <p>Show that a number and its opposite have a sum of 0 (are additive inverses) - 7.NS.A.1b</p> <p>Unit 8</p> <p>Apply properties of operations to calculate with numbers in any form and convert between forms to solve multi-step real-life and mathematical problems posed with positive and negative rational numbers - 7.EE.B.3</p> <p>Give an informal derivation of the relationship between the circumference and area of a circle - 7.G.B.4</p> <p>Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts - 7.NS.A.1c</p>	<p>Represent sample spaces for compound events using an organized list - 7.SP.C.8b</p> <p>Represent sample spaces for compound events using a table - 7.SP.C.8b</p> <p>Unit 11</p> <p>Represent proportional relationships by equations - 7.RP.A.2c</p> <p>Represent sample spaces for compound events using a tree diagram - 7.SP.C.8b</p> <p>Identify the outcomes in the sample space for a compound event described in everyday language - 7.SP.C.8b</p> <p>Design and use a simulation to generate frequencies for compound events - 7.SP.C.8c</p>
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Seventh Grade Math Standards – MPCS Scope and Sequence

<p>Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations - 7.NS.A.2a</p> <p>Decide whether two quantities are in a proportional relationship by graphing on a coordinate plane - 7.RP.A.2a</p> <p>Identify random samples of a population and explain how random sampling produces representative samples - 7.SP.A.1</p> <p>Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities - 7.SP.B.3</p> <p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring - 7.SP.C.5</p>	<p>Interpret sums of rational numbers by describing real-world contexts - 7.NS.A.1b</p> <p>Use proportional relationships to solve multistep ratio and percent problems involving markups and markdowns - 7.RP.A.3</p> <p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency - 7.SP.C.6</p> <p>Understand how the distributive property applies to rational numbers - 7.NS.A.2a</p> <p>Unit 6</p> <p>Rewrite an expression in different forms - 7.EE.A.2</p> <p>Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach - 7.EE.B.4a</p>	<p>Apply the commutative and associative properties as strategies to multiply and divide rational numbers - 7.NS.A.2c</p> <p>Use proportional relationships to solve multistep ratio and percent problems involving percent error - 7.RP.A.3</p> <p>Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions - 7.SP.A.2</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes - 7.SP.C.7a</p> <p>Apply the distributive property as a strategy to multiply and divide rational numbers - 7.NS.A.2c</p>	
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Seventh Grade Math Standards – MPCS Scope and Sequence

<p>Unit 3</p> <p>Write an equation of the form $px + q = r$ to represent a word problem - 7.EE.B.4a</p> <p>Graph the solution set of an inequality of the form $px + q > r$ or $px + q < r$ - 7.EE.B.4b</p> <p>Compute actual areas of geometric figures from scale drawings - 7.G.A.1</p> <p>Describe the two-dimensional figures that result from slicing three-dimensional figures - 7.G.A.3</p> <p>Use facts about complementary angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure - 7.G.B.5</p> <p>Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative - 7.NS.A.1b</p>	<p>Interpret the graph of the solution set of an inequality of the form $px + q > r$ or $px + q < r$ in the context of a word problem - 7.EE.B.4b</p> <p>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number - 7.NS.A.2b</p> <p>Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation - 7.RP.A.2d</p> <p>Identify generalizations about a population from a sample that are valid - 7.SP.A.1</p> <p>Use measures of center and variability for numerical data from random samples to draw informal comparative inferences about two populations - 7.SP.B.4</p>	<p>Unit 9</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) - 7.EE.B.3</p> <p>Assess the reasonableness of answers to multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form using mental computation and estimation strategies - 7.EE.B.3</p> <p>Apply properties of operations as strategies to add and subtract rational numbers - 7.NS.A.1d</p> <p>Convert a rational number to a decimal using long division - 7.NS.A.2d</p> <p>Use a uniform probability model to determine probabilities of events - 7.SP.C.7a</p>	
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Seventh Grade Math Standards – MPCS Scope and Sequence

<p>Use proportional relationships to solve multistep ratio and percent problems involving interest, taxes, gratuities and commissions - 7.RP.A.3</p> <p>Determine the radius of a circle from the diameter and the diameter of a circle from the radius - 7.G.B.4</p>	<p>Predict the approximate relative frequency of a chance event given the probability - 7.SP.C.6</p>	<p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process - 7.SP.C.7b</p> <p>Apply all properties of operations as strategies to multiply and divide rational numbers - 7.NS.A.2c</p>	
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Eighth Grade Math Standards – MPCS Scope and Sequence

1 st 9 Weeks	2 nd 9 weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>Unit 1</p> <p>Graph proportional relationships, interpreting the unit rate as the slope of the graph - 8.EE.B.5</p> <p>Compare two different proportional relationships represented in different ways - 8.EE.B.5</p> <p>Verify experimentally the properties of rotations on lines and line segments - 8.G.A.1a</p> <p>Verify experimentally the properties of translations on lines and line segments - 8.G.A.1a</p> <p>Use informal arguments to establish facts about the angle sum and exterior angle of triangles - 8.G.A.5</p> <p>Know the formula for the volume of cylinders - 8.G.C.9</p> <p>Show that the decimal expansion of a rational number repeats eventually - 8.NS.A.1</p>	<p>Unit 4</p> <p>Know and apply the power of powers property of integer exponents to generate equivalent numerical expressions - 8.EE.A.1</p> <p>Derive the equation $y = mx$ for a line through the origin - 8.EE.B.6</p> <p>Verify experimentally the properties of reflections on angles - 8.G.A.1b</p> <p>Verify experimentally the properties of translations on angles - 8.G.A.1b</p> <p>Use informal arguments to establish facts about the angle-angle criterion for similarity of triangles - 8.G.A.5</p> <p>Identify rational and irrational numbers - 8.NS.A.1</p> <p>Locate irrational numbers approximately on a number line diagram - 8.NS.A.2</p>	<p>Unit 7</p> <p>Evaluate cube roots of small perfect cubes - 8.EE.A.2</p> <p>Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities - 8.EE.A.3</p> <p>Show the number of solutions possible for linear equations in one variable by successively transforming the given equation into simpler forms - 8.EE.C.7a</p> <p>Understand that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output - 8.F.A.1</p> <p>Describe the effect of reflections on two-dimensional figures using coordinates - 8.G.A.3</p> <p>Explain a proof of the Pythagorean Theorem and its converse - 8.G.B.6</p>	<p>Unit 10</p> <p>Add and subtract numbers expressed in scientific notation, including problems where both decimal and scientific notation are used - 8.EE.A.4</p> <p>Multiply and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used - 8.EE.A.4</p> <p>Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs - 8.EE.C.8a</p> <p>Give examples of functions that are not linear because they are not defined by the equation $y = mx + b$, whose graph is a straight line - 8.F.A.3</p> <p>Determine and interpret the rate of change and initial value of a function from reading two (x, y) values from a table - 8.F.B.4</p>

Eighth Grade Math Standards – MPCS Scope and Sequence

<p>Construct a two-way table summarizing data on two categorical variables collected from the same subjects - 8.SP.A.4</p> <p>Unit 2</p> <p>Know and apply the product of powers property of integer exponents to generate equivalent numerical expressions - 8.EE.A.1</p> <p>Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane - 8.EE.B.6</p> <p>Verify experimentally the properties of reflections on lines and line segments - 8.G.A.1a</p> <p>Verify experimentally the properties of rotations on parallel lines - 8.G.A.1c</p> <p>Verify experimentally the properties of translations on parallel lines - 8.G.A.1c</p>	<p>Unit 5</p> <p>Know and apply the property of negative exponents as reciprocals of positive exponents to generate equivalent numerical expressions - 8.EE.A.1</p> <p>Derive the equation $y = mx + b$ for a line intercepting the vertical axis at b - 8.EE.B.6</p> <p>Use a sequence of rotations to show or check congruence between two two-dimensional figures - 8.G.A.2</p> <p>Use a sequence of reflections to show or check congruence between two two-dimensional figures - 8.G.A.2</p> <p>Use a sequence of translations to show or check congruence between two two-dimensional figures - 8.G.A.2</p> <p>Use the formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems - 8.G.C.9</p>	<p>Unit 8</p> <p>Use cube root symbols to represent solutions to equations of the form $x^3 = p$, where p is a positive rational number - 8.EE.A.2</p> <p>Use numbers expressed in the form of a single digit times an integer power of 10 to express how many times as much one is than the other - 8.EE.A.3</p> <p>Construct a function to model a linear relationship between two quantities - 8.F.B.4</p> <p>Describe the effect of dilations on two-dimensional figures using coordinates - 8.G.A.3</p> <p>Apply the Pythagorean Theorem to find the distance between two points in a coordinate system - 8.G.B.8</p> <p>Solve linear equations with rational number coefficients by collecting like terms - 8.EE.C.7b</p>	<p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two dimensions - 8.G.B.7</p> <p>Describe linear and nonlinear association patterns in scatter plots for bivariate measurement data - 8.SP.A.1</p> <p>Unit 11</p> <p>Solve systems of two linear equations in two variables using a substitution method - 8.EE.C.8b</p> <p>Estimate solutions to systems of two linear equations in two variables by graphing the equations - 8.EE.C.8b</p> <p>Compare properties of two functions each represented in a different way - 8.F.A.2</p> <p>Determine and interpret the rate of change and initial value of a function from a description of a relationship - 8.F.B.4</p> <p>Describe qualitatively</p>
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Eighth Grade Math Standards – MPCS Scope and Sequence

<p>Know the formula for the volume of cones - 8.G.C.9</p> <p>Convert a decimal expansion which repeats eventually into a rational number - 8.NS.A.1</p> <p>Use relative frequencies calculated for rows and columns on a two-way table to describe possible association between the two variables - 8.SP.A.4</p> <p>Unit 3</p> <p>Know and apply the quotient of powers property of integer exponents to generate equivalent numerical expressions - 8.EE.A.1</p> <p>Evaluate square roots of small perfect squares - 8.EE.A.2</p> <p>Verify experimentally the properties of rotations on angles - 8.G.A.1b</p> <p>Verify experimentally the properties of reflections on parallel lines - 8.G.A.1c</p>	<p>Unit 6</p> <p>Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number - 8.EE.A.2</p> <p>Give examples of linear equations in one variable with one solution, infinitely many solutions, and no solutions - 8.EE.C.7a</p> <p>Understand that a function is a rule that assigns to each input exactly one output - 8.F.A.1</p> <p>Use a sequence of rotations, reflections, and translations to show or check congruence between two two-dimensional figures - 8.G.A.2</p> <p>Describe the effect of translations on two-dimensional figures using coordinates - 8.G.A.3</p> <p>Describe the effect of rotations on two-dimensional figures using coordinates - 8.G.A.3</p>	<p>Unit 9</p> <p>Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities - 8.EE.A.4</p> <p>Solve linear equations with rational number coefficients by expanding expressions using the distributive property - 8.EE.C.7b</p> <p>Determine and interpret the rate of change and initial value of a function from reading two (x, y) values from a graph - 8.F.B.4</p> <p>Describe the effect of several transformations on two-dimensional figures using coordinates - 8.G.A.3</p> <p>Describe a sequence of transformations that exhibits the similarity between two two-dimensional figures - 8.G.A.4</p> <p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles - 8.G.B.7</p>	<p>the functional relationship between two quantities by analyzing a graph and where the function is increasing or decreasing - 8.F.B.5</p> <p>Describe qualitatively the functional relationship between two quantities by analyzing a graph and whether it is linear or nonlinear - 8.F.B.5</p> <p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in three dimensions - 8.G.B.7</p> <p>Describe positive or negative association patterns in scatter plots for bivariate measurement data - 8.SP.A.1</p> <p>Unit 12</p> <p>Solve systems of two linear equations in two variables using an elimination method - 8.EE.C.8b</p> <p>Solve real-world and mathematical problems leading to two linear equations in two variables - 8.EE.C.8c</p>
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Eighth Grade Math Standards – MPCS Scope and Sequence

<p>Use informal arguments to establish facts about angles created when parallel lines are cut by a transversal - 8.G.A.5</p> <p>Know the formula for the volume of spheres - 8.G.C.9</p> <p>Use rational approximations of irrational numbers to compare the size of irrational numbers - 8.NS.A.2</p> <p>Identify and understand decimal expansions that do not repeat eventually - 8.NS.A.1</p>	<p>Estimate the value of expressions involving irrational numbers - 8.NS.A.2</p>	<p>Construct scatter plots for bivariate measurement data to investigate patterns of association between two quantities - 8.SP.A.1</p>	<p>Sketch a graph that exhibits the qualitative features of a function that has been described verbally - 8.F.B.5</p> <p>Describe cluster and outlier patterns in scatter plots for bivariate measurement data - 8.SP.A.1</p> <p>Find the line of best fit for scatter plots that suggest a linear association - 8.SP.A.2</p> <p>Interpret the slope in an equation of a linear model to solve problems in the context of bivariate measurement data - 8.SP.A.3</p> <p>Interpret the intercept in an equation of a linear model to solve problems in the context of bivariate measurement data - 8.SP.A.3</p> <p>Use a line of best fit to make informal observations about associations and trends - 8.SP.A.2</p>
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MINA's Place Charter School Academic Calendar (Jul 2019–Jun 2020)

July 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- Jul 4, 2019 Independence Day
- Jul 15, 2019 First Day of School
- Sep 2, 2019 Labor Day
- Sep 13, 2019 End of 1st Grading Period
- Sep 16, 2019 Intersession 9/16 - 9/27
- Oct 3, 2019 Report Card Pick-up/Parent Night
- Oct 14, 2019 Columbus Day (Most regions)
- Oct 31, 2019 Halloween
- Nov 11, 2019 Veterans Day
- Nov 11, 2019 Veterans Day--No School
- Nov 27, 2019 End of 2nd 9 weeks
- Nov 27, 2019 Holiday
- Nov 28, 2019 Thanksgiving Day
- Nov 28, 2019 Holiday
- Nov 29, 2019 Holiday
- Dec 2, 2019 Intersession--12/2-12/13
- Dec 19, 2019 Report Card Pick-up/Parent Night

APPENDIX C

- Dec 23, 2019 Annual Leave
- Dec 24, 2019 Christmas Eve
- Dec 24, 2019 Annual Leave
- Dec 25, 2019 Christmas Day
- Dec 25, 2019 Christmas Holiday
- Dec 26, 2019 Annual Leave
- Dec 27, 2019 Annual Leave
- Dec 30, 2019 Annual Leave
- Dec 31, 2019 New Year's Eve
- Dec 31, 2019 New Year's Eve--Annual Leave Day
- Jan 1, 2020 New Year's Day
- Jan 1, 2020 New Year Day
- Jan 2, 2020 Students/Faculty/Staff Return
- Jan 20, 2020 Martin Luther King, Jr. Day
- Jan 20, 2020 Martin Luther King, Jr. Holiday
- Feb 14, 2020 Valentine's Day
- Feb 17, 2020 Presidents' Day
- Feb 21, 2020 End of 3rd Grading Period

- Feb 24, 2020 Intersession 2/24 - 3/6
- Mar 12, 2020 Report Card Pick-Up/Parent Night
- Apr 10, 2020 Holiday
- Apr 12, 2020 Easter Sunday
- Apr 13, 2020 Thomas Jefferson's Birthday
- Apr 13, 2020 Easter Break--Annual Leave
- Apr 14, 2020 Easter Break--Annual Leave
- Apr 15, 2020 Easter Break--Annual Leave
- Apr 16, 2020 Easter Break--Annual Leave
- Apr 17, 2020 Easter Break--Annual Leave
- May 10, 2020 Mother's Day
- May 15, 2020 End of 4th 9 Weeks
- May 18, 2020 Intersession 5/18 - 5/29
- May 25, 2020 Memorial Day
- Jun 18, 2020 Report Card Pick-up/Parent Night
- Jun 21, 2020 Father's Day

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 07 2016**

MINAS PLACE INC
3125 HICKORY HILL DR
SANFORD, NC 27330-0000

Employer Identification Number:
81-1813491
DLN:
26053497002346
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
April 04, 2016
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

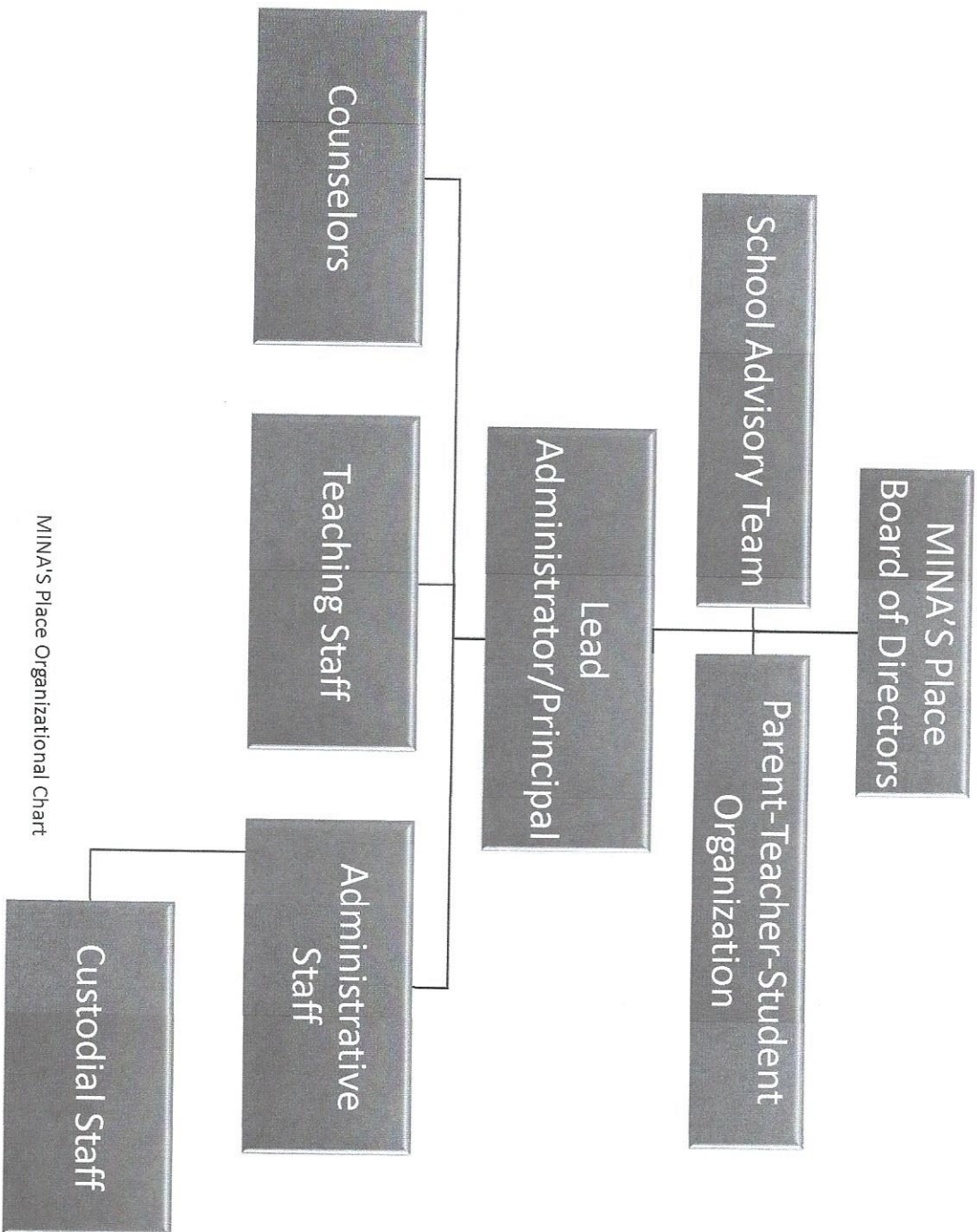
Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 5436



9/20/2017

MINA'S Place Organizational Chart

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA's Place

2. Full name: Shawn E. Williams

Home Address: 3125 Hickory Hill Dr., Sanford, NC 27330

Business Name and Address: God's Promise Church, 610 E. Main St., Sanford, NC 27332

Telephone No.: 252 671 0472

E-mail address: shawnwil@gmx.com

3. Brief educational and employment history.

2017 Doctorate Degree – St Thomas Christian University, 2009 Masters of Arts – Liberty University, 2006 Bachelor of Science - Colorado Technical University.

1980-93 – United States Marine Corps, 1993 – 2000 Chief of Police – Maysville NC, 2000-2007 Chief of Police Jones County Schools, 2013 – present American Airlines Resolution Manager. Pastoring Several churches from 1985 – present.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am the founder of MINA's Place. It was my desire to make a change in the community through education and health. I have successful run 2 21st Century Community Learning Centers in Lee County. I want to continue to change the lives through education.

6. What is your understanding of the Tha member?

The appropriate role is to set policies and accountability for the School. The board is to hire the administrator and allow them to hire the appropriate staff with board approval. The board is to comply with all rules of the Office of Charter Schools and the laws of the State of NC.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a Chief of Police I was accountable to either the City Council or School Board. I was fortunate to serve on the Lee County School Board from 2007 – 2012, and from 2010-12 I was the Chair of the board. In the church I have served on numerous board and I am very familiar with parliamentary procedures.

8. Describe the specific knowledge and experience that you would bring to the board.

I would bring my past board experience as chairman of the School Board. I would bring a wealth of knowledge in understanding school law from perspective of being the Chief of Police of Jones County Schools and serving on the board. I was fortunate enough to serve with the NC School Board legislative team for two years as well.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to be have every student learn through the use of technology and hands on exercises. To help students to think out of the box, and to teach good character skills so that they can be successful in life whether they go to college or the workforce.

2. What is your understanding of the school's proposed educational program?

That class sizes will be no larger than 18 students. That the students will learn in a non-traditional environment. That each child will have a personal education plan specifically tailored for their success. That no student will be suspended from school unless they violate one of the sixteen major violations. That the students will learn through technology with a focus on science technology reading engineering arts and math.

3. What do you believe to be the characteristics of a successful school?

The success of a charter school in my opinion is that they are offering something that the student can't receive in a traditional public school. The leadership of the school has to be about educating children and having the ability to reach out and not have every teacher to be highly qualified but being able to use a scientist to teach science and an accountant to teach math is appealing.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding by our academics and attendance. That parents are actively engaged in the school and attending board meetings and giving feedback outside of the quarterly surveys. That there is a waiting list for students to attend.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be the guiding force behind the school. We will be supportive but managerial at the same time. We will set the mission and make sure the school has the resources to make it happen.

2. How will you know if the school is successful at the end of the first year of operation?

I will know that we are successful by student enrollment, and parent involvement. That the test scores are exceeding state and national averages and that the teachers are enjoying teaching at the school.

3. How will you know at the end of five years of the schools is successful?

I again will say that the school is successful that every year there is academic growth and that the school is now competing globally and excelling local and state averages in reading and math. That we will have to come back to the Office of Charter Schools and ask for an increase to accommodate the students wanting to come aboard. That we had over a 90 percent of retention of both students and faculty.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To make sure number one that every person that walks into the school is treated with respect and dignity. To be supportive of the staff and the administration, and to be actively involved in the community working on behalf of the school. To make sure that we keep the right administrator in place to run the school effectively.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If a board member or members is acting unethically I would make them aware of their actions and ask them to stop doing those things, and if they do not change, then ask for their resignation.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check


*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Shawn E. Williams, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA's Place Charter School is true and correct in every respect.



Signature



Date

SHAWN EDWIN WILLIAMS

3125 Hickory Hill Drive • Sanford, NC 27330
(252) 671 0472 • shawnwil@coastalnet.com

MANAGEMENT

A dynamic professional and a proven leader highly educated with documented success in progressively dynamic and challenging positions, with working knowledge of the principles and techniques of effective supervision and training. Highly motivated, dependable, and demonstrates professionalism in handling various organizational functions and office management strategies critical to organizational success. Team player with effective interpersonal and communication skills, adept at building productive relationships and building rapport with a diverse set of individuals.

Core Competencies

Organizational Leadership • Operations Management • Administration • Staff Development • Program Development •

PROFESSIONAL EXPERIENCE

Pastor	Gods Promise, Sanford • NC	2012 – Present
International Resoultion Department	American Airlines	2014 - Present
Customer Service Agent	Avis Budget Group, Raleigh • NC	2012 - 2013
Lot Attendant	Hertz Employment, Raleigh • NC	2012 – 2012
Security	Southern Protection Agency, Sanford • NC	2012 – 2012
Pastor	Fair Promise A.M.E. Zion Church, Sanford • NC	2007 – 2012

Fullfilled various pastoral care responsibilities including; counseling, preaching, and teaching based on Biblical principles. Led by example, marshaling resources and creating professional atmosphere to accomplish objectives.

Police Chief	Jones County Schools Special Police, Trenton • NC	2001 – 2007
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Established and instructed a training cycle according to North Carolina Training and Standards Division. Taught the DARE program in all of the schools in North Carolina; performed as a certified trainer for the State of North Carolina under the program. Worked collaboratively with others, gathered information, solicited feedback, and implemented appropriate courses of actions to ensure best outcomes.

OTHER EXPERIENCES

Pastor	St Paul A.M.E. Zion Church, Hubert • NC	1993 - 2007
Police Chief	Maysville Police Department, Maysville • NC	1994 - 2001
Detective	Beaufort Police Department, Beaufort • NC	1993 - 1994
County Sheriff Department	Pamlico Narcotics Office, Bayboro • NC	1993 - 1994
Pastor	Reels Chapel A.M.E. Zion Church, Beaufort • NC	1992 - 1993
Pastor	Zion Temple A.M.E. Zion Church, Havelock • NC	1992 - 1993
Pastor	St. Thomas A.M.E. Zion Church, Swansboro • NC	1991 - 1992
Pastor	Mt. Sinai Church, Okinawa • Japan	1988 - 1990
Pastor	Peaceful Holiness Church, Havelock • NC	1985 - 1988
United States Marine Corps	United States Armed Forces	1980 - 1993

EDUCATION AND CREDENTIALS

Doctorate of Divinity	St. Thomas – Christian University – Jacksonville, FL	2017
Master of Divinity	Liberty University - Lynchburg, VA	2007
BS in Criminal Justice	Colorado Technical University - Colorado Springs, CO	2006
Business Administration	St. Leo University - St. Leo, FL	2000
NC Certified Instructor Law Enforcement	Raleigh – North Carolina	1999
Master of Practical Divinity	Trinity College and Seminary - Newburgh, IN	1998
DARE Instructor	Raleigh – North Carolina	1994
BLET, Police Academy	Pitt Community College - Winterville, NC	1993
BA in Biblical Studies	Carolina University - Chapel Hill, NC	1993
Theology	Southeastern Assemblies of God - Waxahachie, TX	1993
Bible Training Program	Rhema Bible School - Broken Arrow, OK	1991
Computers	Craven Community College - New Bern, NC	1990
Criminal Justice	Craven Community College - New Bern, NC	1986

PROFESSIONAL AFFILIATIONS

Member, CIAA Officials Association • Member, Eastern Officials Association • Member, Okinawa Officials Association
• Member, Jonesboro Rotary Club • Member, Crystal Coast Officials Association

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA's Place Charter School

2. Full name: Christopher Jason deLambert

Home Address: 707 Creekside Dr., Sanford, NC 27330

Business Name and Address: Temple Theatre CO, INC.; 120 Carthage St., Sanford, NC 27330

Telephone No.: 919 353 3481

E-mail address: nejla.chris@gmail.com

3. Brief educational and employment history.

US Army retired (20 years). M.S. Organizational Leadership

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? Asked to serve by the Board President. I want to ensure that every child in Lee County has the educational tools necessary to succeed.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide support and oversight to the administration.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

5 years as the Director of Business Development for a non-profit. 10 years as an Army Recruiter working inside schools all over the Country.

8. Describe the specific knowledge and experience that you would bring to the board.

Fiscal prudence, and good stewardship.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
We will equip our students with an education that allows them to compete globally.
2. What is your understanding of the school's proposed educational program?
We will teach a "STREAM" based curriculum in an environment that focuses on individualized learning.
3. What do you believe to be the characteristics of a successful school?
No student should be left behind, but enrichment should be available for high achieving students.
4. How will you know that the school is succeeding (or not) in its mission?
By the enrollment growth.

Governance

1. Describe the role that the board will play in the school's operation.
Provide support and oversight.
2. How will you know if the school is successful at the end of the first year of operation?
Ample growth as demonstrated via State testing.
3. How will you know at the end of five years of the schools is successful?
High performance grades and a very small drop out rate among our alums.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Engaging our students' families and including them in the education process and focusing on "de-escalation" in obedience issues.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Immediately bring it before the board.

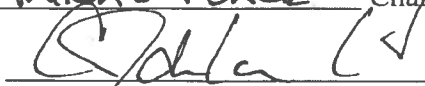
*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, CHRISTOPHER J deLAMBERT, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA'S PLACE Charter School is true and correct in every respect.


Signature

9/19/2017
Date

CHRIS DELAMBERT

404 CREEKSIDE DRIVE, SANFORD NC 27330

919-353-3481 / nejla.chris@gmail.com

Director of Marketing, Business Development & Communications Temple Theatre, Sanford, NC February 2013 to Present

Significant Achievement: Constructed and executed a marketing strategy for *Cats (2014)*, that broke every box office record in the theatre's 31 year history, then exceeded that record with *A Christmas Carol (2015)* and *Legally Blonde (2017)*

- Negotiated sponsorship deals throughout the region that resulted in a 235% increase in sponsor proceeds from FY12 to FY13, and a 79% increase in total operating revenues between FY12 and FY17.
- Managed the company's website, social media presence, and traditional advertising efforts, including single-handedly creating all of the graphic art and multimedia material associated with every advertising campaign
- Managed communications with the general public, patrons, and a network of 274 media outlets
- Created, booked, and produced dozens of concerts and special events, including the *Sounds on Steele Music Festival*

Broadcast Personality Sanford, NC 2011 - Present

- Television play-by-play host for Southern Lee High School, WBFT Channel 46, Sanford (2013 - Present)
- Weekly radio co-host of a community interview segment on WWGP 1050AM (2013 - Present)
- Special television correspondent featured in numerous 30 minute interview sessions, including North Carolina Lieutenant Governor Dan Forrest and U S Congressman Mark Walker, WBFT (2015 - Present)
- Television host of the Southern Lee Coaches Show, WBFT (2015-Present), Television co-host for the Broadway Christmas Parade, WBFT (2016 - Present)
- Owner and co-host of the weekly sports talk radio program, *From the Cheap Seats*, WDCC 90.5FM (2017 - Present)

Realtor Self Employed via Century 21 Sue Gardner Realty – Tupelo, MS & Century 21 Southern Realty - Sanford, NC Oct 2009 to Jan 2013

Significant Achievement: Recognized as the Top New Agent in Northeast Mississippi for 2010.

- Employed in-depth understanding of the market that drove the agency's marketing plan and saturated the market
- Processed transactions requiring specialized knowledge of real estate law, practices, and procedures including distressed properties

Army Recruiter Master Trainer U.S. Army, Nashville Recruiting Battalion January 2009 to February 2010

Significant Achievement: Recognized as Nashville Recruiting Battalion's Top Support NCO for 2009

- Coordinated conferences, seminars, and formal ceremonies - managing budgets in excess of \$200k
- Prepared and executed training programs for up to 250 recruiters, ensuring their knowledge of government programs
- Conducted statistical analysis of market trends and sales production

Recruiting Station Commander U.S. Army, Lexington (KY) Recruiting Station July 2007 to January 2009

Significant Achievement: Recognized as Nashville Recruiting Battalion's Station Commander of the Year for 2008

- Supervised the day-to-day recruiting efforts and professional development of as many as 11 recruiters
- Ensured quality control throughout the enlistment process of over 200 new soldiers into the U.S. Army
- Spearheaded the organization to numerous accolades for performance

Army Recruiter Master Trainer U.S. Army, Booneville (MS) Recruiting Company September 2005 to July 2007

Significant Achievement: Recognized as Jackson (MS) Recruiting Battalion's Top Support NCO for 2006

- Reconstructed territory boundaries for the entire organization
- Oversaw the fielding and implementation of a new lead refinement system
- Conducted constant statistical analysis of market trends and sales production

Recruiting Station Commander U.S. Army, Gulfport (MS) Recruiting Station March 2003 to September 2005

Significant Achievement: Recognized as Jackson Recruiting Battalion's Station Commander of the Year for 2004

- Guided 2 different Soldiers to honors as Battalion Recruiter of the Year
- Supervised the day-to-day recruiting efforts and professional development of as many as 14 recruiters
- Ensured quality control throughout the enlistment process of over 300 new soldiers into the U.S. Army

Recruiter U.S. Army, Hattiesburg Recruiting Company, MS June 2001 to Mar 2003

Significant Achievement: Earned honors as Jackson Recruiting Battalion's Recruiter of the Year for 2002

- Collaborated with high school and college administrators, faculty, and students as the Army's primary presence in the community
- Conducted sales interviews and prepared contracts, enlisting nearly 100 new Soldiers
- Directly responsible for maintaining thousands of prospects records

Technical Instructor U.S. Army, Redstone Arsenal, AL January 1998 to June 2001

Significant Achievement: Awarded the title of Master Instructor & inducted into the Order of Samuel Sharpe

- Created a 3-week training program for operators of the Army's automated ammunition inventory system
- Provided classroom and hands-on instruction to supply clerks at every skill level
- Increased efficiency of the organization by establishing a network of training databases

Waldorf College - M.S. Organizational Leadership & Sports Management

Columbia Southern University – B.S., Business Administration/Marketing

U.S. Army Recruiting Command – Master Trainer Course, March 2003

U.S. Army Training & Doctrine Command – Advanced Non-Commissioned Officer Course, February 2003

U.S. Army Recruiting Command – Recruiting Station Commander's Course, October 2002

U.S. Army Recruiting Command – Recruiter Course, May 2001

U.S. Army Training & Doctrine Command – Instructor Course, February 1998

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA's Place
2. Full name: Lora Smith Wright

Home Address: 1225 Cool Springs Rd., Sanford, NC 27330

Business Name and Address: Southern Jewelers INC., 143 S. Steele St., Sanford, NC 27330

Telephone No.: 919-774-7007

E-mail address: southernjewelers@yahoo.com

3. Brief educational and employment history.
Gemological Institute of America, Central Community College, and Lee Senior High School. I have owned my business for over 25 years, and previously Kendall Jewelers in Sanford, NC.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was recruited I believed because of the work that I have done in the Community of Sanford, NC. Dr. Williams asked me to serve on the board. I desire to serve on the board due to my commitment to education. I have three children and all of them are first generation college graduates. All of them were AIG students and 2 of them were DUKE TIP participants. I want to be on the cutting edge of helping students in Lee County be successful.
6. What is your understanding of the appropriate role of a public charter school board member?
The appropriate role of the charter school board is keeping the administrator and staff of the school accountable to the tenants of the Charter. To write and set policies for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on 2 different 21st Century Community Learning Centers board of advisors. I am the Past President of the North Carolina Jewelers Association. On the board for the 21st Century Community Learning Centers and being on the North Carolina Jewelers Association boards I had the experience of helping to shape the direction of those organizations by setting policies and procedures.

8. Describe the specific knowledge and experience that you would bring to the board.

As an entrepreneur and successful business owner I bring the concept of starting up a business and finding the means to make it sustainable. I bring contract negotiations knowledge as well as the ability to find resources. I bring the knowledge of Robert Rules of Order.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To encourage young people to be lifelong learners and to equip them with the knowledge to not only be successful in school but anywhere they want to go in life.

2. What is your understanding of the school's proposed educational program?

My understanding of the school's educational program is that it will be heavily based in technology, and students will have the ability to get remediation inside the different modules they will be using. No child should be left behind.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school is when both staff and students want to be there. That the climate of the school is inviting, and the students are engaged in learning. That teachers are thinking out of the box to reach every child they have in their class.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding through the monthly reports and my walking through the school and talking with students and staff. By the parent surveys and the retention of both students and staff at the school.

Governance

1. Describe the role that the board will play in the school's operation.

The major role that the board will play is making sure that the administrator is doing their job. The board will give direction to the administrator for the direction of the school.

2. How will you know if the school is successful at the end of the first year of operation?

The attendance ratio will be better than Lee County Schools and the test scores will supersede the Lee County Schools and surrounding Counties. We will have a waiting list for students for the upcoming year.

3. How will you know at the end of five years of the school's success?

Our academic achievement is better than those of schools around us and our students' academic growth can be compared to nations around the world to see where they stand. We have been financial solvent and not holding any major debt besides building, and our staff and student ration has been at a minimum.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Assuring the administrator that they have our support and finding the resources that are needed to be successful.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would ask for their resignation and if they refused to resign, bring it to a vote in an open meeting.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Lore Smith Wright, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA'S Place Charter School is true and correct in every respect.

Lore Smith Wright
Signature

9/13/17
Date

Lora Wright

1225 Cool Springs Rd.
Sanford, NC 27330
919 – 770 - 2386

]

[If you're ready to write, just select this tip text and start typing to replace it with your own. For best results, don't include space to the right or left of the characters in your selection. Briefly state your career objective, or summarize what makes you stand out. Use language from the job description as keywords.]

Skills

- Parliamentary Procedures
- Entrepreneur
- Accounting
- Customer Relations

Experience

08/1991 - PRESENT

Owner / Southern Jewelers – Sanford, NC

I started my own business and manage the daily operations of the store. I purchase Jewelry from cosmetic to diamonds and everything in between. I have 3 – 5 employees working for me depending on the seasons.

1981 – 1991

Store manager/ Kendale Jewelers – Sanford, NC

I oversaw the employees, did marketing, and inventory control.

Education

06/80

High School Diploma Lee Senior High – Sanford, NC

Certifications

Gemological Institute of America

Graduate Diamond Diploma

Working on Gemology Degree

NC Broker License

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA's Place Charter School

2. Full name: Artheresa Best

Home Address: P O Box 434, Kenansville, North Carolina 28349

Business Name and Address: 323 Wesley Chapel Road, Kenansville, North Carolina 28349

Telephone No.: 910-296-0207

E-mail address: mstheresabest0607@gmail.com

3. Brief educational and employment history.

I graduated from James Sprunt Community College with an Associate of Applied Science--Office Systems Technology, University of Mount Olive Bachelor of Science in Business Administration, Emporia State University a Master of Science degree in Instructional Design Technology, and Columbia Southern University a Master of Science degree in Public Administration (currently working on my Doctorate of Science in Business Administration). I am a member of Delta Sigma Theta Sorority, Incorporated. I serve as an Adjunct Instructor for Wayne Community College and currently employed with Duplin County Schools where I teach Career and Technical Education (CTE)—Business Education.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was asked to join this board by Dr. Shawn Williams, President. I wish to serve on the board of MINA's Place because I too have a passion for development, education, teaching, and learning. We agree and believe that students learn in different styles and after Dr. Williams shared his mission and vision, I thought it would be a great opportunity to see the students and their families awarded an additional option to serve the students in Lee County and make to make a difference in the lives being touched. I believe the interactive approach to technology will be a bonus and the strategies that MINA's Place will offer the students an abundance of knowledge and experience for their future.

6. What is your understanding of the appropriate role of a public charter school board member?
The role of a public charter school board member is to provide avenues that will develop lifelong learners. To hold the leaders of the charter school accountable for the safety, education and vision of the students in Lee County.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have previously held a position as a board member for a non-profit organization which focused on preventing domestic violence in Duplin County and to serve individual who were affected by Domestic Violence. I served on the board at Sarah Refuge as a faithful board for two consecutive terms.
8. Describe the specific knowledge and experience that you would bring to the board.
My experience and knowledge working with students in the public school system and as an educator who is a lifetime learner, my educational background and work experience qualifies me to serve on this board. Teaching in middle school and on the community college level gives me the experience and the knowledge that will benefit this board. Knowing the trends in this changing society through research and teaching will support the learning process at MINA's Place. My background and my work experience working in education such as teaching students soft skills, life skills and different attributes are some of the things that I can bring to this board by sharing new technologies and emerging changes that will benefit the students at MINA's Place. I believe that students are capable of learning and our goal is to prepare them for the workforce. We want our students to be able to compete in this era of technology and be able to react to real world situations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the mission and guiding beliefs are to strategically build powerful learners, by providing students an opportunity to adapt to the growing technology driven world that we live in. We believe and know that students are entitled to the opportunity to learn and be successful. We want students to have the best opportunity academically and globally. We also want the students at MINA's Place to excel and be able to perform globally as well as locally by being prepared and knowledgeable about real-world problems.
2. What is your understanding of the school's proposed educational program?
The proposed educational program at MINA's Place will be to uphold the mission and build great leaders by providing a quality education for the students to grow in this technology driven society.
3. What do you believe to be the characteristics of a successful school?
I believe the characteristics of a successful school is the ability to provide a safe learning environment with educational opportunities that will elevate our students to be able to compete and thrive in society. I believe the characteristics that we offer through technology driven interaction tools that will prepare students to rise above with the confidence to aim high.
4. How will you know that the school is succeeding (or not) in its mission?
MINA's Place has carefully put programs in place to make sure that our students are successful. If our students are not meeting the expectations of the standards which are in place, the classroom teacher will provide remediation for our students. The programs that MINA's Place will be utilizing, will alert the teacher and the teacher assistant that the particular child will need additional assistance in certain areas. MINA's Place mission is to build learners who are able to perform and succeed academically and globally. The desire to build successful leaders through interactive programs, qualified teachers, and smaller classrooms will enable students who need additional assistance if needed. It is extremely

important that the students at MINA's Place succeed. The growth of our students will be an indicator that we are succeeding.

Governance

1. Describe the role that the board will play in the school's operation.
The role of the board is to strategically make sure the school is performing at a high standard and receive quarterly reports to make sure that the operation of the school is operating successfully. Board members are obligated to make sure the charter school follows the policies and procedures in order to maintain adequate operational status and determine what is in the best interest of the students.
2. How will you know if the school is successful at the end of the first year of operation?
MINA's Place will prepare and set goals that are measureable. These goals will be part of the evaluation process. MINA's Place will work to build a partnership with the family to work on accountability. If the determination that MINA's Place is not growing academically, the board will revisit the operational plan. If necessary, the board will vote to adopt changes.
3. How will you know at the end of five years of the schools is successful?
At the end of five years, through yearly measurements and goals being met, the growth of the organization will be a determining factor. As a successful charter school, I would like to see MINA's Place increase in population yearly, emerge into other locations, and stand out as one of the best charter schools in North Carolina.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The specific steps the charter school board will need to ensure that the school is successful is by ensuring that MINA's Place is a community building school, build partnerships with the family, and maintain accountability to the students and their parents.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If an unethical issue was brought before me as a board member, I would address it with the board member and then bring it before the board to make a decision based on the incident. If the findings are true and damaging to the school, the community, and/or not in the best interests of the school, the board would have to make a decision to address the issue and vote on an outcome.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Artheresa Best, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA's Place Charter School is true and correct in every respect.

Signature

September 14, 2017

Date

Artheresa Best

P. O. Box 434
Kenansville, North Carolina 28349-0434
910-296-0207
mstheresabest@aol.com

Education

- November, 2014** **Columbia Southern University** **Orange Beach, Alabama**
Master of Science: Public Administration
Doctorate of Science: Business Administration (15 hours)
- May, 2012** **Emporia State University** **Emporia, Kansas**
Master of Science: Instructional Design Technology
- December, 2003** **University of Mount Olive** **Mount Olive, North Carolina**
Bachelor of Science: Business Administration Education
Minor: Management Organizational Development
- May, 2000** **James Sprunt Community College** **Kenansville, North Carolina**
Associate of Applied Science: Office Systems Technology
Certificate: Data Entry *Certificate: Word Processing*

Work Experience

Wayne Community College

Goldsboro, North Carolina
Adjunct Instructor

June 2015 – Present

My duties include providing career counseling and training in employability skills to adult learners to include basic computer skills, résumé preparation, interviewing, office practice, time management, soft skills, business education, and job seeking/keeping strategies. In addition to teaching classes, prepare lessons and course materials for each class. Ellucian/Colleague/Datatel. Maintain confidentiality of records, and maintaining the HIPAA Privacy Rule. PREA training classes completed-- Professional Ethics: On & Off Duty (DPS-048), N C State Employee Gift Ban (DPS-006), PREA: Sexual Abuse and Sexual Harassment (101) (DPS-556). November 2015, T4C-CF Thinking for a Change - Certified Facilitator.

Central Carolina Community College

Sanford, North Carolina

August 2014 - October 2014

Human Resources Development Instructor (HRD)

My duties include providing career counseling and training in employability skills to include basic computer skills, résumé preparation, interviewing, and job seeking/keeping strategies. In addition to teaching classes, prepare lessons and course materials for each class. Ellucian/Colleague/Datatel.

Duplin County Department of Social Services

Kenansville, North Carolina

March 2013 - March 2014

Social Worker, Child Protective Services Investigator(CPS)

My duties as a CPS Investigator (Social Worker) was accessing, identifying, and documenting cases of abuse or neglect among children and finding the appropriate services to enhance child welfare.

James Sprunt Community College

Kenansville, North Carolina

March 2008 - February 2013

Coordinator: Community Service/Self Supporting Programs

My duties included: functions at different locations to survey and implement the needs of the program. Maintain student records in compliance with the State of North Carolina audit guidelines. Registering and maintaining the student demographics for institutional reporting. Collaborate with the Public Relations Department for advertisement of classes. Quarterly I prepared records for audit review. E-Verify for Homeland Security when hiring instructors, prepare payroll, class set up, schedule and registration.

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA's Place Charter School

2. Full name: Robert L. Williams Jr.

Home Address: 91 8th St., Maysville, NC 28555

Business Name and Address: Salt of the Earth Ministries, PO Box 1024, Albrightsville, PA

Telephone No.: 570 421 1400

E-mail address: bishoprlwsotem@gmail.com

3. Brief educational and employment history.
Retired after 28 years New York City Transit Authority (Manager Rail Control Center)
B. S. Theology, B.S. Christian Counseling from Lighthouse Christian College Beebe Arkansas
Pastor/Founder Salt of the Earth Ministries
Consecrated Bishop International Bible Way Church of the Lord Jesus Christ Inc.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
MINA's Place Charter School is named to honor my deceased mother. My brother, Dr. Shawn E. Williams is the visionary and he asked my assistance. I am more than willing to help as I am a longtime proponent of educational excellence.

6. What is your understanding of the appropriate role of a public charter school board member?
To provide governance and to work collaboratively with the Lead Administrator to ensure the mission and goals of the school are realized.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have founded two non-profits in Pennsylvania. I have also reviewed proposals and granted funding to community based organizations, two of which were education based, as an Elected Public Official in Brooklyn, New York.
8. Describe the specific knowledge and experience that you would bring to the board.
I bring strong administrative and managerial skills to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
That a viable opportunity be fostered to allow children to complete in a global environment and to encourage them to be life learners
2. What is your understanding of the school's proposed educational program?
That it will non-traditional computer based and student tailored.
3. What do you believe to be the characteristics of a successful school?
An ongoing relationship between the board of directors the school's administration and the parents with realistic and measurable goals.
4. How will you know that the school is succeeding (or not) in its mission?
Parent Surveys will be sent out quarterly to help assess the success of our mission as well as a continuous dialogue with the school's administration.

Governance

1. Describe the role that the board will play in the school's operation.
The Board of directors will be directly responsible for the governance of Mina's Place.
2. How will you know if the school is successful at the end of the first year of operation?
By the end of the 1st year of student enrollment MPCs will exceed by 5% LCS in grades 3-5 in student academic performance on both NC End-of-Grade testing in the areas of Math & Reading.
3. How will you know at the end of five years of the schools is successful?
By the end of the first 5 years of student enrollment, MPCs students will exceed state performance on student Reading, Math & Science EOG Testing (Grades 3-8).
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board of directors will secure from the Lead Administrator/Principal a detailed plan that will include specific educational goals which will be monitored on a quarterly basis.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Article 5 of the by-laws address this issue and says in part "...directors may be removed for cause by action of the board. Directors can be removed due to nonfulfillment of duties required by the board, misconduct, theft and misrepresentation of our organization by majority vote of the board members."

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, ROBERT L. WILLIAMS JR, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA'S PLACE Charter School is true and correct in every respect.

+ Robert L Williams Jr.

Signature

Sept 19, 2017

Date

ROBERT L. WILLIAMS JR.

91 8th Street Maysville, N.C. 28555
bishoprwsotem@gmail.com | (646)533-9578

OBJECTIVE | To provide an overview of both my Professional and Ecclesiastical experiences.

SKILLS & ABILITIES | National Incident Management Training Level I and II. I
Management Training from Metropolitan Transportation Authority, New York City Transit. Emergency
Management Manager Automatic Train
Supervision Trainer

EXPERIENCE | **JOB TITLE COMPANY NAME**
MAY 1983 - MAY 2011 MTA NEW YORK CITY TRANSIT
My primary responsibility was the safe and efficient provision of Train Service to the City of New York. My field of expertise was Automatic Train Supervision and Emergency Management.

EDUCATION | **LIGHTHOUSE CHRISTIAN COLLEGE, BEEBE ARKANSAS**
BACHELOR SCIENCE CHRISTIAN COUNSELLING, BACHELOR
SCIENCE THEOLOGY

LEADERSHIP | I am the District Bishop for the State of Pennsylvania, International Bible Way Church of the Lord Jesus Christ Inc. Assistant General Secretary, International Bible Way Church of the Lord Jesus Christ Inc.
The Sr. Pastor/Establishmentarian of Salt of the Earth Ministries Inc/Salt of the Earth Ministries City of Hope Inc. Stroudsburg, Pennsylvania. Former Chairperson on the Spirituality Committee of Monroe County United.
Founding Member of Monroe County Homeless Initiative

REFERENCES | **N. DARNELL DIXON, 1ST VICE-PRESIDING BISHOP,**
INTERNATIONA BIBLE WAY CHURCH OF THE LORD JESUS CHRIST
INC.
1110 Holmes St. Raleigh N.C. 27601
Other References provided upon request

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mina's Place
2. Full name: Jeanette T. Peace

Home Address: 1614 Cool Springs Road Sanford, NC 27330

Business Name and Address: Peace & Associates 601 W. Main St. /Post Office Box 2147 Sanford, NC 27331

Telephone No.: 919 775-5313

E-mail address: jlpeace@hotmail.com

3. Brief educational and employment history.
Bachelor of Arts in Economics Guilford College 1983; Juris Doctor Wake Forest University School of Law. 1986.
Practicing attorney since 1988.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was asked to serve by Shawn Williams. I have a passion and desire to see young people thrive, grow and maximize their potential. I believe that Mina's Place will offer that opportunity.
6. What is your understanding of the appropriate role of a public charter school board member?
The role of a school board member includes setting, fulfilling and strategizing to accomplish the mission; supporting the lead administrator; being an active, available participant in establishing policy; and fiscally supporting and protecting the assets of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am currently on the Board of Directors of White Oak Foundation, Apex, NC. I am a past board member of United Way of Lee County, Lee County Industries, Chatham County Group Homes and Children of Promise.
8. Describe the specific knowledge and experience that you would bring to the board.
My legal experience will assist the board with interpretation and compliance with laws and regulations. My previous board experience should help guide the board with implementing best practices.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to provide a nurturing environment where students will be challenged to grow and be prepared to become productive citizens.
2. What is your understanding of the school's proposed educational program?
Small class size will mean more individualized attention for each student. Integrated studies (emphasis on reading and technology with all other subjects) will encourage literacy. The school will utilize fresh approaches to discipline such as yoga, non-suspension (except for statutory offenses) and emotional counseling.
3. What do you believe to be the characteristics of a successful school?
A successful school has administrators, teachers, staff, parents, and students working together as a team to create student growth in academics, social skills, and cultural awareness. The entire team, individually and collectively, is approachable, engaged and accountable for student success.
4. How will you know that the school is succeeding (or not) in its mission?
Student achievement (when compared to other students in the county, state, and nation) will be the BEST, but not the only measure of success. For instance, fiscal sustainability, teacher turnover, parental involvement and student growth will all be measured to determine success.

Governance

1. Describe the role that the board will play in the school's operation.
The board will provide oversight and direction for the lead administrator by helping to set school policy. The board will help to manage fiscal resources by approving budgets and protecting assets. Day to day operations will be left to the lead administrator and his staff.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year, we will compare our students' achievement to other students and we will review our financial standing.
3. How will you know at the end of five years of the schools is successful?
At the end of five years we will know that we are successful if our students are competitive with their peers from other schools and if we are on sound financial ground.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board can help ensure success by implementing policies that are educationally sound and fiscally responsible and by being willing to honestly evaluate successes and failures to make changes when they are needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If a fellow board member was acting unethically I would bring it to the attention of the Board Chair and/or legal counsel for the board.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Jeanette T. Peace, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Mina's Place Charter School is true and correct in every respect.

Jeanette T. Peace
Signature

September 19, 2017
Date

Appendix F:

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Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA's Place Charter School
2. Full name: Joyce A. Williams

Home Address: 3125 Hickory Hill Dr., Sanford, NC 27330

Business Name and Address:

Telephone No.: 252 621 0608

E-mail address: joycewil27330@gmail.com

3. Brief educational and employment history.
2010 – present Lee County Schools – Deep River (Custodian/bus driver); 2003 – 2010 MCAS Cherry Point Bowling Alley – Asst Manager. Have over 20 years working with the US Government. Attended Swansboro High School, Swansboro, NC.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was asked to serve by the President of the Board. I want to see a difference in the lives of the children.
6. What is your understanding of the appropriate role of a public charter school board member?
That it operates very similar to a school board. That we set policy and hire the administrator.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have never served on a Charter School Board, but I have served on several boards in my church. I believe I can be an effective board member because I am committed and dedicated to

anything I put my mind to, I understand governance and parliamentary procedures as I have been exposed to those things as a board member in the church.

8. Describe the specific knowledge and experience that you would bring to the board.

I would bring the ability to listen and rationalize through the process of setting policies and procedures.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

That MPCS will be a place that we teach students to learn through technology, and to connect them to people all across the world and help them to understand they are competing globally and not just locally.

2. What is your understanding of the school's proposed educational program?

That MPCS will teach STREAM which is science, technology, reading, engineering, arts and math. That the school will use technology as a focal point and be a one to one school. Every student will have a device to learn on.

3. What do you believe to be the characteristics of a successful school?

Qualified teachers, clean school environment, and the administrator needs to be qualified and able to lead.

4. How will you know that the school is succeeding (or not) in its mission?

By the test scores and the enthusiasm of the community and stakeholders.

Governance

1. Describe the role that the board will play in the school's operation.

We will set the policies and not have control of the day to day operation of the school. If there is a grievance against the school, it would be handled by the board.

2. How will you know if the school is successful at the end of the first year of operation?

By the grades.

3. How will you know at the end of five years of the school's success?

BY the grades and how the students are succeeding in their personalized educational goals, and the surveys of the parents and staff.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Market the school, and be an advocate for the school in all areas.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring it to the attention of the board, or possibly the board attorney.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Joyce A. Williams, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Mixis Place Charter School is true and correct in every respect.

Joyce A. Williams
Signature

9/19/2017
Date

JOYCE WILLIAMS

3125 HICKORY HILL DR SANFORD, NORTH CAROLINA, 27330 2526210608 JOYCEWIL27330@GMAIL.COM

WORK EXPERIENCE

LEECOUNTYSCHOOLS, SANFORD, NC

Custodian/Bus Driver, Aug 2010 - Present

- To make sure the school is clean and assist head custodian. Drive school bus and monitor on them.

MCASCHERRYPOINT, CHERRYPOINT, NC

Assistant Manager, Jul 2003 - Aug 2010

- To assist with making sure the Bowling Alley was ready to open. To assist with scheduling. To make orders for supplies.

Custodian, Apr 1996 - Jul 2003

- Kept the MCAS Cherry Point exchange cleaned and available for the Marines and their dependents.

CRAVEN REGIONAL HOSPITAL, NEWBERN, NC

Custodian, Oct 1994 - Apr 1996

- To clean patient rooms and operating room

DAYSINN, HAVELOCK, NC

Housekeeping, Apr 1993 - Oct 1994

- To make sure rooms were cleaned for our guest.

CAMPLEJEUNE, JACKSONVILLE, NC

Custodial, Apr 1987 - Feb 1993

- To keep building and restrooms clean for the Marines and their dependents.

EDUCATION

SWANSBORO, SWANSBORO, NC

ADDITIONAL SKILLS

Appendix F:

Charter School Board Member Information Form

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Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mina's Place
2. Full name: Eloy Omar Macias

Home Address: 314 Hawkins Ave, Sanford, NC 27330

Business Name and Address:

Telephone No.: (919) 721-5173

E-mail address: eloymacias07@gmail.com

3. Brief educational and employment history.
Have worked from landscaping, restaurant, factory, to IT (current)
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was presented to Dr. Shaw Williams by a mutual friend, after talking for a while I was asked if I would want to serve. I wish to sit on this board because I have always had a passion for helping.
6. What is your understanding of the appropriate role of a public charter school board member?
To be able to provide an alternative to the ways of teachings of a Public School.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Since coming to this country at the age of 11 till today, I have always been involved in the community through many organizations, which have given me many skills that can apply to help Mina's Place.

8. Describe the specific knowledge and experience that you would bring to the board.
My experience in the Information Technology field, a former ELL student, and a now parent.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
That every student should have the ability to learn in a highly technology driven world.
2. What is your understanding of the school's proposed educational program?
To where every student has a individualized learning path, for the personal success.
3. What do you believe to be the characteristics of a successful school?
Where everybody is learning including teachers and staff.
4. How will you know that the school is succeeding (or not) in its mission?
By assessment and achievements of the students.

Governance

1. Describe the role that the board will play in the school's operation.
To assure the school has what it needs to be successful
2. How will you know if the school is successful at the end of the first year of operation?
After seeing the scores of end of year exams
3. How will you know at the end of five years of the schools is successful?
When seen how far the students have gone in academics and life.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
To make sure has all the school has the right tools.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Would consult with boards attorney.

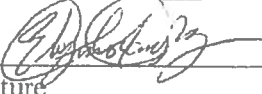
*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Elby O. Macias, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA'S PLACE Charter School is true and correct in every respect.



Signature

9/20/17

Date

Eloy Omar Macias
314 Hawkins Ave
Sanford, NC 27330
Phone: (919) 721-5173
eloymacias07@gmail.com

Objective: To obtain position as Instructional Support Technician - Desktop Services.

Skills/Experience:

- Bi-lingual-fluent in English and Spanish
- People skills
- Strong problem solving skills
- Dedicated in helping people
- Determined to succeed
- Ability to install and update computer software on Windows computers
- Software Installations, PC and Printer setup and repair
- MS Office
- Windows Operating Systems
- Ability to learn new technical concepts quickly

Education:

- High School Diploma Lee County High School
- Some College Central Carolina Community College
Computer Information Technology

Previous Work History:

- Golden Corral Sanford, NC 11/2011-6/2012
Server, Line Attendant, Baker
- Kelly Sanford, NC 6/2012-7/2012
Material Handler
- The Challenge Printing Company Sanford, NC 7/2012-2/2014
Shipping Clerk
- Lee County Schools Sanford, NC 2/2014-Present
Computer Technician
- Board Member of the Hispanic Council

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA's PLACE

2. Full name: Claudette Petrina Griffin

Home Address: 312 Robin Hood Ln

Business Name and Address:

Telephone No.: 919-895-8381

E-mail address: claudettegriffin527@gmail.com

3. Brief educational and employment history.

I have a High School Diploma, some continuing education courses and have been working since the age of 14yrs old.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

The President of the Board knows of my experience in working with kids at the after school program and I was invited to be a part of the board. I wish to serve on the board because I care about the kids in my community and I feel this Charter school is what is needed here.

6. What is your understanding of the appropriate role of a public charter school board member?

Fiscal compliance and recruiting passionate qualified Administrators.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

On a day to day basis I work with children in an after school environment. I see the needs of the children and I hear the concerns of the parents. As a Site Director I'm very hands on with the children and the board needs someone that has connection to the community.

8. Describe the specific knowledge and experience that you would bring to the board.

I'm well aware of day to day functions of the kids and I can bring a reality of proposed tasks to the board when decisions are being made.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that all children have a fair chance at education to be self-sustaining.

2. What is your understanding of the school's proposed educational program?

That MINA's Place will do all they can to make sure each child is educated to compete on state and global levels.

3. What do you believe to be the characteristics of a successful school?

I believe that small classroom sizes and available tutoring labs, knowledge of STEM will allow our school to be successful.

4. How will you know that the school is succeeding (or not) in its mission?

The way the kids perform on test and classroom performance.

Governance

1. Describe the role that the board will play in the school's operation.

To ensure the school is successful on all levels.

2. How will you know if the school is successful at the end of the first year of operation?

Kids will demonstrate appropriate learned skills efficiently and feedback from parents.

3. How will you know at the end of five years of the schools is successful?

Again test scores will reflect that are kids are learning and students who have been students for those years will show improvement and an increase in knowledge.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Make sure we have qualified licensed educators and making sure educators get the training they need.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

All actions will be discussed a open board meeting.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Claudette Petrina Griffin, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA's PLACE Charter School is true and correct in every respect.

Claudette P Griffin
Signature

9-20-17
Date

CLAUDETTE GRIFFIN

claudettegriffin527@gmail.com 919.895.8381

Education

BORN WITH A PURPOSE, SITE DIRECTOR, SANFOR NC

AUGUST 2016 –PRESENT

- MONITOR EACH TUTOR'S CLASSROOM/ WEEKLY
- PROVIDE WEEKLY REPORTS TO PROGRAM DIRECTOR
- MAINTAIN CONSISTENT FLOW ON THE FLOOR FOR EMPLOYEES
- HANDLE DISCIPLINARY ISSUES

LINE TECHNICIAN COTY US LLC, SANFORD NC

JUNE, 2009-SEPTEMBER, 2013

- Supervisor of assembly line
- Analysis of production line efficiency
- Met standard guidelines for productivity
- Complete paper work and work orders
- Repair mechanical or programming errors on assembly line

MACHINE OPERATOR MAGNETI MARELLI POWERTRAIN USA, SANFORD NC

JUNE, 1998-OCTOBER, 2008

- In control of CNC Machining
- Acknowledge and understand blueprints
- Gaging, infusing and intertwining multiple labor parts
- Record and track all necessary paperwork

Work

LEE COUNTY HIGH SCHOOL, SANFORD, NC

HIGH SCHOOL DIPLOMA, AUGUST, 1989-JUNE, 1993

NEW RIVER COMMUNITY COLLEGE, ALDERSON, WV

MEDICAL CODING AND BILLING CERTIFICATE, JANUARY, 2014-DECEMBER 2015

NEW RIVER COMMUNITY COLLEGE, ALDERSON, WV

CUSTOMER SERVICE REPRESENTATIVE, JANUARY, 2016-MAY, 2016

Volunteer

Homeless shelter volunteer, Church Usher, Youth leader, Pillars and Plants

Appendix F:

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA's Place Charter School

2. Full name: Charles Ingram McLeod

Home Address: 4175 McNeill Rd., Sanford, NC 27332

Business Name and Address: N/A

Telephone No.: 919 928 2921

E-mail address: howaboutgod@yahoo.com

3. Brief educational and employment history.

Graduated from Lee Senior High. Worked with at risk kids, manufacturing and currently at COTY and Born With A Purpose 21st Century Community Learning Center (BWAP).

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? Recruited by the President of MINA's Place. To be a part of the decision making process for the better well being of the kids and school.

6. What is your understanding of the appropriate role of a public charter school board member?
To make sure the Charter School is working as expected and as by the public.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

None at all, as we all have to start somewhere. I'm capable of making positive decisions that will help in the process of success of MPCs and kids in this community.

8. Describe the specific knowledge and experience that you would bring to the board.
Life experiences that would help make a positive change in lives.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I understand that the mission is to provide under privileged kids the opportunity to be successful, and to guide the students to be better at whatever they set their minds.
2. What is your understanding of the school's proposed educational program?
To help every student to be successful and excel for a brighter future once they graduate.
3. What do you believe to be the characteristics of a successful school?
A school that is pushing every child to do the very best and then more. I believe that success is getting a child to do better than they ever expected.
4. How will you know that the school is succeeding (or not) in its mission?
To see that the children are doing better every quarter up till the end of the school year.

Governance

1. Describe the role that the board will play in the school's operation.
Make sure that the school is successful as an organization.
2. How will you know if the school is successful at the end of the first year of operation?
When every students grades has improved from the last grade.
3. How will you know at the end of five years of the schools is successful?
When there is 5 times more parents and kids added to the roster.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Making sure every child is not left behind and helped in every way possible.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? They would be brought before the whole committee and discuss the issue.

*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Charles Ingram McLeod, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MAWA's Place Charter School is true and correct in every respect.

Charles Ingram McLeod

Signature

9-15-17

Date

Charles McLeod

Objective Serving on MINA's Place Charter School Board

Experience 2011 - Present Coty LLC Sanford, NC

Line Technician

- Operate different types of machinery
- Quality inspections of products and packaging
- Recording of finish products into the computer

2005 - 2011 Coty LLC Sanford, NC

Forklift Driver

- Quality Control
- Ship products to different locations of warehouse and loading trucks

2015 – Present BWAP Sanford, NC

Transportation Director

- Oversee all vehicle maintenance and PM
- To set up routes
- Drive when needed

Education Lee Senior High Sanford, NC

Diploma

Interests PC Skills being MS Office, SAP, supply chain software.

References References are available on request.

BY LAWS
OF
MINA'S PLACE, INC.
A NOT-FOR-PROFIT CORPORATION
INCORPORATED UNDER THE LAWS OF
THE STATE OF NORTH CAROLINA

BY - LAWS

Of

MINA'S PLACE, INC.

ARTICLE I - OFFICES

The principal office of the corporation shall be in the City of Sanford, in the County of Lee, in the State of North Carolina.

The corporation may also have offices at such other places within or without this state as the board may from time to time determine or the business of the corporation may so require.

ARTICLE II - PURPOSES

The purposes for which this corporation has been organized are as stated in the Certificate of Incorporation, which may be amended as required.

The Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as an exempt organization under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Mina's Place, Inc.'s mission is to help individuals with their physical, spiritual, educational, and emotional needs. The organization seeks to provide educational opportunities for students such as a charter school, after school care to students, tutorial instructions and mentorship, assistance to families to find affordable housing and counseling when needed, and provide seniors a safe place to be during the day.

No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal Income Tax under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future tax code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or state or local government for public purpose. Any such asset not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III - DIRECTORS

1. MANAGEMENT OF THE CORPORATION.

The corporation shall be managed by the board of directors, which shall consist of a minimum of five a maximum of 13 directors. Each director shall be at least eighteen years of age.

2. ELECTION AND TERM OF DIRECTORS.

At each annual meeting of members, the membership shall elect directors to hold office until the next annual meeting. Each director shall hold office until the expiration of the term for which he was elected and until his successor has been elected and shall have qualified, or until his prior resignation or removal. To ensure staggered terms of office and continuity of the board, the Executive Committee of the founding Board of Directors shall serve a four (4) year term and the remaining founding members shall serve a three (3) year term.

3. INCREASE OR DECREASE IN NUMBER OF DIRECTORS.

The number of directors may be increased or decreased by a vote of a majority of all of the directors. No decrease in number of directors shall shorten the term of any incumbent director.

4. NEWLY CREATED DIRECTORSHIPS AND VACANCIES.

Newly created directorships resulting from an increase in the number of directors and vacancies occurring in the board for any reason except the removal of directors without cause may be filled by a vote of the majority of the directors then in office, although less than a quorum exists, unless otherwise provided in the certificate of incorporation. Vacancies occurring due to the removal of directors without cause shall be filled by vote of the other directors. A director elected to fill a vacancy caused by resignation, death or removal shall be elected to hold office for the unexpired term of his predecessor.

5. REMOVAL OF DIRECTORS.

Any or all of the directors may be removed for cause by action of the board. Directors may be removed due to nonfulfillment of duties required by board, misconduct, theft and misrepresentation of our organization by majority vote of the board members.

6. RESIGNATION.

A director may resign at any time by giving written notice to the board, the president or the secretary of the corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the board or such officer, and the acceptance of the resignation shall not be necessary to make it effective.

7. QUORUM OF DIRECTORS.

Unless otherwise provided in the certificate of incorporation, a majority of the entire board shall constitute a quorum for the transaction of business or any specified item of business.

8. ACTION OF THE BOARD.

Unless otherwise required by law, the vote of a majority of the directors present at the time of the vote, if a quorum is present at such time, shall be the act of the board. Each director present shall have one vote.

9. PLACE AND TIME OF BOARD MEETINGS.

The board may hold its meetings at the office of the corporation or at such other places, either within or without the state, as it may from time to time determine.

The Board of Directors shall meet at such times and dates as designated by the Board Chair or upon resolution of the Board. A director or directors may attend the meeting via virtual or phone communication and will be counted as present for the meeting. In addition to all meetings being held in full compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9-143-318.19, all meetings of the Board shall be held in an open, orderly, and fair manner.

10. REGULAR ANNUAL MEETING.

A regular annual meeting of the board shall be held.

11. NOTICE OF MEETINGS OF THE BOARD, ADJOURNMENT.

Regular meetings of the board may be held without notice at such time and place, as it shall from time to time determine. Special meetings of the board shall be held upon notice to the directors and may be called by the president upon three days notice to each director either personally or by mail or by wire; special meetings shall be called by the president or by the secretary in a like manner on written request of two directors. Notice of a meeting need not be given to any director who submits a waiver of notice whether before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him.

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the adjournment shall be given to all directors who were absent at the time of the adjournment and, unless such time and place are announced at the meeting, to the other directors.

12. CHAIRMAN.

At all meetings of the board the president, or in his absence, a chairperson chosen by the board shall preside.

13. EXECUTIVE AND OTHER COMMITTEES.

The board, by resolution adopted by a majority of the entire board, may designate from among its members an executive committee and other committees, each consisting of three or more directors. Each such committee shall serve at the pleasure of the board.

ARTICLE IV - OFFICERS

1. OFFICES, ELECTION, TERM.

Unless otherwise provided for in the certificate of incorporation, the board may elect or appoint a president; one or more vice-presidents, a secretary and a treasurer, and such other officers as it may determine who shall have such duties, powers and functions as hereinafter provided. All officers shall be elected or appointed to hold office until the meeting of the board. Each officer shall hold office for the term for which he is elected or appointed and until his successor has been elected or appointed and qualified.

2. REMOVAL OR RESIGNATION.

Any officer elected or appointed by the board may be removed by the board with or without cause. In the event of the death, resignation or removal of an officer, the board in its discretion may elect or appoint a successor to fill the unexpired term. Any two or more offices may be held by the same person, except the offices of president, treasurer, and secretary.

3. PRESIDENT.

The president shall be the chief executive officer of the corporation; he shall preside at all meetings of the members and of the board; he shall have the general management of the affairs of the corporation and shall see that all orders and resolutions of the board are carried into effect.

4. VICE-PRESIDENTS.

During the absence or disability of the president, the vice-president, or if there are more than one, the executive vice-president, shall have all the powers and functions of the president. Each vice-president shall perform such other duties, as the board shall prescribe.

5. TREASURER.

The treasurer shall have the care and custody of all the funds and securities of the corporation, and shall deposit said funds in the name of the corporation in such bank or trust company as the directors may elect; he shall, when duly authorized by the board of directors, sign and execute all contracts in the name of the corporation, when countersigned by the president; he shall also sign all checks, drafts, notes, and orders for the payment of money, which shall be duly authorized by the board of directors and shall be countersigned by the president; he shall at all reasonable times exhibit his books and accounts to any director or member of the corporation upon application at the office of the corporation during ordinary business hours. At the end of each corporate year, he shall have an audit of the accounts of the corporation made by a committee appointed by the president, and shall present such audit in writing at the annual meeting of the board, at which time he shall also present an annual report setting forth in full the financial conditions of the corporation.

6. ASSISTANT-TREASURER.

During the absence or disability of the treasurer, the assistant-treasurer, or if there are more than one, the one so designated by the secretary or by the board, shall have the powers and functions of the treasurer.

7. SECRETARY.

The secretary shall keep the minutes of the board of directors and the minutes of the members. He shall have the custody of the seal of the corporation and shall affix and attest the same to documents when duly authorized by the board of directors. He shall attend to the giving and serving of all notices of the corporation, and shall have charge of such books and papers as the board of directors may direct; he shall attend to such correspondence as may be assigned to him, and perform all the duties incidental to his office. He shall keep a membership roll containing the names, alphabetically arranged, of all persons who are members of the corporation, showing their places of residence and the time when they became members.

8. ASSISTANT-SECRETARIES.

During the absence or disability of the secretary, the assistant-secretary, or if there are more than one, the one so designated by the secretary or by the board, shall have all the powers and functions of the secretary.

9. SURETIES AND BONDS.

In case the board shall so require, any officer or agent of the corporation shall execute to the corporation a bond in such sum and with such surety or sureties as the board may direct, conditioned upon the faithful performance of his duties to the corporation and including responsibility for negligence and for the accounting for all property, funds or securities of the corporation which may come into his hands.

ARTICLE V - CONSTRUCTION

If there be any conflict between the provisions of the certificate of incorporation and these by-laws, the provisions of the certificate of incorporation shall govern.

ARTICLE VI - AMENDMENTS

The by-laws may be adopted, amended or repealed by the board at the time they are entitled to vote in the election of directors. By-laws may also be adopted, amended or repealed by the board of directors but any by-law adopted, amended or repealed by the board may be amended by the board members entitled to vote thereon as herein before provided.

If any by-law regulating an impending election of directors is adopted, amended or repealed by the board, there shall be set forth in the notice of the next meeting of all board members for the election of directors the by-law so adopted, amended or repealed, together with a concise statement of the changes made.

ARTICLE VII - CONDUCT

Because of its strong beliefs in high moral standards based on traditional values, the organization reserves the right to expect from all of its officers and directors to maintain high moral standards and social values that do not conflict with traditional spiritual morals.

ARTICLE VIII- INDEMNITY

The Corporation shall indemnify its directors, officers, and employees as follows:

Every director, officer, or employee of the Corporation shall be indemnified by the Corporation against all expenses and liabilities, including counsel fees, reasonably incurred by or imposed upon him in connection with any proceeding to which he may be made a party, or in which he may become involved, by reason of his being or having been a director, officer, employee, or agent of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee, or agent of the Corporation, whether or not he is a director, officer, employee, or agent at the time such expenses are incurred, except in such cases wherein the director, officer, employee, or agent is adjudicated guilty of willful misfeasance or malfeasance in the performance of his duties. The Corporation shall provide any person who is an officer, director, employee, or agent of the Corporation or was serving at the request of a director, officer, employee, or agent of the Corporation the indemnity against expenses of suit, litigation, or other proceedings that is specifically permissible under applicable law.

ARTICLE IX - CONFLICT OF INTEREST POLICY

1. PURPOSE

The purpose of the conflict of interest policy is to protect the Mina's Place, Inc. (hereinafter the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not

replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

2. DEFINITIONS

A. Conflict of Interest

A conflict of interest is a set of circumstances that creates a risk that professional judgment or actions regarding a primary interest will be unduly influenced by a secondary interest.

For purposes of this provision, the term "interest" shall include personal interest, interest as director, officer, member, stockholder, shareholder, partner, manager, trustee or beneficiary of any concern and having an immediate family member who holds such an interest in any concern. The term "concern" shall mean any corporation, association, trust, partnership, limited liability entity, firm, person or other entity other than the organization.

B. Interested Person

An interested person includes: any director, officer, key employee, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below.

C. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- i. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement
- ii. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement
- iii. *Within the last three years, been an employee of the organization or of an affiliate of the organization or who has a relative who is, or has been within the last three years, a key employee of the organization or of an affiliate;*
- iv. Received, or who has a relative who has received, in any of the last three fiscal years of the organization, more than \$10,000 in direct compensation from the organization or from an affiliate of the organization (other than reimbursement for expenses reasonably incurred as a director or reasonable compensation for service as a director);
- v. Current employment with, or a substantial financial interest in, any entity that has made payments to, or received payments from, the organization or an affiliate of the organization for property or services in an amount which, in any of the last three fiscal years, exceeds the lesser of \$25,000 or two percent of the organization's consolidated gross revenues.
- vi. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

D. Related Party

A Related Party includes officers and directors of the organization, as well as officers and directors of any affiliates of the organization. Also included are relatives of those persons and entities at least 35% owned by such persons.

E. Related Party Transaction

Related Party Transactions are defined as transactions between the organization, or any of its affiliates, and a Related Party.

3. PROCEDURES

A. Duty to Disclose

Prior to initial election and annually thereafter, each director must submit to the Secretary a signed written statement identifying, to the best of the director's knowledge, (1) any entity of which the director is an officer, director, trustee, member, owner or employee, with which the organization has a relationship; and (2) any transaction in which the organization is a participant and in which the director might have a conflicting interest. The Secretary must provide copies of all such statements to the chair of the Audit Committee or, if none, to the chair of the Board.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest to the Audit Committee or, if there is no Audit Committee, to the Board of Directors, and be given the opportunity to disclose all material facts considering the proposed transaction or arrangement.

B. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Audit Committee or Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon, so as to preclude any attempt by the conflicted person to influence improperly the deliberations or voting on the matter.

The remaining Audit Committee or Board of Directors members shall decide if a conflict of interest exists. The existence and resolution of the conflict shall be contemporaneously documented in the Organization records, including minutes of any meeting where the conflict is discussed or voted on.

C. Procedures for Addressing the Conflict of Interest

All potential conflicts that are disclosed shall be addressed in the following manner:

- i. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- ii. The chairperson of the Audit Committee or Board of Directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- iii. After exercising due diligence, the Board of Directors or Audit Committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Audit Committee or Board of Directors shall determine by a majority vote of the independent directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

D. Related Party Transactions

All Related Party Transactions must be disclosed and shall be addressed in the following manner:

- i. The Organization may not enter into a related party transaction unless the Board of Directors determines that the transaction is fair, reasonable and in the organization's best interest at the time of determination.
- ii. A director, officer or key employee who has an interest in a related party transaction must disclose in good faith to the Board of Directors or an authorized Board committee the material facts concerning such interest.

- iii. Additional restrictions and procedures may be set forth in the organization's governing documents or a policy adopted by the Board.
- iv. No related party with an interest in a related party transaction may participate in deliberations or vote on the related party transaction, except that the Board or an authorized committee may request that such related party present information concerning the transaction at a meeting of the Board or such committee prior to commencement of deliberations or voting thereon.
- v. Related Party Transactions are likely potential conflicts of interest and shall thus be disclosed, addressed, and documented in accordance with the procedures outlined in Article III, Sections A through C.

E. Violations of the Conflicts of Interest Policy

If the Board of Directors or Audit Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

4. RECORDS OF PROCEEDINGS

The minutes of the Board of Directors and all committees with board delegated powers shall contain:

The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

5. COMPENSATION

No person who may benefit from a compensation arrangement may be present at or otherwise participate in any Board or committee deliberation or vote concerning that person's compensation, except that the Board or committee may request that the person present information as background or answer questions at a committee or Board meeting prior to the commencement of deliberations or voting thereon.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

6. ANNUAL STATEMENTS

Each director, officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- A. Has received a copy of the conflicts of interest policy;
- B. Has read and understands the policy;
- C. Has agreed to comply with the policy;
- D. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

7. PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- A. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- B. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.


8. USE OF OUTSIDE EXPERTS

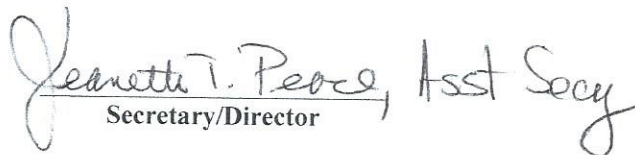
When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

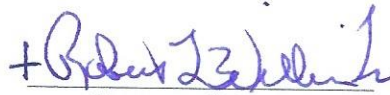
The foregoing By-Laws were adopted by the directors of:

Mina's Place, Inc.

On the 19 day of Sept, 2017.


President/Director


Secretary/Director, Asst Secy


Treasurer/Director


Director



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

MINA'S PLACE, INC.

the original of which was filed in this office on the 4th day of April, 2016.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 4th day of April, 2016.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Mina's Place, Inc.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Shawn Williams

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 3125 Hickory Hill Dr
City: Sanford State: NC Zip Code: 27330 County: Lee

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____
City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Shawn Williams- 3125 Hickory Hill Dr, Sanford, NC 27330

6. (Check either a or b below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 252-671-0472

Number and Street: 3125 Hickory Hill Dr

City: Sanford State: NC Zip Code: 27330 County: Lee

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Please provide a business e-mail address: pastor-godspromise@mail.com

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.



11. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the _____ day of _____, 20____.

(Incorporator Business Entity Name)

Signature of Incorporator

Shawn Williams

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.



**American Church Group
of North Carolina, LLC**

Daniel P. Burrell
833 Parkridge Drive
Clayton, NC 27527
877.766.7981
fax: 877.281.9040

Hi Pastor Shawn,

Here is an educated guess on a quote for insurance for your charter school. We insure many schools with comprehensive coverage and that is what we would provide for you.

The total cost would run about \$13,000 for the following:

- \$100,000 of Personal Property
- \$250,000 Employee Dishonesty Bond
- \$1,000,000/\$3,000,000 General Liability
- \$1,000,000 Errors and Omission
- \$1,000,000 of Rental/Nonowned auto coverage
- \$1,000,000/\$3,000,000 Sexual molestation
- \$1,000,000/\$3,000,000 Employee Benefits
- \$1,000,000 Employment Practices Liability
- \$1,000,000 Directors and Officers

One coverage I would recommend getting is Cyber Liability. Schools and Healthcare industries have been target by Cyber Crime due to their gathering of confidential information. A \$1,000,000 of coverage would cost about \$1,500.

Workers Compensation

Based on the information you sent me it would cost approximately \$9,900

- Admin and Support \$335,775
- Instructional Personnel \$1,556,952

Please review and let me know if you have any questions.



**American Church Group
of North Carolina, LLC**

Daniel P. Burrell
833 Parkridge Drive
Clayton, NC 27527
877.766.7981
fax: 877.281.9040

Sincerely,

A handwritten signature in black ink that reads "Daniel Burrell". The signature is written in a cursive style with a long, sweeping tail.

Daniel

Daniel P. Burrell, LUTC

Account Executive

American Church Group of North Carolina

Office (919) 907-9982

Fax Toll Free (877) 281-9040

Dburrell@AmericanChurchGroup.com

www.AmericanChurchGroup.com/northcarolina

www.Brotherhoodmutual.com

Appendix P:

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Wilson and Reires
- Date of Review: 9/29/17
- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
- Jeanette T. Peace
- [Signature]
- [Signature]
- [Signature]
- [Signature]
- [Signature]
- [Signature]

❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: N/A
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: N/A
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: _____
- Name of the Selected Financial Service Provider: N/A
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: _____
- Name of the Selected PowerSchool Service Provider: N/A
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Certification

I, Shawn E. Williams, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as MIWA'S PLACE Charter School is true and correct in every respect.

Shawn E. Williams

Signature

9/20/17

Date