

# 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 Charter School (MCS) will be an necessary alternative to the inconsistent environment provided by Lee County Schools. In a recent survey conducted by MCS, more than half of the respondents said that the school system does not meet their needs or only sometimes meets their needs. Fewer than half of the people surveyed felt that their “current school serve(s) as a nurturing center of academic accomplishment that will enhance students’ opportunities to compete academically, socially, and in the workforce”. 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”. Additionally, 79% of respondents in a second survey said they would be “likely” or “very likely” to enroll their children in a Lee County Charter School with a STREAM curriculum. Evidence of the Lee County’s desire for this type of school is further indicated by the fact that we have already received applications for 36 potential students. 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’s 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 is there any indication of whether they have student teachers, teacher candidates in alternative certification programs, or teachers currently enrolled in college obtaining teaching credentials (Sanford Schools).

Below are the percentages of teachers in each school with four or more years of teaching experience (Sanford Schools).

Benjamin T. Bullock Elementary	65%
Bragg Street Academy	91%
Broadway Elementary	78%
Deep River Elementary	73%
West Lee Middle	61%
East Lee Elementary	56%
F.L. Knight	71%
Greenwood Elementary	71%
San Lee Middle	70%
J. Glenn Edwards Elementary	63%
J.R. Ingram Elementary	62%

Tramway Elementary 85%  
Warren Williams Alternative School 64%

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 an innovative approach to what our schools can offer students as we enter the 21<sup>st</sup> century. Research has shown that our classrooms today still reflect what they looked like more than 50 years ago. MCS embraces the 21<sup>st</sup> 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. Technology offers students new entry points to learning, making learning more accessible to a wider range of students (CONNORS, LM. Trail Blazers. *Science & Children*. 49, 4, 46-50, Dec. 2011. ISSN: 00368148.) The teaching styles have moved away from direct instruction where teachers are the experts in the room leading the discussion and have moved toward collaborative instruction where the teacher is in a facilitator role. Students have more flexibility to be creative, and the use of technology has opened the doors for students to become more proficient through creative learning environments and to become lifelong learners.

According to The Department of Education, North Carolina, similar to many other states, has a shortage of teachers (<https://tsa.ed.gov/#/home/>), and according to an article written by Perez, G, there is a nationwide shortage of teachers (2015, Aug 17). A teacher shortage is our current reality. *TCA Regional News*. The Department of Education also explains that teacher attrition is normally due to teachers retiring, 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 a true crisis. MCS's innovative and creative approach infuses Critical-Thinking, Problem-Solving, and Collaboration and encourages of Curiosity & Imagination, thereby making our school a more appealing work environment for teachers entering the teaching profession for the first time. All of these are key components will give our students the skills they will need to become contributing citizens in this global society. MCS will provide for a greater opportunity for the sharing of experiences and best practices among our teachers and staff, resulting in a higher quality of education for all of our students

North Carolina Public Schools report that there are many responsibilities with which the teachers are charged (North Carolina Professional Teaching Standards). Based on the list of responsibilities for teachers developed by the NC Public Schools, there are several key areas that we believe need further emphasis in order to increase the academic achievement in our students. These include the following:

- 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; then that data should promote 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. This data will be compiled by a designee of the administrator.

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 MCS, 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. MCS will provide staff development so that our teachers are equipped with the best practices in their subject area for student success, with the curriculum that is being used.

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 be helpful in mitigating deficits, closing achievement gaps, and implementing reteaching 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). Programs such as 21st Century After School Centers and remediation by teachers working with students will all improve the academic success of students.

### **Progress and Achievement of Students**

This data was obtained from Public Schools of North Carolina State Board of Education/Department of Public Education (<http://www.ncpublicschools.org/src/>). The information is generated for every school in North Carolina through the North Carolina School Report Cards website.

According to the NC School Report Cards, 90% of Lee County elementary and middle schools performance grade was a C. These schools are performing at 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. 70 percent of the schools had a C or below in Math and 80 percent had a C or below in reading. This indicates that there is a need for growth in Lee County Schools in math and reading.

The ratings breakdown from NC School Report Cards in performance grade, EOG grades and economically disadvantaged. Great Schools in test scores, state rating, and percent low-income details, and ethnic makeup of the school are provided below.

School	Performance Grade	Growth	EOG Math	Growth	EOG Reading	Growth	Econ Disadv	Hispanic	Black	White	Other
B. T. Bullock	C	N	C	Y	D	N	76.0%	35%	31%	30%	4%
Bragg Street	NA	NA	NA	NA	NA	NA	92.0%	un	49%	un	un
Broadway	C	Y	D	N	C	Y	76.0%	43%	13%	39%	5%
Deep River	C	Y	B	Y	C	Y	83.0%	40%	25%	31%	4%
East Lee Middle	C	N	D	N	C	Y	67.0%	37%	15%	42%	6%
Floyd Knight	NA	NA	NA	NA	NA	NA	59.0%	16%	22%	58%	4%
Greenwood	B	Y	B	Y	B	Y	81.0%	34%	12%	49%	5%
J Glenn Edwards	C	Y	B	N	C	Y	85.0%	49%	21%	27%	3%
JR Ingram	C	N	C	N	C	N	70.0%	20%	34%	40%	6%
San Lee Middle	C	Y	D	N	C	Y	72.0%	36%	21%	37%	6%
Tramway	C	N	C	N	B	Y	43.0%	21%	13%	61%	5%
Warren Williams	NA	NA	NA	NA	NA	NA	91.0%	57%	22%	19%	2%
West Lee Middle	C	Y	D	N	C	Y	67.0%	30%	24%	42%	4%

### 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 simplified 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).

MCS will have consistent parent and community involvement. The staff will reach out to parents in whatever is going to be best for that parent. For some, that will be via our school portal, others will be via text or voice communication. All parents will have an opportunity to come to the

school and volunteer, and we will monthly have events for different community members to come and volunteer. MCS will continually look at new strategies to keep parents involved, for we not only serve the students, we serve the family.

## **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; moreover, 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 suspensions

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

MCS will counter this by having a suspension policy that does everything possible to keep students in school. This would be through a Mindset Room to allow students to express themselves, counseling, parent intervention, and in school suspension. Suspensions will be after all other means have been exhausted and as a last resort.

### **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 Lee County schools do not even have a link where parents can obtain this newsletter, and 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 does not reflect the elements of the plan regarding parent involvement. Again, this inconsistency is a factor that renders what could be a promising initiative less effective.

The MCS survey shows that 76.6% of respondents would be inclined to send their children to a technologically advanced school so that they will be able to compete. A follow-up survey indicated that 100% of survey participants felt that instruction in technology and computers would be either somewhat or very important. The current trend in Lee County Schools does not cater to this specific need of the district's parents.

MCS will have an up-to-date website, but in addition to the website, our teachers will communicate through different approved social media sites approved by administration. There will be weekly communication through either email or text messages with all parents.

### **Survey Results**

As mentioned throughout this document, the board of MCS has conducted several surveys to determine the perceived wants and needs of the parents and students of Lee County and nearby communities. Below are some of the results of our latest survey, which represent 203 potential students.

\*Some respondents did not answer all questions

**Does current school serve as a nurturing center of academic accomplishment that will enhance students’ opportunities to compete academically, socially, and in the workforce?**

Yes	80 (47%)
No	62 (37%)
Other	27 (16%)

**Likelihood of enrolling K-5 children into a Lee County Charter School with a STREAM Curriculum**

Very Likely	106 (62.7%)
(Somewhat) Likely	29 (17.2%)
Need More Information	22 (13%)
Not Very Likely	6 (3.6%)
Not at all Likely	2 (1.2%)

**Importance of the following elements in Lee County Charter School**

Element	Very Important	Somewhat Important	Neutral	Not Very Important	Not At All Important
Bi-Lingual Education for all students (English & Spanish)	47	5	1	0	0
Technology & Computer Instruction	48	4	0	0	0
Health & Wellness Education	47	3	1	0	0
Socialization Skills	47	4	0	0	0
Customized & Personalized Education Programs	47	4	1	0	0

**Ethnicity of Survey Respondents**

Bi or Multi Racial	4 (2.4%)
Black	66 (39.1%)
Hispanic / Latino	82 (48.5%)

Native American	2 (1.2%)
White	18 (10.7%)
Prefer Not to Answer	2 (1.2%)

## 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 are all reasons why Sanford and the surrounding area are ready for an additional school choice. When studying the data, some disturbing trends emerge, such as the disparate way some schools suspend minorities. MCS focus is to be creative and utilize programs that will build students growth and proficiency. Data is vital to any organization and we have looked very carefully at the data needs in Lee County. The success and failure depends on the data. We are building leaders at MCS and will include the entire family into the process. This takes data driven research, which we have done for this application in order to be able to see the strengths and the needs of our community, students, families and the teachers we recruit. Barriers will exist but we want to put programs in place along with the right people to accommodate the students we serve and their family. Additionally, the survey conducted by MCS 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>

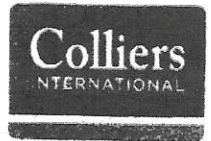
“Sanford Schools”

[www.greatschools.org/north-carolina/sanford/](http://www.greatschools.org/north-carolina/sanford/)

“Youth Justice NC”

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





September 19, 2018

Mr. Eddie Blair, CCIM  
Blair Commercial Realty, Inc.  
101 Duryer Court, Cary, NC 27511

Submitted via email to: eblair@blaircommercialrealty.net

RE: 3193 Industrial Drive, Sanford, NC 27332 (Property)

Please accept this revised Letter of Intent (the "Letter") on behalf of Mina's Place Charter School ("Purchaser") for the purchase of the Property on the following terms and conditions. Any terms not addressed below will be further addressed in a Purchase and Sale Agreement.

Seller: R&G Investments USA LLC

Purchaser: Mina's Place Charter School

Property: Parcel # 9651-76-9273-00 consisted of approximately 11.2 acres

Purchase Price: \$775,000

Terms: All cash at closing

Earnest Money Deposit: Purchaser shall deposit with a mutually acceptable Escrow Agent in an interest bearing account, funds as follows: \$10,000.00 upon execution of a Purchase and Sale Agreement. The entire deposit shall be applied against the purchase price at closing. Any amount deposited in escrow shall be refundable to Purchaser in the event this Letter or the Purchase and Sale Agreement is terminated prior to the approval and/or waiver of the Due Diligence Period.

Inspection Period: The Due Diligence Period shall be ninety (90) days from the receipt of the fully executed and delivered Purchase and Sale Agreement.

The Inspection Period is to review due diligence information and without limitation, Purchaser's obtaining, at Purchaser's cost, inspecting and/or approving, without limitation, and in its sole discretion: the physical condition of the Property; the area where the Property is located; an environmental review; an appraisal; and other reports Purchaser deems necessary. The inspections will not disturb the use of the Property by Seller. On or before the expiration of the Inspection Period, Purchaser shall either: (1) Notify Seller that it accepts the Property, subject only to the remaining conditions stated in the Purchase and Sale Agreement; or (2) advise Seller that the Purchaser is not satisfied with the Property via a written notice.

Rezoning Period: One hundred twenty (120) days from the last day of the Inspection Period to obtain all zoning and Permits as herein defined. Purchaser shall pay \$3,500.00 per month to keep Property off market. Such monthly fees are non-refundable.

Purchaser's obligation to close under the Contract is contingent upon Purchaser obtaining satisfactory variances, site plan and curb cut approval and all licenses, building permits, zoning and other authorizations necessary in the



reasonable sole discretion of Purchaser to construct and operate a Public Charter School on the Property. (All of the foregoing collectively are hereinafter referred to as the "Permits".) So long as Purchaser is acting reasonably and in good faith, in the event conditions are imposed by said governmental or quasi-governmental authorities upon Purchaser and/or the Property that, in Purchaser's reasonable opinion, materially and detrimentally impact or interfere with the functionality of the Property or economic feasibility of the proposed development, PSFC may terminate the Agreement at any time prior to the expiration of the Permitting Period or the extended Permitting Period, as the case may be. Upon termination pursuant to the terms of this paragraph, Purchaser shall be entitled to a refund of its Earnest Money, except for the additional earnest money, if applicable.

- Purchase Agreement: Purchaser to provide Seller first draft of Purchase and Sale Agreement within ten (10) business days after the receipt of a fully-executed copy of this Letter. This Letter is intended to merely state certain major terms of the parties' agreement and it is recognized that the Purchase and Sale Agreement will contain further terms and conditions not to be inconsistent with the terms of this Letter.
- Conditions to Close: Closing is contingent on the following and other items deemed reasonable and necessary:
- 1) Purchaser's receipt and approval of an ALTA survey acceptable to Purchaser's title company;
  - 2) Title insurer is unconditionally prepared to issue to Purchaser or its nominee at Closing, an ALTA Owner's Extended Coverage Title Policy (or equivalent extended coverage) in the full amount of the Purchase Price, insuring fee simple title to the Property to be vested in Purchaser or its nominee, together with endorsements requested by Purchaser, subject only to the "Permitted Exceptions" ("Title Policy");
  - 3) Seller delivering on or before the date scheduled for Closing, a duly executed Warranty Deed conveying fee simple title to Purchaser;
  - 4) There has been no material adverse change in the condition of the Property between the date of expiration of the Due Diligence Period and the Closing;
- Closing Date: Within thirty (30) days from satisfactory removing all 6 conditions in listed in Conditions to Close section above.
- Prorations at Closing: All items of income and expense associated with the Property's operation shall be prorated between Purchaser and Seller at closing. Purchaser shall receive credit at closing for all refundable fees or deposits paid to Seller by tenants with leases in force at closing. Seller shall cash out all lease commissions due under the current term of all leases.
- Reps and Warranties: ~~All representations and warranties including but not limited to Environmental and Property Defects will survive closing for a period of six (6) months.~~
- Assignment: Purchaser shall have right to assign this Letter of Intent or Purchase Contract to any company or partnership owned or partially owned by the Purchaser.



**Closing Costs:** Purchaser will pay its attorney's fees and all other closing costs customarily paid by Purchasers in the state where the Property is located. Seller will pay its attorney's fees and all other closing costs customarily paid by Seller in the state where the property is located.

**Brokers:** Purchaser and Seller each warrant and represent to the other that no other agent, other than those indicated herein, has been involved in this transaction. Purchaser and Seller acknowledge that Colliers International - Atlanta, LLC. is acting as the agent for the Purchaser and shall be compensated with a fee of three percent (3%) of the sale price by the Seller at closing. Blair Commercial Realty, Inc. is acting as agent for Seller and shall be compensated with a fee of 3% of the purchase price by Seller at Closing.

**Acceptance:** If the basic terms and conditions outlined above are acceptable to proceed with negotiations with respect to the proposed transaction, please have the Seller sign where indicated below and return to me by Monday, July 16, 2018 at 5:00 P.M.

This Letter is not a binding contract but does establish the obligation of the parties to proceed in good faith. A contract will not exist until the parties have fully delivered a formal Purchase and Sale Agreement regarding the subject matter of this Letter and containing all other terms as may be mutually acceptable to the parties in their sole discretion. Upon acceptance by the Seller, Purchaser shall draft a Purchase and Sale Agreement for Seller's review.

Sincerely,

Josh Gregory  
Senior Vice President / Principal Atlanta

Cc: Dr. Shawn Williams, Mina's Place Charter School

Robert Burloje  
Managing Member

9/20/18



EXHIBIT "A"

**Legal**

September 10, 2018

**NON-BINDING TERM SHEET**  
**Mina's Place Charter School**



**EPR Properties™**  
Return on Insight

The following non-binding term sheet sets forth the terms on which EPR Properties, through one of its subsidiaries, including, without limitation, Education Capital Solutions, LLC ("ECS" or "Lender") would consider financing the acquisition and renovation of an existing building for the Mina's Place Charter School (the "School" or "Borrower"), a new charter school to be located in Sanford, North Carolina.

- Property:** The School is currently working with a broker to identify a suitable property for a 2019-2020 school opening
- Background:** Pursuant to the Loan Documents described below, ECS would fund 100% of the School's acquisition of the Property, site work and eligible renovation costs up to a maximum of \$4,000,000 (collectively, the "Loan Amount").
- Loan Documents:** The terms of the Loan would be evidenced by a construction loan agreement, promissory note, first priority deed to secure debt and assignment of leases and rents and fixture filing, environmental indemnity agreement, SNDA and such other documents necessary to perfect ECS's interest in the collateral securing the Loan, including, without limitation the Property (collectively, the "Loan Documents").
- Loan Amount:** Up to a cumulative maximum of \$4,000,000, which would include all costs associated with the acquisition, renovation and completion of the School Facility; including any applicable development/consulting fees, accrued Renovation Term Interest and Deferred Interest.
- School Delivery Date:** The School's anticipated "Delivery Date" of the renovated property would be August 1, 2019.
- Developer/GC:** ECS reserves the right to review, recommend or approve any potential renovation work and the Developer or General Contractor the School recommends to complete the same. Any construction contracts would be on a GMP Design-Build form approved by ECS.
- Material Loan Terms:** The Loan Documents would contain the following material terms:
1. **Loan Term:** 20 full "Loan Years", with three (3) 5-year extension options. A "Loan Year" is defined as 12 full months of cash interest payments having been paid to ECS.

909 Walnut, Suite 200  
Kansas City, MO 64105  
816.472.1700  
Toll Free: 888 EPR REIT  
Fax: 816.472.5794  
www.eprkc.com

2. **Loan Rate:** 8.75% per annum, with 2% annual escalations beginning in Loan Year 2. For example: Loan Year 1: 8.75%, Loan Year 2: 8.92%, Loan Year 3: 9.10% and so forth.
3. **Loan Repayment:**
  - a. The Loan would be interest-only. All principal, unpaid interest and any other amounts due would be payable to Lender on the maturity date. The annual Loan Payment (paid in 12 equal monthly installments) is calculated by multiplying the Loan Amount by the Loan Rate.
  - b. **Renovation Period:** Loan proceeds advanced by Lender during the renovation term through the Delivery Date would not be payable by Borrower during such period but would accrue at the Loan Rate and would be added to the total Loan Amount calculated at the end of the renovation term.
  - c. **Deferred Interest Payment:** Borrower would be entitled to defer its first 2 months of interest payments that would otherwise be due on the first day of the first month following the School Delivery Date. Any deferred interest would be capitalized into the Loan Amount payable by Borrower.
4. **Borrower Prepayment Right:** Borrower would have the right to prepay the Loan in full at the end of Loan Years 3, 5, 7, 10, 15 and 20 for a prepayment price equal to the Loan Amount plus an "Exercise Fee" equal to 18% of the Loan Amount.
5. **Collateral:** Borrower's obligations under the Loan Documents would be secured by, among other things, the Property and any personal property financed with Loan proceeds.
6. **Operating Costs, Maintenance, etc:** Borrower would be responsible for all operating expenses, taxes, insurance, maintenance and capital expenditures and would be required to maintain the Property in first-class condition for the life of the Loan.
7. **Subordination of School Management and/or Administrative Services Fees:** Any fees or payments owed by Borrower to any school management company or administrative services company will be subordinate to all amounts owed to ECS under the Loan Documents.

Underwriting  
Approval:

The issuance of any commitment or any other undertaking by ECS with respect to transaction described herein is subject to (1) the approval of the Board of Trustees and/or Investment Committee of EPR Properties in its sole and absolute discretion and (2) ECS's satisfactory review of underwriting matters (financial or



otherwise) and due diligence matters, which would include, among other items, the following:

- Condition and reputation of comparable traditional public and private schools in the specific School's market;
- Charter school market feasibility report;
- Demographic and economic trends in the School's market;
- Title, survey, zoning, geotechnical, environmental, property condition and other factors affecting the Property;
- Projected capital expenditures for developing and opening the School;
- Scheduling, qualification of design team and contractor, and other construction factors;
- Projected initial and stabilized enrollments;
- Projected initial and stabilized tuition level; and
- Projected initial and stabilized operating expenditures.
- Applicable financial statements for any school management or administrative services company affiliated with school

Non-Binding Effect:

ECS and the School understand and agree that this Term Sheet is provided solely for discussion purposes only and is not a commitment of any kind. As such the terms and conditions set forth herein are not binding upon ECS or the School. ECS may withdraw from such discussions at any time and for any reason in its sole and absolute discretion. The School understands and agrees that ECS is not obligated to enter into the transaction contemplated by this Term Sheet, on the terms set forth herein or any other terms, unless and until ECS executes and delivers to the School final documentation, the terms of which shall supersede in their entirety the terms set forth herein.

September 10, 2018

Submitted by:

Education Capital Solutions, LLC

By: 

Name: Nathan Kelleck

Title: Associate Director - Education Investments

Accepted by:

Mina's Place Charter School

By: 

Name: Sharon Wilkerson

Title: President

## Kindergarten Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></p> <p>Write a letter or letters for most consonant sounds (phonemes) - L.K.2c</p> <p>Demonstrate basic knowledge of letter-sound correspondence- RF.K.3a</p> <p>Write a letter or letters for most short-vowel sounds (phonemes)- L.K.2c</p> <p>Understand storytelling, the purpose of stories, and how they are told- RL.K.1</p> <p>Identify the major features of stories - RL.K.1</p> <p>Identify the major features of informational text - RI.K.1</p> <p>Describe how features of a text relate to the information - RI.K.1</p> <p>Understand the relationship between oral and written language - RF.K.1d</p>	<p><b>Unit 4</b></p> <p>Recognize that spoken words are represented by sequences of letters - RF.K.1b</p> <p>Understand that words are separated by spaces - RF.K.1c</p> <p>Blend and segment onsets and rimes of single-syllable spoken words - RF.K.2c</p> <p>Isolate and pronounce each phoneme in three-phoneme words - RF.K.2d</p> <p>Add or substitute phonemes to make new one-syllable words - RF.K.2e</p> <p>Identify nouns and verbs - L.K.1b</p> <p>Identify the difference between a word and a sentence - L.K.1f</p> <p><b>Unit 5</b></p> <p>Identify the front cover of an informational kindergarten text - RI.K.5</p> <p>Identify the back cover of an informational kindergarten text -</p>	<p><b>Unit 8</b></p> <p>Sort common objects into categories - L.K.5a</p> <p>Read emergent-reader texts with purpose and understanding - RF.K.4</p> <p>Name the illustrator of a kindergarten text and define the role - RI.K.6</p> <p>Capitalize the first word in a sentence - L.K.2a</p> <p>Identify the meaning of plural - L.K.1c</p> <p>Review the meaning of antonym and identify antonyms - L.K.5b</p> <p><b>Unit 9</b></p> <p>Relate common verbs and adjectives to their antonyms - L.K.5b</p> <p>Use vocabulary acquired through speaking, listening, reading and writing - L.K.6</p> <p>Recognize and name end punctuation - L.K.2b</p> <p>Ask and answer</p>	<p><b>Unit 10</b></p> <p>Retell familiar kindergarten stories, including key details - RL.K.2</p> <p>Ask and answer questions about unknown words in an informational kindergarten text - RI.K.4</p> <p>Ask and answer questions about unknown words in a literary kindergarten text - RL.K.4</p> <p><b>Unit 11</b></p> <p>Identify characters in a kindergarten story - RL.K.3</p> <p>Identify settings in a kindergarten story - RL.K.3</p> <p>Identify major events in a kindergarten story - RL.K.3</p> <p>Describe the relationship between illustrations and the informational kindergarten text in which they appear - RI.K.7</p> <p>Describe the relationship between illustrations and the</p>

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<p><b>Unit 2</b></p> <p>Spell simple words phonetically - L.K.2d</p> <p>Recognize and name all upper- and lowercase letters - RF.K.1d</p> <p>Identify the long and short sounds of the five major vowels - RF.K.3b</p> <p>Understand letter cases and their use - L.K.1a</p> <p>Describe how features of a literary text relate to stories - RL.K.1</p> <p><b>Unit 3</b></p> <p>Print upper- and lowercase letters - L.K.1a</p> <p>Recognize and produce rhyming words - RF.K.2a</p> <p>Count, pronounce, blend, and segment syllables in spoken words - RF.K.2b</p> <p>Distinguish between similarly spelled words - RF.K.3d</p> <p>Recognize that letters and their connected sounds represent symbols that become</p>	<p>RI.K.5</p> <p>Read common high-frequency words by sight - RF.K.3c</p> <p>Identify basic punctuation marks and their function - L.K.2b</p> <p><b>Unit 6</b></p> <p>Use frequently occurring nouns - L.K.1b</p> <p>Understand and use question words - L.K.1d</p> <p>Use to, from, in, out, on, off, for, of, by, with - L.K.1e</p> <p>Identify the title page of an informational kindergarten text - RI.K.5</p> <p>Use frequently occurring verbs - L.K.1b</p> <p><b>Unit 7</b></p> <p>Produce and expand complete sentences - L.K.1f</p> <p>Make real-life connections between words at the kindergarten level and their use - L.K.5c</p> <p>Name the author of a</p>	<p>questions about key details in an informational kindergarten text - RI.K.1</p> <p>Ask and answer questions about key details in a literary kindergarten text - RL.K.1</p> <p>Capitalize the pronoun I - L.K.2a</p> <p>Understand how a word changes from singular to plural - L.K.1c</p> <p><b>Unit 10</b></p> <p>Form regular plural nouns by adding /s/ or /es/ - L.K.1c</p> <p>Identify new meanings for familiar words - L.K.4a</p> <p>Use frequently occurring inflections and affixes - L.K.4b</p> <p>Distinguish shades of meaning among verbs describing the same general action - L.K.5d</p> <p>Identify the main topic of an informational kindergarten text - RI.K.2</p> <p>Retell key details of</p>	<p>kindergarten story in which they appear - RL.K.7</p> <p>Identify similarities and differences between two parts of an informational text - RI.K.3</p> <p>Identify similarities and differences between two parts of a literary text - RL.K.5</p> <p><b>Unit 12</b></p> <p>Describe the connection between two individuals in an informational kindergarten text - RI.K.3</p> <p>Describe the connection between two events in an informational kindergarten text - RI.K.3</p> <p>Describe the connection between two ideas or pieces of information in an informational kindergarten text - RI.K.3</p> <p>Recognize common types of literary kindergarten texts - RL.K.5</p> <p>Identify basic similarities between two informational</p>
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**Kindergarten Grade ELA Standards – MCS  
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<p>words - RF.K.1b</p> <p><b>Unit 4</b></p> <p>Follow words from left to right, top to bottom, and page by page - RF.K.1a</p>	<p>kindergarten text and define the role - RI.K.6</p>	<p>an informational kindergarten text - RI.K.2</p>	<p>kindergarten texts on the same topic - RI.K.9</p> <p>Compare the adventures and experiences of characters in familiar kindergarten stories - RL.K.9</p> <p><b>Unit 13</b></p> <p>Identify the reasons an author gives to support points in an informational kindergarten text - RI.K.8</p> <p>Identify basic differences between two informational kindergarten texts on the same topic - RI.K.9</p> <p>Contrast the adventures and experiences of characters in familiar stories - RL.K.9</p>
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## First Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></p> <p>Capitalize names of people - L.1.2a</p> <p>Use end punctuation for sentences - L.1.2b</p> <p>Use conventional spelling for words with common spelling patterns - L.1.2d</p> <p>Use verbs to convey a sense of the future - L.1.1e</p> <p>Use frequently occurring conjunctions - L.1.1g</p> <p>Use frequently occurring affixes as a clue to the meaning of a word - L.1.4b</p> <p>Read irregularly spelled words at the first grade level - RF.1.3g</p> <p>Know and use tables of contents to locate key facts or information in an informational first grade text - RI.1.5</p> <p><b>Unit 2</b></p> <p>Capitalize dates - L.1.2a</p> <p>Use verbs to convey a sense of the present -</p>	<p><b>Unit 3</b></p> <p>Explain major differences between books that tell stories and books that give information - RL.1.5</p> <p><b>Unit 4</b></p> <p>Use singular and plural nouns with matching verbs - L.1.1c</p> <p>Use conventional spelling for frequently occurring irregular words - L.1.2d</p> <p>Identify frequently occurring root words - L.1.4c</p> <p>Identify and produce exclamatory sentences - L.1.1j</p> <p>Identify real-life connections between words at the first grade level and their use - L.1.5c</p> <p>Know and use headings to locate key facts or information in an informational first grade text - RI.1.5</p> <p>Know and use glossaries to locate key facts or information in an informational first</p>	<p><b>Unit 7</b></p> <p>Use possessive nouns - L.1.1b</p> <p>Use frequently occurring adjectives - L.1.1f</p> <p>Identify inflectional forms of frequently occurring root words - L.1.4c</p> <p>Know the spelling-sound correspondences for common consonant digraphs - RF.1.3a</p> <p>Ask and answer questions about key details in a literary first grade text - RL.1.1</p> <p>Read prose at the first grade level - RL.1.10</p> <p><b>Unit 8</b></p> <p>Use personal pronouns - L.1.1d</p> <p>Recognize the distinguishing features of a sentence - RF.1.1a</p> <p>Determine the number of syllables in a word based on the presence of a vowel sound - RF.1.3d</p>	<p><b>Unit 11</b></p> <p>Describe the connection between two individuals in an informational first grade text - RI.1.3</p> <p>Describe the connection between two events in an informational first grade text - RI.1.3</p> <p>Describe the connection between two ideas or pieces of information in an informational first grade text - RI.1.3</p> <p>Use the illustrations and details in an informational first grade text to describe its key ideas - RI.1.7</p> <p>Identify the reasons an author gives to support points in an informational first grade text - RI.1.8</p> <p>Identify words and phrases in first grade poems that suggest feelings or appeal to the senses - RL.1.4</p> <p><b>Unit 12</b></p> <p>Use demonstratives - L.1.1h</p> <p>Expand compound</p>

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<p>L.1.1e</p> <p>Use during, beyond, and toward - L.1.1i</p> <p>Identify and produce declarative sentences - L.1.1j</p> <p>Identify and produce interrogative sentences - L.1.1j</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words - RF.1.2a</p> <p>Sort words into categories - L.1.5a</p> <p>Recognize and name punctuation marks - L.1.2c</p> <p><b>Unit 3</b></p> <p>Print upper- and lowercase letters - L.1.1a</p> <p>Use common nouns - L.1.1b</p> <p>Use verbs to convey a sense of the past - L.1.1e</p> <p>Identify and produce imperative sentences - L.1.1j</p> <p>Distinguish shades of meaning among verbs differing in manner - L.1.5d</p>	<p>grade text - RI.1.5</p> <p>Know and use electronic menus to locate key facts or information in an informational first grade text - RI.1.5</p> <p><b>Unit 5</b></p> <p>Use commas in dates - L.1.2c</p> <p>Use commas to separate single words in a series - L.1.2c</p> <p>Identify type of sentence - L.1.1j</p> <p>Define words by category and key attributes - L.1.5b</p> <p>Use vocabulary acquired through speaking, listening, reading and writing, including using words and phrases to signal simple relationships - L.1.6</p> <p>Know final -e convention for representing long vowel sounds - RF.1.3c</p> <p><b>Unit 6</b></p> <p>Use proper nouns - L.1.1b</p> <p>Ask and answer questions about key</p>	<p><b>Unit 9</b></p> <p>Use sentence-level context as a clue to the meaning of a word or phrase at the first grade level - L.1.4a</p> <p>Identify the main topic of an informational first grade text - RI.1.2</p> <p>Retell the key details of an informational first grade text - RI.1.2</p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational first grade text - RI.1.6</p> <p>Retell first grade stories, including key details - RL.1.2</p> <p>Identify words and phrases in first grade stories that suggest feelings or appeal to the senses - RL.1.4</p> <p>Read poetry at the first grade level - RL.1.10</p> <p><b>Unit 10</b></p> <p>Use articles - L.1.1h</p> <p>Identify compound</p>	<p>sentences - L.1.1j</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) - RF.1.2d</p> <p>Demonstrate understanding of the central message/lesson of a first grade story - RL.1.2</p> <p>Describe characters in a first grade story - RL.1.3</p> <p>Describe settings in a first grade story - RL.1.3</p> <p>Identify who is telling a story - RL.1.6</p> <p><b>Unit 13</b></p> <p>Use indefinite pronouns - L.1.1d</p> <p>Decode regularly spelled one-syllable words - RF.1.3b</p> <p>Describe major events in a first grade story - RL.1.3</p> <p>Use illustrations and details in a first grade story to describe its characters - RL.1.7</p> <p>Use illustrations and details in a first grade</p>
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**First Grade ELA Standards – MCS**  
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<p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words - RF.1.2c</p> <p>Read first grade texts with purpose and understanding - RF.1.4a</p>	<p>details in a first grade informational text - RI.1.1</p> <p>Know common vowel team conventions for representing long vowel sounds - RF.1.3c</p> <p>Use context to confirm or self-correct word recognition and understanding of first grade words - RF.1.4c</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational first grade text - RI.1.4</p> <p>Identify basic similarities between two informational first grade texts on the same topic - RI.1.9</p> <p>Identify basic differences between two informational first grade texts on the same topic - RI.1.9</p> <p>Read informational texts appropriately complex for grade 1 - RI.1.10</p>	<p>sentences - L.1.1j</p> <p>Expand simple sentences - L.1.1j</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends - RF.1.2b</p> <p>Distinguish shades of meaning among adjectives differing in intensity - L.1.5d</p> <p>Read words with inflectional endings - RF.1.3f</p> <p><b>Unit 11</b></p> <p>Use possessive pronouns - L.1.1d</p>	<p>story to describe its setting - RL.1.7</p> <p>Use illustrations and details in a first grade story to describe its events - RL.1.7</p> <p><b>Unit 14</b></p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions - L.1.2e</p> <p>Decode two-syllable words by breaking them into syllables - RF.1.3e</p> <p>Compare the adventures and experiences of characters in first grade stories - RL.1.9</p> <p>Contrast the adventures and experiences of characters in first grade stories - RL.1.9</p>
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## Second Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></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><b>Unit 4</b></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><b>Unit 7</b></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><b>Unit 10</b></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>

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<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><b>Unit 2</b></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><b>Unit 5</b></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><b>Unit 8</b></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><b>Unit 11</b></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 – MCS**  
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<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><b>Unit 3</b></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><b>Unit 6</b></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><b>Unit 9</b></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><b>Unit 12</b></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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<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 – MCS

### Adopted from Scootpad - Scope and Sequence

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></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><b>Unit 2</b></p> <p>Expand simple sentences - L.3.1i</p>	<p><b>Unit 5</b></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><b>Unit 9</b></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><b>Unit 13</b></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><b>Unit 14</b></p> <p>Use verbs to convey a sense of the present - L.3.1e</p>

## Third Grade ELA Standards – MCS Adopted from Scootpad - 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><b>Unit 3</b></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><b>Unit 6</b></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><b>Unit 10</b></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><b>Unit 15</b></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 – MCS Adopted from Scootpad - 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><b>Unit 4</b></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><b>Unit 7</b></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><b>Unit 11</b></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><b>Unit 12</b></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><b>Unit 16</b></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 – MCS Adopted from Scootpad - 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><b>Unit 8</b></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 – MCS  
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	<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 ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></p> <p>Compare the treatment of similar themes/topics in stories, myths, and traditional literature - RL.4.9</p> <p>Contrast the treatment of similar patterns of events in stories, myths, and traditional literature - RL.4.9</p> <p>Read stories at the fourth grade level - RL.4.10</p> <p>Read fourth grade texts with purpose and understanding - RF.4.4a</p> <p>Use context to confirm or self-correct word recognition and understanding of fourth grade words - RF.4.4c</p> <p>Recognize and correct inappropriate fragments and run-ons - L.4.1f</p> <p>Acquire and use accurately domain-specific words and phrases at the fourth grade level - L.4.6</p> <p>Identify a description structure of events, ideas, concepts, or information in a text - RI.4.5</p> <p><b>Unit 2</b></p> <p>Make connections</p>	<p><b>Unit 3</b></p> <p>Spell fourth grade words correctly, consulting references as needed - L.4.2d</p> <p>Use common Greek and Latin suffixes at the fourth grade level as clues to the meaning of a word - L.4.4b</p> <p>Demonstrate understanding of words by relating them to their synonyms - L.4.5c</p> <p><b>Unit 4</b></p> <p>Describe in depth a character in a story/drama, drawing on specific details in the text - RL.4.3</p> <p>Refer to the structural elements of poems - RL.4.5</p> <p>Compare a firsthand and secondhand account of the same event or topic - RI.4.6</p> <p>Form and use the future progressive</p>	<p><b>Unit 6</b></p> <p>Contrast the treatment of similar themes/topics in stories, myths, and traditional literature - RL.4.9</p> <p>Explain how the key details of an informational fourth grade text support the main idea - RI.4.2</p> <p>Use relative pronouns - L.4.1a</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text - L.4.2b</p> <p>Choose words and phrases to convey ideas precisely - L.4.3a</p> <p>Identifying and making inferences from a text - RI.4.1</p> <p><b>Unit 7</b></p> <p>Determine the main idea of an informational fourth grade text - RI.4.2</p> <p>Explain procedures/ideas/concepts in a technical text, including what happened and why - RI.4.3</p> <p>Identify a problem/solution</p>	<p><b>Unit 9</b></p> <p>Determine a theme of a fourth grade poem - RL.4.2</p> <p>Summarize a literary fourth grade text - RL.4.2</p> <p>Determine the meaning of domain-specific words and phrases in a text relevant to a grade 4 topic or subject area - RI.4.4</p> <p>Describe the overall structure of events, ideas, concepts, or information in a text - RI.4.5</p> <p>Use all combined capitalization rules to capitalize a sentence correctly - L.4.2a</p> <p>Use a comma before a coordinating conjunction in a compound sentence - L.4.2c</p> <p>Explain the meaning of simple similes in context - L.4.5a</p>

## Fourth Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

<p>between the text of a story/drama and an oral presentation - RL.4.7</p> <p>Explain events/ideas/concepts in a historical text, including what happened and why - RI.4.3</p> <p>Explain procedures/ideas/concepts in a scientific text, including what happened and why - RI.4.3</p> <p>Interpret information presented orally and explain how it contributes to an understanding of the text - RI.4.7</p> <p>Explain how an author uses reasons and evidence to support points in an informational fourth grade text - RI.4.8</p> <p>Read history/social studies texts in the grades 4-5 text complexity band - RI.4.10</p> <p>Summarize an informational fourth grade text - RI.4.2</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings - L.4.5a</p> <p><b>Unit 3</b></p> <p>Determine a theme of a</p>	<p>verb tense - L.4.1b</p> <p>Order adjectives within sentences according to conventional patterns - L.4.1d</p> <p>Differentiate between contexts that call for formal and informal English - L.4.3c</p> <p>Use common Greek and Latin prefixes at the fourth grade level as clues to the meaning of a word - L.4.4b</p> <p>Acquire and use accurately general academic words and phrases at the fourth grade level - L.4.6</p> <p><b>Unit 5</b></p> <p>Explain major differences between poems, drama, and prose - RL.4.5</p> <p>Compare the treatment of similar patterns of events in stories, myths, and traditional literature - RL.4.9</p> <p>Determine the</p>	<p>structure of events, ideas, concepts, or information in a text - RI.4.5</p> <p>Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words - RF.4.3a</p> <p>Use relative adverbs - L.4.1a</p> <p>Form and use the present progressive verb tense - L.4.1b</p> <p>Use modal auxiliaries to convey various conditions - L.4.1c</p> <p>Identify prepositions and objects of prepositions - L.4.1e</p> <p><b>Unit 8</b></p> <p>Determine a theme of a fourth grade drama - RL.4.2</p> <p>Describe in depth a setting in a story/drama, drawing on specific details in the text - RL.4.3</p> <p>Describe in depth an event in a story/drama, drawing on specific details in the text - RL.4.3</p> <p>Refer to the structural elements of drama - RL.4.5</p>	<p>Explain the meaning of simple metaphors in context - L.4.5a</p> <p><b>Unit 10</b></p> <p>Refer to details/examples in a literary fourth grade text when drawing inferences from the text - RL.4.1</p> <p>Contrast the point of view from which different stories are narrated - RL.4.6</p> <p>Make connections between the text of a story/drama and a visual presentation - RL.4.7</p> <p>Contrast a firsthand and secondhand account of the same event or topic - RI.4.6</p> <p>Interpret information presented visually and explain how it contributes to an understanding of the text - RI.4.7</p> <p>Recognize and explain the meaning of</p>
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**Fourth Grade ELA Standards – MCS  
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<p>fourth grade story - RL.4.2</p> <p>Read poetry at the fourth grade level - RL.4.10</p> <p>Read dramas at the fourth grade level - RL.4.10</p> <p>Identify a comparison structure of events, ideas, concepts, or information in a text - RI.4.5</p> <p>Form and use the past progressive verb tense - L.4.1b</p>	<p>meaning of general academic words and phrases in a text relevant to a grade 4 topic or subject area - RI.4.4</p> <p>Identify a cause/effect structure of events, ideas, concepts, or information in a text - RI.4.5</p> <p>Integrate information from two informational fourth grade texts on the same topic to write about the subject - RI.4.9</p> <p>Read technical texts in the grades 4-5 text complexity band - RI.4.10</p> <p>Use context as a clue to the meaning of a word or phrase at the fourth grade level - L.4.4a</p> <p>Consult reference materials to determine or clarify the precise meaning of key words and phrases at the fourth grade level - L.4.4c</p> <p><b>Unit 6</b></p>	<p>Refer to details/examples in an informational fourth grade text when explaining what the text says explicitly - RI.4.1</p> <p>Identify a chronological structure of events, ideas, concepts, or information in a text - RI.4.5</p> <p>Read science texts in the grades 4-5 text complexity band - RI.4.10</p> <p>Use common Greek and Latin roots at the fourth grade level as clues to the meaning of a word - L.4.4b</p>	<p>common idioms - L.4.5b</p> <p>Recognize and explain the meaning of common adages and proverbs - L.4.5b</p> <p>Demonstrate understanding of words by relating them to their antonyms - L.4.5c</p> <p><b>Unit 11</b></p> <p>Determine the meaning of words and phrases that allude to characters found in mythology - RL.4.4</p> <p>Refer to details/examples in an informational fourth grade text when drawing inferences from the text - RI.4.1</p> <p>Interpret information presented quantitatively and explain how it contributes to an understanding of the text - RI.4.7</p> <p>Form and use prepositional</p>
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**Fourth Grade ELA Standards – MCS  
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	<p>Refer to details/examples in a literary fourth grade text when explaining what the text says explicitly - RL.4.1</p> <p>Compare the point of view from which different stories are narrated - RL.4.6</p>		<p>phrases - L.4.1e</p> <p>Correctly use frequently confused words - L.4.1g</p> <p>Choose punctuation for effect - L.4.3b</p> <p>Consult reference materials to find the pronunciation of key words and phrases at the fourth grade level - L.4.4c</p>
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**Fifth Grade ELA Standards – MCS**  
**Adopted from Scootpad - Scope and Sequence**

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></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><b>Unit 3</b></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><b>Unit 4</b></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><b>Unit 6</b></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><b>Unit 8</b></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><b>Unit 9</b></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 – MCS**  
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<p>Consult reference materials to find the pronunciation of key words and phrases at the fifth grade level - L.5.4c</p> <p><b>Unit 2</b></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><b>Unit 5</b></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><b>Unit 7</b></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><b>Unit 10</b></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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## Fifth Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

<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><b>Unit 3</b></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><b>Unit 8</b></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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**Sixth Grade ELA Standards – MCS**  
**Adopted from Scootpad - Scope and Sequence**

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></p> <p>Cite textual evidence to support inferences drawn from a literary sixth grade text - RL.6.1</p> <p>Analyze in detail how a key individual is introduced, illustrated, and elaborated in a sixth grade informational text - RI.6.3</p> <p>Determine the technical meanings of words and phrases at the sixth grade level as they are used in an informational text - RI.6.4</p> <p>Use commas to set off nonrestrictive/parenthetical elements - L.6.2a</p> <p>Use common Greek and Latin roots at the sixth grade level as clues to the meaning of a word - L.6.4b</p> <p>Use common Greek and Latin prefixes at the sixth grade level as clues to the meaning of a word - L.6.4b</p> <p>Consult reference materials to find the pronunciation of a word at the sixth grade level - L.6.4c</p> <p>Use the part/whole relationship between particular words to better understand each of the</p>	<p><b>Unit 3</b></p> <p>Read poetry at the sixth grade level - RL.6.10</p> <p>Cite textual evidence to support analysis of what an informational sixth grade text says explicitly - RI.6.1</p> <p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational sixth grade text - RI.6.5</p> <p>Consult reference materials to determine or clarify the precise meaning of a word at the sixth grade level - L.6.4c</p> <p>Use the item/category relationship between</p>	<p><b>Unit 5</b></p> <p>Determine an author's point of view or purpose in an informational sixth grade text - RI.6.6</p> <p>Trace and evaluate the argument and specific claims in an informational sixth grade text - RI.6.8</p> <p>Recognize and correct inappropriate shifts in pronoun number - L.6.1c</p> <p>Recognize variations from standard English in their own and others' writing - L.6.1e</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style - L.6.3a</p> <p>Use common Greek and Latin suffixes at the sixth grade level as clues to the meaning of a word - L.6.4b</p> <p><b>Unit 6</b></p>	<p><b>Unit 7</b></p> <p>Use parentheses to set off nonrestrictive/parenthetical elements - L.6.2a</p> <p>Use context as a clue to the meaning of a word or phrase at the sixth grade level - L.6.4a</p> <p>Verify the preliminary determination of the meaning of a word or phrase at the sixth grade level - L.6.4d</p> <p>Interpret personification in context - L.6.5a</p> <p>Consult reference materials to determine or clarify the part of speech of a word at the sixth grade level - L.6.4c</p> <p><b>Unit 8</b></p> <p>Describe how characters in a story or drama change as the plot moves toward a resolution - RL.6.3</p> <p>Analyze the impact of a specific word choice on meaning and tone in a literary sixth grade text - RL.6.4</p> <p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme - RL.6.5</p>

## Sixth Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

<p>words - L.6.5b</p> <p><b>Unit 2</b></p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a sixth grade literary text - RL.6.5</p> <p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting - RL.6.5</p> <p>Compare and contrast literary texts in different forms or genres on their approaches to similar themes and topics - RL.6.9</p> <p>Determine a central idea of an informational sixth grade text and how it is conveyed through details - RI.6.2</p> <p>Analyze in detail how a key idea is introduced, illustrated, and elaborated in an informational text - RI.6.3</p> <p>Compare and contrast one author's presentation of events in an informational text with that of another - RI.6.9</p> <p>Ensure that pronouns are in the proper case - L.6.1a</p> <p>Determine the connotative meaning of words and phrases used in a literary</p>	<p>particular words to better understand each of the words - L.6.5b</p> <p>Distinguish among the connotations of words with similar denotations at the sixth grade level - L.6.5c</p> <p>Acquire and use accurately domain-specific words and phrases at the sixth grade level - L.6.6</p> <p><b>Unit 4</b></p> <p>Determine a theme or central idea of a literary sixth grade text and analyze its development - RL.6.2</p> <p>Provide an objective summary of a literary sixth grade text - RL.6.2</p> <p>Describe how a story's or drama's plot unfolds in a series of</p>	<p>Cite textual evidence to support analysis of what a literary sixth grade text says explicitly - RL.6.1</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text - RL.6.6</p> <p>Compare and contrast reading a story, drama, or poem to listening to an audio version - RL.6.7</p> <p>Provide a summary of an informational sixth grade text distinct from personal opinions/judgments - RI.6.2</p> <p>Analyze in detail how a key event is introduced, illustrated, and elaborated in an informational text - RI.6.3</p> <p>Integrate information presented in different media/formats to understand a topic/issue - RI.6.7</p> <p>Read literary</p>	<p>Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the plot - RL.6.5</p> <p>Distinguish claims in an informational text that are supported by reasons and evidence from claims that are not - RI.6.8</p> <p>Recognize and correct inappropriate shifts in pronoun person - L.6.1c</p> <p>Identify and use strategies to improve expression in conventional language - L.6.1e</p> <p>Gather vocabulary knowledge when considering a word or phrase at the sixth grade level - L.6.6</p> <p><b>Unit 9</b></p> <p>Compare and contrast reading a story, drama, or poem to viewing a video or live version - RL.6.7</p> <p>Explain how an author's point of view or purpose is conveyed in an informational sixth grade text - RI.6.6</p> <p>Recognize and correct vague pronouns - L.6.1d</p> <p>Use dashes to set off nonrestrictive/parenthetical elements - L.6.2a</p>
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**Sixth Grade ELA Standards – MCS  
Adopted from Scootpad - Scope and Sequence**

<p>sixth grade text - RL.6.4</p> <p><b>Unit 3</b></p> <p>Read stories at the sixth grade level - RL.6.10</p>	<p>episodes - RL.6.3</p> <p>Cite textual evidence to support inferences drawn from an informational sixth grade text - RI.6.1</p> <p>Determine the figurative meanings of words and phrases at the sixth grade level as they are used in an informational text - RI.6.4</p> <p>Maintain consistency in style and tone - L.6.3b</p> <p>Use the cause/effect relationship between particular words to better understand each of the words - L.6.5b</p> <p>Acquire and use accurately general academic words and phrases at the sixth grade level - L.6.6</p>	<p>nonfiction in the grades 6-8 text complexity band - RI.6.10</p> <p>Spell words at the sixth grade level correctly - L.6.2b</p> <p><b>Unit 7</b></p> <p>Determine the connotative meanings of words and phrases at the sixth grade level as they are used in an informational text - RI.6.4</p> <p>Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas in an informational sixth grade text - RI.6.5</p> <p>Use intensive pronouns - L.6.1b</p>	
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**Sixth Grade ELA Standards – MCS**  
**Adopted from Scootpad - Scope and Sequence**

	<p><b>Unit 5</b></p> <p>Determine the figurative meaning of words and phrases used in a literary sixth grade text - RL.6.4</p> <p>Read dramas at the sixth grade level - RL.6.10</p>		
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## Seventh Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></p> <p>Choose language that expresses ideas precisely and concisely - L.7.3a</p> <p>Use common Greek and Latin roots at the seventh grade level as clues to the meaning of a word - L.7.4b</p> <p>Distinguish among the connotations of words with similar denotations at the seventh grade level - L.7.5c</p> <p>Cite several pieces of textual evidence to support analysis of what a literary seventh grade text says explicitly - RL.7.1</p> <p>Determine a theme or central idea of a literary seventh grade text and analyze its development - RL.7.2</p> <p>Provide an objective summary of a literary seventh grade text - RL.7.2</p> <p>Provide an objective summary of an informational seventh grade text - RI.7.2</p> <p>Assess whether the</p>	<p><b>Unit 3</b></p> <p>Determine the figurative meaning of words and phrases used in a literary seventh grade text - RL.7.4</p> <p>Analyze how a drama's form or structure contributes to its meaning - RL.7.5</p> <p>Read dramas at the seventh grade level - RL.7.10</p> <p>Determine an author's point of view or purpose in an informational seventh grade text - RI.7.6</p> <p>Determine the connotative meaning of words and phrases used in a literary seventh grade text – RL.7.4</p> <p><b>Unit 4</b></p> <p>Explain the function of phrases in general and their function in specific sentences - L.7.1a</p> <p>Acquire and use accurately general academic words and phrases at the seventh grade level - L.7.6</p>	<p><b>Unit 5</b></p> <p>Analyze how events influence individuals or ideas in an informational text - RI.7.3</p> <p>Consult reference materials to determine or clarify the part of speech of a word at the seventh grade level - L.7.4c</p> <p><b>Unit 6</b></p> <p>Read literary nonfiction in the grades 6-8 text complexity band - RI.7.10</p> <p>Spell words at the seventh grade level correctly - L.7.2b</p> <p>Use the relationship between seventh grade antonyms to better understand each of the words - L.7.5b</p> <p>Read poetry at the seventh grade level - RL.7.10</p> <p>Determine the figurative meanings of words and phrases at the seventh grade level as they are used in an informational text - RI.7.4</p>	<p><b>Unit 8</b></p> <p>Recognize and eliminate wordiness - L.7.3a</p> <p>Gather vocabulary knowledge when considering a word or phrase at the seventh grade level - L.7.6</p> <p>Analyze the impact of rhymes and other repetitions of sounds on the overall tone, meaning and vividness of a specific verse or stanza of a poem or a specific section of a story or drama - RL.7.4</p> <p>Compare and contrast a fictional portrayal and a historical account of the same period - RL.7.9</p> <p>Determine the connotative meanings of words and phrases at the seventh grade level as they are used in an informational text - RI.7.4</p> <p>Recognize and eliminate redundancy - L.7.3a</p> <p>Analyze how two or more central ideas are developed over the course of an</p>

## Seventh Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

<p>reasoning is sound and the evidence is sufficient to support the claims in an informational seventh grade text - RI.7.8</p> <p><b>Unit 2</b></p> <p>Use a comma to separate coordinate adjectives - L.7.2a</p> <p>Consult general and specialized reference materials to find the pronunciation of a word at the seventh grade level - L.7.4c</p> <p>Use the analogy relationship between seventh grade words to better understand each of the words - L.7.5b</p> <p>Analyze how a poem's form or structure contributes to its meaning - RL.7.5</p> <p>Analyze how an author develops and contrasts the points of view of different characters or narrators - RL.7.6</p> <p>Analyze how ideas influence individuals or events in an informational text - RI.7.3</p> <p>Assess whether the reasoning is sound</p>	<p>Acquire and use accurately domain-specific words and phrases at the seventh grade level - L.7.6</p> <p>Use the relationship between seventh grade synonyms to better understand each of the words - L.7.5b</p> <p>Determine two or more stated or implied central ideas of an informational seventh grade text - RI.7.2</p> <p>Trace and evaluate the argument and specific claims in an informational seventh grade text - RI.7.8</p> <p>Analyze how two or more authors writing about the same topic shape their presentations of key information - RI.7.9</p> <p>Analyze the techniques an author uses to incorporate historical information in a fictional text. - RL.7.9</p> <p><b>Unit 5</b></p> <p>Explain the function of clauses in general and their function in specific sentences - L.7.1a</p>	<p>Determine the technical meanings of words and phrases at the seventh grade level as they are used in an informational text - RI.7.4</p> <p>Compare and contrast an informational text to an audio version of the text - RI.7.7</p> <p>Recognize that elements in a story or drama are dependent upon each other - RL.7.3</p> <p><b>Unit 7</b></p> <p>Verify the preliminary determination of the meaning of a word or phrase at the seventh grade level - L.7.4d</p> <p>Cite several pieces of textual evidence to support inferences drawn from a literary seventh grade text - RL.7.1</p> <p>Analyze the effects of techniques used in the audio version of a written story, drama, or poem - RL.7.7</p> <p>Read stories at the seventh grade level - RL.7.10</p> <p>Cite several pieces of textual evidence to</p>	<p>informational text - RI.7.2</p> <p><b>Unit 9</b></p> <p>Recognize and correct misplaced modifiers - L.7.1c</p> <p>Interpret mythological allusions in context - L.7.5.a</p> <p>Analyze how particular elements of a story or drama interact - RL.7.3</p> <p>Analyze the impact of a specific word choice on meaning and tone in an informational seventh grade text - RI.7.4</p> <p>Compare and contrast an informational text to a video or multimedia version of the text - RI.7.7</p> <p>Recognize statements and word choices that signal that the author is expressing his/her point of view - RI.7.6</p> <p>Explain how word choice and tone help establish an author's perspective and biases - RI.7.6</p> <p>Analyze how the medium affects the way the reader or viewer responds to the</p>
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## Seventh Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

<p>and the evidence is relevant to the claims in an informational seventh grade text - RI.7.8</p> <p>Analyze the impact of rhymes and other repetitions of sounds on the overall theme of a poem, story or drama - RL.7.4</p> <p><b>Unit 3</b></p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas - L.7.1b</p> <p>Use context as a clue to the meaning of a word or phrase at the seventh grade level - L.7.4a</p> <p>Use common Greek and Latin prefixes at the seventh grade level as clues to the meaning of a word - L.7.4b</p>	<p>Use common Greek and Latin suffixes at the seventh grade level as clues to the meaning of a word - L.7.4b</p> <p>Consult general and specialized reference materials to determine or clarify the precise meaning of a word at the seventh grade level - L.7.4c</p> <p>Analyze the effects of techniques used in the filmed version of a written story, drama, or poem - RL.7.7</p> <p>Analyze the effects of techniques used in the staged version of a written story, drama, or poem - RL.7.7</p> <p>Cite several pieces of textual evidence to support inferences drawn from an informational seventh grade text - RI.7.1</p>	<p>support analysis of what an informational seventh grade text says explicitly - RI.7.1</p> <p>Analyze how individuals influence events or ideas in an informational text - RI.7.3</p> <p>Analyze the structure an author uses to organize an informational seventh grade text - RI.7.5</p> <p>Identify cause and effect in literary texts - RL.7.3</p> <p><b>Unit 8</b></p> <p>Place phrases and clauses within a sentence - L.7.1c</p>	<p>content - RI.7.7</p> <p><b>Unit 10</b></p> <p>Recognize and correct dangling modifiers - L.7.1c</p> <p>Interpret literary allusions in context - L.7.5.a</p> <p>Interpret biblical allusions in context - L.7.5.a</p> <p>Analyze how an author distinguishes his or her position from that of others in an informational text - RI.7.6</p>
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**Eighth Grade ELA Standards – MCS**  
**Adopted from Scootpad - Scope and Sequence**

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<p><b>Unit 1</b></p> <p>Form and use verbs in the active voice - L.8.1b</p> <p>Consult reference materials to determine or clarify the part of speech of a word at the eighth grade level - L.8.4c</p> <p>Distinguish among the connotations of words with similar denotations at the eighth grade level - L.8.5c</p> <p>Cite the textual evidence that most strongly supports inferences drawn from a literary eighth grade text - RL.8.1</p> <p>Analyze how particular lines of dialogue or incidents in a story/drama propel the action - RL.8.3</p> <p>Determine the figurative meaning of words and phrases used in a literary eighth grade text - RL.8.4</p> <p>Analyze how a modern work of fiction draws on patterns of events</p>	<p><b>Unit 3</b></p> <p>Cite the textual evidence that most strongly supports an analysis of what an informational eighth grade text says explicitly - RI.8.1</p> <p>Provide an objective summary of an informational eighth grade text - RI.8.2</p> <p>Analyze the impact of a specific word choice on meaning and tone in an informational eighth grade text - RI.8.4</p> <p>Determine an author's point of view or purpose in an informational eighth grade text - RI.8.6</p> <p>Compare and contrast the structure of two or more literary eighth grade texts - RL.8.5</p> <p><b>Unit 4</b></p> <p>Explain the function of gerunds in general and their function in particular sentences - L.8.1a</p> <p>Spell words at the eighth grade level correctly - L.8.2c</p>	<p><b>Unit 5</b></p> <p>Determine a theme or central idea of a literary eighth grade text and analyze its development - RL.8.2</p> <p>Analyze how differences in the points of view of the characters and the audience or reader create humor - RL.8.6</p> <p><b>Unit 6</b></p> <p>Use commas to indicate a pause or break - L.8.2a</p> <p>Use common Greek and Latin prefixes at the eighth grade level as clues to the meaning of a word - L.8.4b</p> <p>Consult general and specialized reference materials to find the pronunciation of a word at the eighth grade level - L.8.4c</p> <p>Determine the connotative meanings of words and phrases at the eighth grade level as they are used in an informational text - RI.8.4</p> <p>Evaluate the advantages and</p>	<p><b>Unit 8</b></p> <p>Interpret verbal irony in context - L.8.5a</p> <p>Interpret puns in context - L.8.5a</p> <p>Gather vocabulary knowledge when considering a word or phrase at the eighth grade level - L.8.6</p> <p>Recognize when irrelevant evidence is introduced in an informational eighth grade text - RI.8.8</p> <p>Determine the relationship between a central idea of an informational eighth grade text and its supporting ideas - RI.8.2</p> <p>Determine the relationships between a theme or central idea and the characters, settings, and plot of a literary eighth grade text - RL.8.2</p> <p>Analyze in detail the particular sentences of a specific paragraph, including how they develop and refine a key concept in an informational eighth grade text - RI.8.5</p>



## Eighth Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

<p>from myths, traditional stories, or religious works - RL.8.9</p> <p>Determine the connotative meaning of words and phrases used in a literary eighth grade text - RL.8.4</p> <p><b>Unit 2</b></p> <p>Use context as a clue to the meaning of a word or phrase at the eighth grade level - L.8.4a</p> <p>Use the relationship between particular words at the eighth grade level to better understand each of the words - L.8.5b</p> <p>Acquire and use accurately domain-specific words and phrases at the eighth grade level - L.8.6</p> <p>Analyze how an informational eighth grade text makes connections among and distinctions between individuals, ideas, or events - RI.8.3</p> <p>Evaluate the advantages and disadvantages of using print or digital</p>	<p>Acquire and use accurately general academic words and phrases at the eighth grade level - L.8.6</p> <p>Determine the technical meanings of words and phrases at the eighth grade level as they are used in an informational text - RI.8.4</p> <p>Analyze the structure of a specific paragraph in an informational eighth grade text - RI.8.5</p> <p>Analyze how the author acknowledges and responds to conflicting evidence or viewpoints in an informational text - RI.8.6</p> <p>Provide an objective summary of a literary eighth grade text - RL.8.2</p> <p>Analyze the impact of specific word choices on meaning and tone in a literary eighth grade text - RL.8.4</p> <p><b>Unit 5</b></p> <p>Use common Greek and Latin suffixes at the eighth grade level as clues to the meaning of a word -</p>	<p>disadvantages of using video/multimedia to present a particular topic or idea - RI.8.7</p> <p>Identify where two or more informational texts disagree on matters of fact or interpretation when the two texts provide conflicting information on the same topic - RI.8.9</p> <p>Analyze how particular lines of dialogue or incidents in a story/drama provoke a decision - RL.8.3</p> <p>Analyze how a modern work of fiction draws on themes from myths, traditional stories, or religious works - RL.8.9</p> <p><b>Unit 7</b></p> <p>Explain the function of participles in general and their function in particular sentences - L.8.1a</p> <p>Cite the textual evidence that most strongly supports inferences drawn from an informational eighth grade text - RI.8.1</p>	<p><b>Unit 9</b></p> <p>Form and use verbs in the indicative mood - L.8.1c</p> <p>Recognize and correct inappropriate shifts in verb voice - L.8.1d</p> <p>Use ellipses to indicate a pause or break - L.8.2a</p> <p>Use dashes to indicate a pause or break - L.8.2a</p> <p>Use an ellipsis to indicate an omission - L.8.2b</p> <p>Use verbs in the active and passive voice to achieve particular effects - L.8.3a</p> <p>Form and use verbs in the interrogative mood - L.8.1c</p> <p>Analyze the development of a central idea of an informational eighth grade text - RI.8.2</p> <p><b>Unit 10</b></p> <p>Form and use verbs in the imperative mood - L.8.1c</p> <p>Form and use verbs in the conditional mood</p>
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## Eighth Grade ELA Standards – MCS Adopted from Scootpad - Scope and Sequence

<p>text to present a particular topic or idea - RI.8.7</p> <p>Delineate and evaluate the argument and specific claims in an informational eighth grade text - RI.8.8</p> <p>Read stories at the eighth grade level - RL.8.10</p> <p>Read poetry at the eighth grade level - RL.8.10</p> <p><b>Unit 3</b></p> <p>Explain the function of infinitives in general and their function in particular sentences - L.8.1a</p> <p>Use common Greek and Latin roots at the eighth grade level as clues to the meaning of a word - L.8.4b</p> <p>Verify the preliminary determination of the meaning of a word or phrase at the eighth grade level - L.8.4d</p>	<p>L.8.4b</p> <p>Consult general and specialized reference materials to determine or clarify the precise meaning of a word at the eighth grade level - L.8.4c</p> <p>Determine a central idea of an informational eighth grade text - RI.8.2</p> <p>Determine the figurative meanings of words and phrases at the eighth grade level as they are used in an informational text - RI.8.4</p> <p>Assess whether the reasoning is sound and the evidence is relevant and sufficient in an informational eighth grade text - RI.8.8</p> <p>Cite the textual evidence that most strongly supports an analysis of what a literary eighth grade text says explicitly - RL.8.1</p>	<p>Read literary nonfiction at the high end of the grades 6-8 text complexity band - RI.8.10</p> <p>Analyze how particular lines of dialogue or incidents in a story/drama reveal aspects of a character - RL.8.3</p> <p>Analyze how differences in the points of view of the characters and the audience or reader create suspense - RL.8.6</p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text - RL.8.7</p> <p>Analyze how a modern work of fiction draws on character types from myths, traditional stories, or religious works - RL.8.9</p> <p>Read dramas at the eighth grade level - RL.8.10</p> <p><b>Unit 8</b></p> <p>Form and use verbs in the passive voice - L.8.1b</p>	<p>- L.8.1c</p> <p>Form and use verbs in the subjunctive mood - L.8.1c</p> <p>Recognize and correct inappropriate shifts in verb mood - L.8.1d</p> <p>Use verbs in the conditional and subjunctive mood to achieve particular effects - L.8.3a</p>
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# MINA's 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
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### June 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				

<p>Jul 4, 2019 Independence Day</p> <p>Jul 15, 2019 First Day of School</p> <p>Sep 2, 2019 Labor Day</p> <p>Sep 13, 2019 End of 1st Grading Period</p> <p>Sep 16, 2019 Intersession 9/16 - 9/27</p> <p>Oct 3, 2019 Report Card Pick-up/Parent Night</p> <p>Oct 14, 2019 Columbus Day (Most regions)</p> <p>Oct 31, 2019 Halloween</p> <p>Nov 11, 2019 Veterans Day</p> <p>Nov 11, 2019 Veterans Day--No School</p> <p>Nov 27, 2019 End of 2nd 9 weeks</p> <p>Nov 27, 2019 Holiday</p> <p>Nov 28, 2019 Thanksgiving Day</p> <p>Nov 28, 2019 Holiday</p> <p>Nov 29, 2019 Holiday</p> <p>Dec 2, 2019 Intersession--12/2-12/13</p> <p>Dec 19, 2019 Report Card Pick-Up/Parent Night</p>	<p>Dec 23, 2019 Annual Leave</p> <p>Dec 24, 2019 Christmas Eve</p> <p>Dec 24, 2019 Annual Leave</p> <p>Dec 25, 2019 Christmas Day</p> <p>Dec 25, 2019 Christmas Holiday</p> <p>Dec 26, 2019 Annual Leave</p> <p>Dec 27, 2019 Annual Leave</p> <p>Dec 30, 2019 Annual Leave</p> <p>Dec 31, 2019 New Year's Eve</p> <p>Dec 31, 2019 New Year's Eve--Annual Leave Day</p> <p>Jan 1, 2020 New Year's Day</p> <p>Jan 1, 2020 New Year Day</p> <p>Jan 2, 2020 Students/Faculty/Staff Return</p> <p>Jan 20, 2020 Martin Luther King Jr. Day</p> <p>Jan 20, 2020 Martin Luther King, Jr. Holiday</p> <p>Feb 14, 2020 Valentine's Day</p> <p>Feb 17, 2020 Presidents' Day</p> <p>Feb 21, 2020 End of 3rd Grading Period</p>	<p>Feb 24, 2020 Intersession 2/24 - 3/6</p> <p>Mar 12, 2020 Report Card Pick-Up/Parent Night</p> <p>Apr 10, 2020 Holiday</p> <p>Apr 12, 2020 Easter Sunday</p> <p>Apr 13, 2020 Thomas Jefferson's Birthday</p> <p>Apr 13, 2020 Easter Break--Annual Leave</p> <p>Apr 14, 2020 Easter Break--Annual Leave</p> <p>Apr 15, 2020 Easter Break--Annual Leave</p> <p>Apr 16, 2020 Easter Break--Annual Leave</p> <p>Apr 17, 2020 Easter Break--Annual Leave</p> <p>May 10, 2020 Mother's Day</p> <p>May 15, 2020 End of 4th 9 Weeks</p> <p>May 18, 2020 Intersession 5/18 - 5/29</p> <p>May 25, 2020 Memorial Day</p> <p>Jun 18, 2020 Report Card Pick-up/Parent Night</p> <p>Jun 21, 2020 Father's Day</p>
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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.

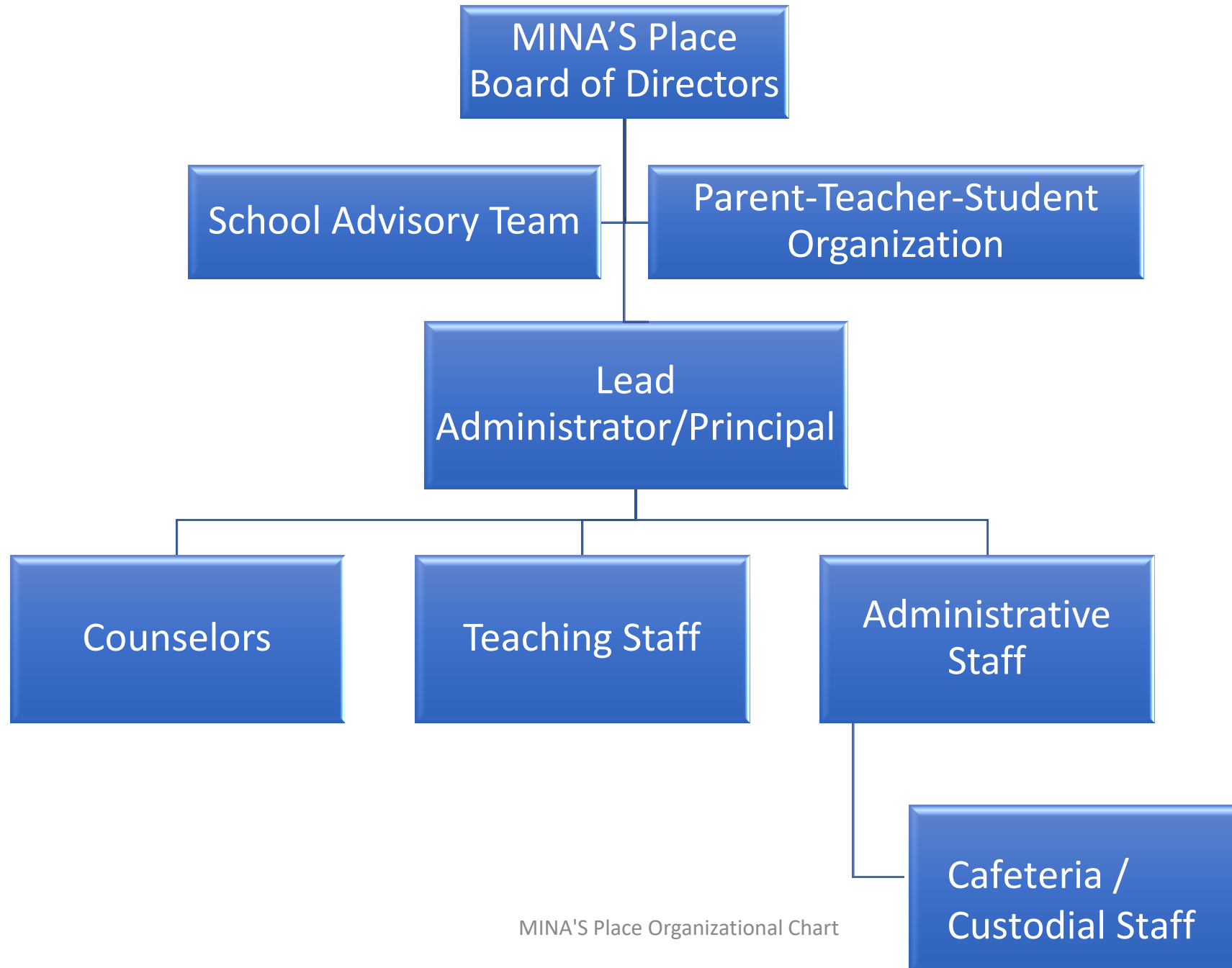
Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

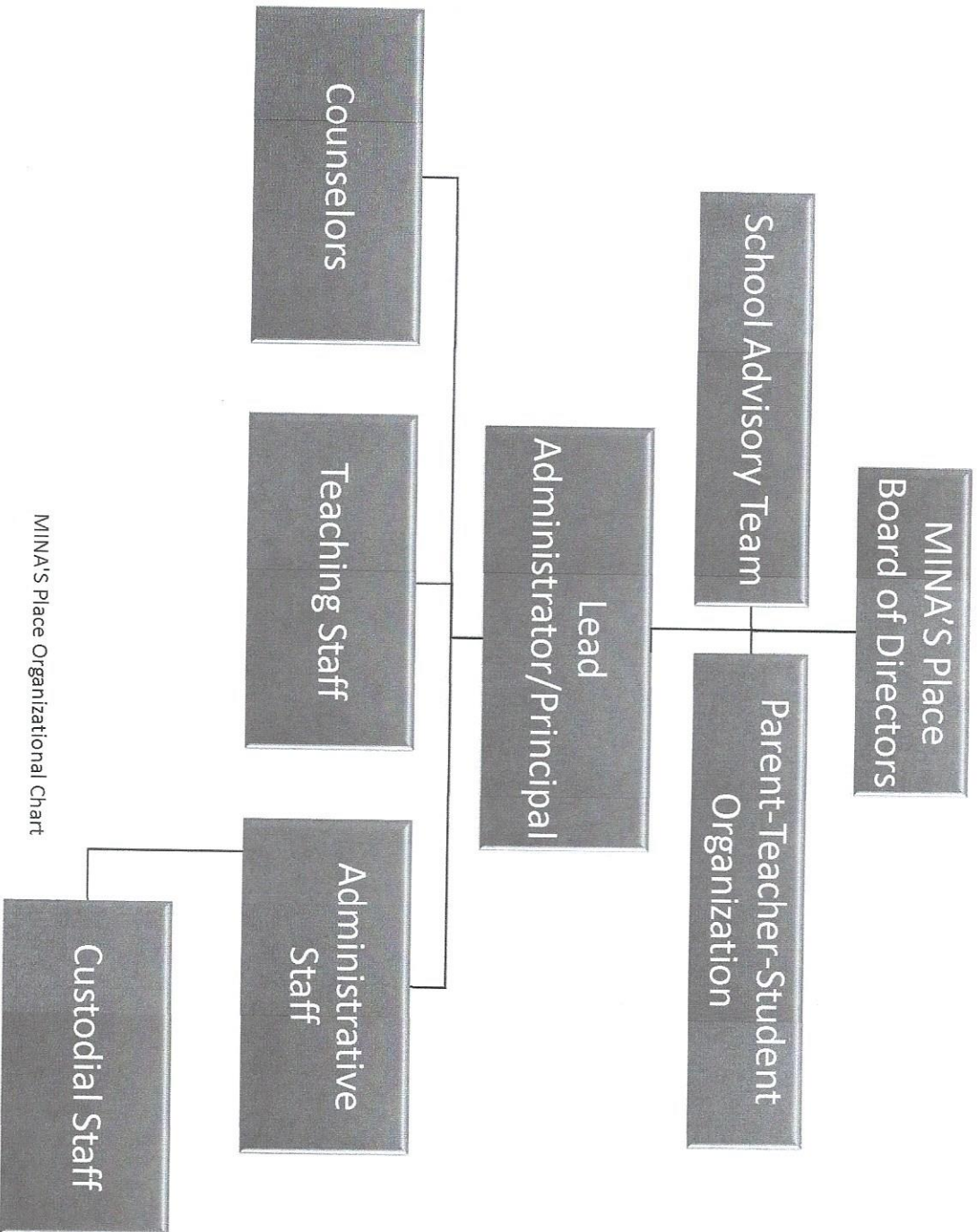
If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive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

(252) 671 0472

# Shawn Edwin Williams

3125 Hickory Hill Drive

Sanford, NC 27330

shawnwil@gmx.com

## **PROFESSIONAL STATEMENT**

A dynamic professional and a proven leader 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**

### **MINA's (More is Now Achievable) Place**

*Founder*

- Founded 21<sup>st</sup> century learning center with a focus on technology

### **Children of Promise Learning Center/ Born with a Purpose Learning Center**

*Founder*

- Founded 21<sup>st</sup> century learning center with a focus on technology

### **Gods Promise**

*Pastor*

- Managed and directed a diverse personnel to achieve church's goals

### **American Airlines**

*International Resolution Department*

- Coached reports on effective sales techniques and other techniques to improve work efficiency

### **Jones County Schools Special Police**

*Police Chief*

- Managed and coached 10 police officers to achieve successful completion of tasks

### **United States Marine Corps**

*Staff Non-commissioned Officer*

- Utilized effective time management skills to supervise 30 or more Marines at a time

## **EDUCATION**

### **St. Thomas Christian University**

*Doctorate of Divinity*

### **Liberty University**

*Master of Divinity*

## **OTHER EXPERIENCE/EDUCATION**

Member	Lee County School Board	2007
School Board Chairman	Lee County School Board	2010 – 2012
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
Police Chief	Maysville Police Department, Maysville, NC	1994 – 2001
Detective	Beaufort Police Department, Beaufort, NC	1993 – 1994
Pamlico County Sheriff Department	Narcotics Office, Bayboro, NC	1993 – 1994
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

**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 Charter School (MCS)
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 MCS. It was my desire to make a change in the community through education and health. I have successful run 2 21<sup>st</sup> Century Community Learning Centers in Lee County. I want to continue to change the lives through education.
6. What is your understanding of the appropriate role of a public charter school board 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.

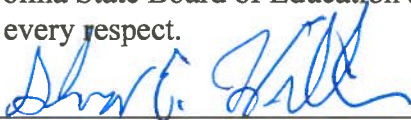
\*Please include the following with your Information Form

- 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 Charter School is true and correct in every respect.



Signature

September 28, 2018

Date

**ATTORNEY JEANETTE T. PEACE**

Post Office Box 2147 Sanford, NC 27331 • 919-775-5313(D) • 919-721-1096(Cell)

**LEGAL CAREER**

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1999-present

**Peace & Associates**

Founder of law firm with offices in Sanford and Murfreesboro, NC providing legal representation throughout the state of NC for injured and disabled workers. Largest clientele for an African American female-owned disability law practice in state of NC.

1988-1999

**Wilson & Reives Attorneys**

**EDUCATION**

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1986                    **Juris Doctorate**  
Wake Forest University            Winston Salem, NC

1983                    **Bachelor of Arts in Economics**  
                              **Minor in Business Management**  
Guilford College                    Greensboro, NC

**PROFESSIONAL AFFILIATIONS**

---

- NC State Bar Licensed, March, 1987-present*
- NC Advocates for Justice (Lecturer)*
- NC Black Attorneys (Lecturer)*
- Former NC Court Certified Mediator*
- NC Bar Association*

**COMMUNITY AFFILIATIONS**

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- *Board of Directors White Oak Foundation Apex, NC*
- *Former Director Children of Promise Sanford, NC*
- *Former Director Lee County United Way*
- *Former Director Lee County Health Department*
- *Former Director Lee Industries Sheltered Workshop*

**PERSONAL**

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- Married: Reginald: Two adult children: Three grandchildren
- Member: White Oak Baptist Church: Deacon, Youth Leader, Director of Christian Education

**INTERESTS**

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- Event Planning/Cooking
- Reading & Christian Studies
- Peer & Business Mentoring
- Basketball & Football Fan
- Adjunct Instructor Central Carolina Community College

**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 Charter School of Lee County
2. Full name: Jeanette Tyner Peace

Home Address: 1614 Cool Springs Road Sanford, NC 27330

Business Name and Address: Peace & Associates 601 W. Main Street/P. O. box 2147 Sanford, NC 27331

Telephone No.: 919-775-5313

E-mail address: [jlawpeace@hotmail.com](mailto:jlawpeace@hotmail.com); [jpeace@peacelaw.net](mailto:jpeace@peacelaw.net)

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 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 asked to serve by Dr. Shawn Williams. I have a passion and desire to see young people thrive, grow and maximize their potential. I believe that MCS will offer unique, customizable growth opportunities that are not being offered to students in Lee County.
6. What is your understanding of the appropriate role of a public charter school board member?  
The role of a charter 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 the Chairman of the Board of Directors of the 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 and current board experiences should help guide the board with implementing best practices and governance.

### **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 by using technology, dual language, and small classes, among other things, to challenge students to become lifelong learners and productive citizens.

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

Smaller classes will mean more individualized attention for each student. Integrated studies (emphasizing reading and technology with all subjects) will encourage literacy. Project based lessons will appeal to all types of learning and teaching styles and help students to understand the relevancy of what they are learning. Fresh approaches to discipline (yoga, non-suspension, emotional counseling) will keep students in school in a learning environment.

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, should be 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 student 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 her staff.

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

We will know if the school is successful at the end of the first year by comparing our students' achievement with the LEA and by reviewing 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 a successful school if our students' performance is competitive with their peers attending 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?

To ensure school success, the board will need to implement policies that are educationally sound and fiscally responsible and be 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 acted 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 Charter School is true and correct in every respect.

Jeanette T. Peace  
Signature

September 28, 2018

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.*

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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 Charter School
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 21<sup>st</sup> Century Community Learning Centers board of advisors. I am the Past President of the North Carolina Jewelers Association. On the board for the 21<sup>st</sup> 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 operation is successful?

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 retention 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, Lora 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 Charter School is true and correct in every respect.

Lora Smith Wright

Signature

9/28/18

Date

**Mrs. Myron H. Jones**

### SKILLS

I retired in 2013 after 32 years of service. I am a people person with great communication skills and a caring heart. I am knowledgeable in my area of expertise and I am a responsible leader.

### OBJECTIVE

To serve as a dedicated and helpful board member for the new Charter School of Lee County

### EXPERIENCE

**Curriculum Coach | Chatham County Schools |  
August 2009 - May 2013**

My responsibilities were to lead professional development training throughout the county for the new Common Core Standards, organize testing materials and manage testing schedules in my school as well as serve as help teachers with specifics teaching goals and lead PLC meetings with grade levels.

**Reading Specialist | Chatham County Schools |  
2002-2009**

Worked with students in K-8 schools in a one-on-one, small group, or whole class situation to teach reading skills and strategies, and model lessons for teachers.

### EDUCATION

**Bachelor of Science | June 1982 | North Carolina A & T  
State University**

Major in Early Childhood Education K-4  
Minor in Reading Instruction

**National Board of Professional Teaching Standards |  
November 2004 | State of North Carolina  
Literacy Reading and Language Arts  
Early and Middle Childhood**

**myronhj@ 919-898-0250  
embarqmail.com**  
Email Telephone

**P. O Box 564  
Goldston, North Carolina, 27252**  
Home Address

### VOLUNTEER EXPERIENCE OR LEADERSHIP

Lead numerous school-wide activities such as Read-a Thon, Volunteer program, Mock Elections and Voting Activities, Served on the School Leadership Team, mentored new teachers as well as provided monthly trainings for teachers seeking National Board Certification.

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 Charter School of Lee County**
2. Full name: **Myron Headen Jones**

Home Address: **P. O. Box 564 Goldston, North Carolina 27252**

Business Name and Address: **Retired**

Telephone No.: **919-898-0250**

E-mail address: **myronhj@embarqmail.com**

3. Brief educational and employment history.

**Bachelor of Science -Early Childhood Education**

**National Board For Professional Teaching Standard – National Board Certified Teacher – Literacy:  
Reading/Language Arts**

**Thirty-two (32) years Public School Teacher, Multiple Grade levels**

**Four years as Curriculum Coach and National Board Mentor**

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 join by the President. I sent in my personal and professional information and resume. I was then invited to a meeting and informed the committee of my reasons for wanting to join and what I hope to bring to the board.**

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

**The appropriate role of a public charter school board member is to govern the affairs of the school: establish and evaluate student outcomes; establish and monitor management compliance with policies; establish**

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 a great team player and have great leadership skills. I am approachable. I have a vast amount of experience working with struggling students, students with disabilities, and building positive parent-school relationships.**

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

**My specific area of expertise is Reading and Language Arts in Early Childhood and Middle School. I am skilled in helping students grow in the area of reading and writing specifically, I served as Reading Specialist for over 10 years in which I worked with the students in the lowest 25% in reading.**

### School Mission and Program

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

**MINA's mission is to empower students to be lifelong learners, innovative thinkers, and good citizens who are able to compete globally in our diverse, technologically advancing world. MINA believes that all children deserve access to a free education that enables them to complete academically, globally, and in the work force.**

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

**MINA will be a non-traditional approach in which k-3 students will be Looped and their teachers will develop strong personalized educational plans. The school will have a strong focus on STREAM- Science, Technology, Reading, Engineering, Arts, and Math in a blended learning situation utilizing technology and teacher instruction.**

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

**A successful school is one where the students are making growth in academics, social skills, and independence and responsibility for their learning and goals.**

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

**Data drives the school in all areas. Parent surveys, frequent formal and informal assessments, Professional Development Plans ( are we meeting the monthly, quarterly, or yearly goals?**

### Governance

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

**The board will oversee the operations of the school by establishing and monitoring rules and policies.**

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

**Monthly, Quarterly, and yearly data will be developed, monitored, updated, and evaluated and necessary changes made accordingly for students, staff, and board. Student growth, parental support, and staff and board knowledge will show growth and improvement.**

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

**Make sure the teachers and Director know that they have our support. Work on our Professional Growth so that we know how to govern the financial, academic, and legal compliance of the school.**

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 President.**

\*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, Myron Headen Jones, 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 Charter School is true and correct in every respect.

Myron H Jones

09-27-18

Signature

Date

# Artheresa Best

P. O. Box 434  
Kenansville, North Carolina 28349-0434  
910-296-0207  
[mstheresabest@aol.com](mailto:mstheresabest@aol.com)

## Education

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

## Work Experience

**Wayne Community College**      **Goldsboro, North Carolina**  
**June 2015 – Present**      **Adjunct Instructor**

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.*

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 Charter School (MCS)
2. Full name: Artheresa Best

Horne 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: rnstheresabest0607@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 MIN A' 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 MCS 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 MCS. 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 MCS. 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 MCS 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 characteristic 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?  
MCS 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 MCS will be utilizing will alert the teacher and the teacher assistant that the particular child will need additional assistance in certain areas. MCS 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 MCS 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?  
MCS will prepare and set goals that are measureable. These goals will be part of the evaluation process. MCS will work to build a partnership with the family to work on accountability. If the determination that MCS 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 MCS 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 MCS 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 Charter School is true and correct in every respect.

Artheresa Best  
Signature

September 28, 2018  
Date

# BILLY BRADLEY JR

202 Atrium Way, Columbia, SC 29223 · H: 704.267.4414  
bbradleyjr@hotmail.com

Experienced General Manager with ability to develop and nurture long-term relationships. Technical, creative and organized self-starter with superior follow-through and marketing experience in building rapport and fostering mutually beneficial relationships. Rapid learner who brings excitement and enthusiasm to my work and my team.

## EXPERIENCE

- AUG 2016 TO CURRENT

**BRANCH MANAGER, AUTOMONEY TITLE LOANS — ORANGEBURG, SC**

- MAR 2011-TO-AUG 2016

**GENERAL MANAGER, AARON'S SALES & LEASE — ORANGEBURG, SC**

- JAN 2010-TO-FEB 2011

**HUMAN RESOURCE SPECIALIST, FOOD LION LLC — SALISBURY, NC**

- FEB 2009-TO-JAN 2010

**CUSTOMER SERVICE REPRESENTATIVE, MARKET VELOCITY — CHARLOTTE, NC**

- NOV 2007-TO-DEC 2008

**CONSUMER FINANCE OPERATOR, GENERAL ELECTRIC — CHARLOTTE, NC**

- MAY 2007-TO-NOV 2007

**ACCOUNT MANGER SUPERVISOR, AARON'S SALES & LEASE — ORANGEBURG, SC**

## EDUCATION

MAY 2010

**MBA, BUSINESS MANAGEMENT, UNIVERSITY OF PHOENIX — CHARLOTTE, NC**  
**BUSINESS MANAGEMENT**

MAY 2007

**BACHELOR OF SCIENCE, BUSINESS ADMINISTRATION**

Livingstone College — Salisbury, NC  
Business Administration 3.0 4.0

## SKILLS

AS400, benefits, cash register, Coach, credit, client, clients, customer satisfaction, customer service, filing, financial, HR, prepare invoices, logging, notes, market, meetings, Access, Excel, Outlook, PowerPoint, Microsoft Windows, Word, next, personnel, policies, profit, Promotion.

**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: Financial Chair

2. Full name: Billy Bradley Jr

Home Address: 200 Atrium Way Apt 2215 Columbia, SC 29223

Business Name and Address:

Telephone No.: 704.267.4414

E-mail address: bbradley.billy.jr@gmail.com

3. Brief educational and employment history.

BS in Business Administration from Livingstone College, MBA in Management/Finance from University of Phoenix at Charlotte

Project Specialist for Recruiting Solution (client PWC)

Previous General Manager for Aarons Sales & Leasae

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?

Yes. I have a passion for the kids and their educational development. I'm willing to invest the time to upbuild the school through community relations, educational programs, and financial literacy.

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

To see that the children are our main priority and making sure that they have safe, secure place for higher learning. Also I always be proactive in foreseeing any obstacles that may arise and having a plan in place for the resolution.

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.

Served at president of the National Pan-hellenic Counsel. I have hands on experience with the leadership of people and effective communication to achieve a common goal.

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

I have a strong background in management, leadership, training and development all of which are necessary on a board and for it not to become stagnant. There must always be some sort of evolution.

### **School Mission and Program**

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

To empower students to fundamentally sound, as well as innovated thinkers while providing the best tools they will need succeed.

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

Having a well-diversed student body that will allow the teachers to be engaged with the students and create an interactive environment. Through the use of non-traditional teaching structures and advanced technology tools.

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

Having a common understanding of goals, principles and expectations for everyone in the learning-community. Leadership: having a group of individuals dedicated to helping the learning-community reach its vision.

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

Administrators must realize is that good goals. Good mission is actively communicated, offer the possibility for radical change and success.

### **Governance**

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

A school board implements laws passed by the state legislature and creates local policies for the school. It's Vital role in the lives of parents, students and the community in those matters that are of local responsibility.

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

Should identify clear interim and long-term success metrics at the school, district, and state levels. Without expectations for success at both the school and system levels, resources may be withdrawn before gains are made or solidified.

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

Research differentiates between the years and find the patterns

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

Always reevaluate what is going on and what needs to be happening and never settle when everything seems to ok. There's always something that can be improved.

4. 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?  
Follow the guideline outline and hold them accountable. It has to be addressed because the lives of students are at hand.

\*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, Billy Bradley, 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 Charter School is true and correct in every respect.

Billy Bradley, Jr.  
Signature

9/29/18  
Date

# CLAUDETTE GRIFFIN

| claudettegriffin527@gmail.com | 919.895.8381

## EXPERIENCE | **BORN WITH A PURPOSE, SITE DIRECTOR, SANFORD 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

## EDUCATION | **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

## LEADERSHIP | 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.*

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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 Charter School (MCS)
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 MCS 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 Charter School is true and correct in every respect.

Claudette P. Griffin

Signature

September 28, 2018

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 E:**

**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 Charter School

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. Shawn 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

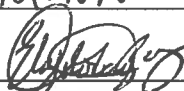
- a one page resume
- a national criminal background check

\*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.

\*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, Eloy Omar 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 Charter School is true and correct in every respect.



Signature

9/29/18

Date

# Ginean Royal

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## Objective

As an instructional specialist, to increase the effectiveness of classroom instruction through collaboration, data analysis, and providing quality strategies for instructing students.

## Work experience

**1/18 – Present Overhills High School Spring Lake, NC**

### **9<sup>th</sup> grade teacher**

Teach Math I

- School Improvement Team (SIT) member
- AVID Team member
- Volunteer assistance with Beginning Teachers

**8/08 – 1/18 E. E. Smith High School Fayetteville, NC**

### **9<sup>th</sup> grade teacher**

Teach Math I, Foundations to Math I, Introductory Math & Freshman Seminar

- Professional Learning Community (PLC) Leader
- School Improvement Team (SIT) former member
- Math Department Chair (former)
- Technology Team (teachers), School Net contact
- Student Services Team (SST) member

**8/04 – 6/08 John Griffin Middle School Fayetteville, NC**

### **8<sup>th</sup> grade teacher**

- Taught Intermediate Algebra and Algebra I
- Assistant Coach for Math Courts Team

**1/06 – 8/07 Web Academy Fayetteville, NC**

### **Math teacher**

- Taught Algebra I and Tech Math online
- Web Academy was taken over by NC Virtual Public School in 8/2007

**8/02 – 8/04 Spring Lake Middle School Spring Lake, NC**

### **7<sup>th</sup> grade teacher**

- Taught general math and social studies

**8/01 – 8/02 Sampson Middle School Clinton, NC**

### **7<sup>th</sup> grade teacher**

- Taught general math and science

**8/00 – 8/01 Victory Charter School Atlanta, GA**

### **4<sup>th</sup> grade teacher**

- Implemented Direct Instruction

## Education

**January 2015 – July 2016 Gardner-Webb University Boiling Springs, NC**  
**MA Curriculum & Instruction (Concentration in Urban Education)**

**1987 – 1992 University of Tennessee Knoxville, TN**  
**BS Advertising – College of Communications**

## Certifications

Certified math teacher for grades 6-9

Certified Trainer in Classroom Management for Time To Teach (2009)

## Additional Information

Presenter of New Teacher Strategies, Common Core State Standards for Mathematics Grades K-5 & created the workbook for the training sessions (Bureau for Education & Research)

Currently writing a book to support new teachers (December 2018 anticipated completion date)

Created standardized math test questions for a N.C. company (MetaMetrics)

**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 Charter School of Lee County

2. Full name: Ginean Royal

Home Address: 255 Eastwood Ave., Fayetteville, NC 28301

Business Name and Address:

Telephone No.: 910-988-2675

E-mail address: education411@hotmail.com

3. Brief educational and employment history.

Teaching for over 18 years at all levels (elementary – college) in Georgia, Sampson County, NC, Cumberland County and Harnett County, 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:

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?

Mutual contact (word of mouth). I started my teaching career in a charter school and I know the importance and potential of a good, well-organized charter school.

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

To ensure that the charter school is responsive to the beliefs and values of the community.



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.  
Previous experience is that I taught at a start-up charter school my very first year of teaching utilizing direct instruction.
8. Describe the specific knowledge and experience that you would bring to the board.  
Teaching for over 18 years and a master's degree in curriculum and instruction.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
The mission is to empower students to be lifelong learners, innovative thinkers and good citizens.
2. What is your understanding of the school's proposed educational program?  
The plans focus on the diverse population of Lee County where STREAM (science, technology, reading, engineering, arts and math) is addressed in the curriculum.
3. What do you believe to be the characteristics of a successful school?  
Having a clear vision, knowledgeable and supportive administration, trained educators and a strong support staff.
4. How will you know that the school is succeeding (or not) in its mission?  
A low suspension rate and higher than average EOG test scores.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Defines the direction of the school, recruiting, hiring, defining the mission and vision, strategic planning for growth and monitor the finances.
2. How will you know if the school is successful at the end of the first year of operation?  
High teacher retention, growth in enrollment, solid financial records.
3. How will you know at the end of five years of the schools is successful?  
Consistent growth in every area of the school.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Active involvement with school and community and feedback for parents and teachers.
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?  
Keep an open line of communication and go through a grievance process if necessary.

\*Please include the following with your Information Form

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

**Certification**

I, Ginean Royal, 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 Charter School is true and correct in every respect.

Ginean Royal  
Signature

9/28/18

Date

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# GILROY BULLER

**Email:** Gilroy.buller@gmail.com

**PH:** (704)458-6208

**ADDRESS:**

93 STARBOARD BAY,  
SANFORD, NC. 27332

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**OBJECTIVE**

I am glad to be a part of such a Program that will enhance and empower each student in their academic, community and family life. I am looking forward to the changes I will see in Lee County and the surrounding areas.

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**SKILLS**

Computers and Electronics, Administration and Management, Engineering and Technology, Critical Thinking, Systems Analysis, Computers and Electronics, Instructing Management of Personnel Resources

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## EXPERIENCE

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**Aug 2014 To Present**

CEO, Owner, Latin Dance Instructor, and Fitness Instructor

**Jan 1995 To Present**

National Guard

**Nov 2006 To July 2016**

Network Technician

**May 2003 To Jan 2006**

Computer Repair/Operation Engineer Support, Celestica  
Celestica Inc - Charlotte, NC

**Oct 1991 To Jan 1995**

Cannon Crew

Member US Army -

Miami, FL

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## EDUCATION

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**DEC 2018**

Bachelor of Science

COLORADO TECHNICAL UNIVERSITY - Schaumburg,  
IL Business Management Major and Entrepreneur.

**JUL 2005**

Associate Degree: Electronic Technology

Community College of the Air Force Presently attending  
Strayer University -Montgomery, AL

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## 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 Charter School of Lee County

2. Full name: Gilroy Buller

Home Address: 93 Starboard Bay Sanford NC 27332

Business Name and Address: Sanford Latin Dance

Telephone No.: (704)458-6208

E-mail address: gilroy.buller@gmail.com

3. Brief educational and employment history. Retired Veteran, Owner of Sanford Latin Dance Studio, I have Electronic Technology Degree, and currently in school for Business Administrator Management

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 recruited by Dr. Williams. I wish to server on the MINA's Charter School Board to be the voice for the children of MINA Charter School and also the voice of the children in Lee County.

6. What is your understanding of the appropriate role of a public charter school board member? The appropriate role of a public charter school board member is to advocate for the children of the school. To make sure they have what they need to be successful in school and in life.

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 Sanford Area Growth Alliance / Lee County Chamber of Commerce Board of Director as the Rule and Governance committee member, I have also server on The Togetherness board, where I have head up some community service projects.
8. Describe the specific knowledge and experience that you would bring to the board. The specific knowledge and experience I have that I would bring to the board is that I have worked in the IT field for over 15 years and I can assist in the IT department, I also have a dance studio and work with children. Also I am a parent and will be a voice for the children.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs? My understanding of the school's mission and guiding beliefs it that MINA Charter School (MCS) know that every student have to ability and right to learn, and to be successful and competitive in a Technology-driven world. All children should have access to a free education that gives them to ability to be competitive academically, and also in a global workforce. MCS will instill in students real-world problem solving skills by using technology.
2. What is your understanding of the school's proposed educational program? MCS will allow it's students to learn in a relax and technological advance school setting. The program will allow students to learn one or more languages while addend school.
3. What do you believe to be the characteristics of a successful school? A successful school is one that puts the student and their educational, nutritional and family needs above all things.
4. How will you know that the school is succeeding (or not) in its mission? We will know that the school is successful when the students are taking the state's standardized tests and also their performance after leaving the school. The students of MCS will stand out when compared to students of regular public school.

### **Governance**

1. Describe the role that the board will play in the school's operation. The board will be the guiding and approving committee for the purpose, direction, and students of MCS. The board will set the rules that all board member, faculty, students and parents will go by. The board will make sure that MCS is being ethical in it's behavior while conducting all business matters.
2. How will you know if the school is successful at the end of the first year of operation? We will know that the school is successful at the end of the first year because of the state's standardized tests and the way the students behave as compared to regular public school students.

3. How will you know at the end of five years of the schools is successful? We will know that MCS is successful after five years by comparing the previous four years' results and the expectation and goals we have for MCS and it's students.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? MCS needs to look back every month, quarter, and year and make an assessment of it's goals for the board, school, and students. If adjustments need to be made, the board should do so as it sees necessary.
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 I see one or more member of the board acting unethically I will bring it to the president of the board.

\*Please include the following with your Information Form

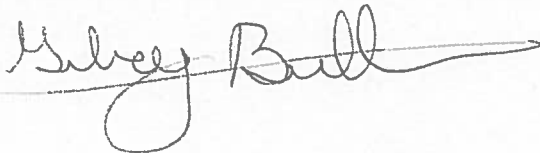
- a one page resume
- a national criminal background check

\*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, Gilroy Buller, 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 Charter School is true and correct in every respect.

Signature



Date 27 Sept 18

# 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.

### CRAVENREGIONALHOSPITAL, 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**

*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 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 MCS 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 MCS 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 schools is successful?

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 Ann 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 \_\_\_\_\_ Charter School is true and correct in every respect.

Joyce Ann Williams  
Signature

9/27/18  
Date

# ROBERT L. WILLIAMS JR.

91 8<sup>th</sup> Street Maysville, N.C. 28555  
bishoplwsotem@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, 1<sup>ST</sup> 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 Charter School

2. Full name: Robert L. Williams Jr

Home Address: 91 8<sup>th</sup> Street, Maysville North Carolina 28555

Business Name and Address: Salt of the Earth Ministries P.O. Box 1024 Albrightsville Pa 18210

Telephone No.: (570)421-1400

E-mail address: Bishoprlwsotem@gmail.com

3. Brief educational and employment history.

I have a BA in Theology and a BS in Christian Counseling from Lighthouse Christian College Beebe Arkansas

Retired from New York City Transit Authority 2011 as a Desk Superintendent in NYCT Command Center.

Volunteer Chaplin for MTA New York City Transit 20006 to Present

Pastor of Mountaintop Christian Community Church Sciota, Pa November 2005 – May 2012

Pastor of Salt of the Earth Ministries Wilkes-Barre Pa. 2010 – Present

Pastor of Salt of the Earth Ministries Stroudsburg Pa. 2012 – Present

Consecrated Bishop of International Bibleway Church of the Lord Jesus Christ 2012

Appointed Assistant General Secretary of International Bibleway Church of Jesus July 2014 - 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?

The vision for the Board was conceived by Dr. Shawn Williams in honor of our mother. I have held various elected positions and been a conduit to funding for various youth agencies in the past. Most notably The Science Skills Center as well as the Crown Heights Youth Collective both are Brooklyn, New York. I have long

been a proponent of Education for our communities and look forward to working with Dr. Williams and this board to impact the Lee County community.

6. What is your understanding of the appropriate role of a public charter school board member?  
Charter schools offer a viable alternative to traditional schools. They tend to have a higher ratio of students who go onto Colleges and Universities compared to traditional schools. This is facilitated through active engagement of the board members of the schools.
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.  
During the mid-1980's through the early 1990's I chaired Area Policy Board 8 in Brooklyn New York. This board was responsible for disseminating Community Service Block Grant monies to Community based Organizations in the specified area. Our Board funded two start up organizations The Science Skills Center which has transitioned into a High School in the New York City Public School system and the Crown Heights Youth Collective. We were able to see the potential of both of these education-based entities and see them become hallmarks in the Central Brooklyn community.
8. Describe the specific knowledge and experience that you would bring to the board.  
I have strong organizational and managerial skillsets.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
The mission of Mina's Charter School is to encourage lifelong learners, to encourage students to be metacognitive and relevant in our technologically advance world.
2. What is your understanding of the school's proposed educational program?  
Mina's place will start with a limited population K thru 5 and will expand to higher grades yearly. The curriculum will be STREAM (Science, Technology, Reading, Engineering, Arts and Math) driven.
3. What do you believe to be the characteristics of a successful school?  
Smaller class sizes, adaptive teaching skills, frequent coaching of teachers and intensive tutoring all contribute to a successful school.
4. How will you know that the school is succeeding (or not) in its mission?  
The Board will work in conjunction with the Lead Administrator who will be responsible for the day to day operation of the school. The board will also formulate work committees which will set and monitor the performance goals.

### **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 Charter School (MCS). The specific responsibilities of the board shall include, but not be limited to the following: 1) defining MCS mission, vision, and direction. 2) Recruiting, hiring, supporting, and evaluating the school's leaders; 3) Determining compensation for administration and original faculty 4) Supporting administration in carrying out the mission of the school 5) Vote on/approve all personnel decisions 6) Developing short and long term strategic plans for growth and sustainability with school leadership 7) monitoring financial management, programs and services 8) allocation of resources 9) requiring legal and ethical integrity as

well as accountability 10) Ensure compliance with NC Open Board Meeting Laws (NC General Statutes 143, Article 33C and all applicable local, state, and federal laws and regulations.

The board shall have a supervisory and oversight role with respect to the school's lead administrator. The Board will hire/fire, evaluate and determine the compensation for the Lead Administrator. The Lead Administrator hires, supervises, evaluates and makes compensation decisions within budgetary parameters set by the board. Recruitment of the lead administrator will include federal, state, and area job postings online, educational printed publications, and classified advertising with the Employment Security Commission. Qualified applicants will be interviewed, undergo reference and background checks, and demonstrate a combination of leadership, experience, and education. The Board will focus its search on applicants with combinations of education, prior school administration experience and/or developmentally appropriate instructional practices.

2. How will you know if the school is successful at the end of the first year of operation?  
Mina's Charter School will measure our success by exceeding Lee County Schools test scores. MCS will be able to demonstrate an average attendance rate of 90%. MCS will retain an average of 85% of our students through the first year. MCS will also review and make remedial decisions predicated upon a Parental Satisfaction Survey.
3. How will you know at the end of five years of the schools is successful?  
In addition to the above-mentioned criteria Mina's Charter School will maintain a minimum of 90% retention of students and educators. MCS will show, in accordance with our Mission Statement, that it's students test results are equal to or exceeding national scores.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Active engagement by all sectors of the school. Board members, educators, students and parents working together for a common goal of creating life-learners and viable participants in the national and global market place.
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 the conduct of a board member is alleged to be contrary to the wholeness of Mina's Charter School or is known to be unethical, it will be directed to the Board of Directors for an investigation. Should the allegations be found credible then the board will move to remove the board member for cause from Mina's Charter School Board of Directors.

\*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 Charter School is true and correct in every respect.

+ Robert L Williams Jr

Signature

9/28/18

Date

**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.

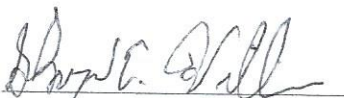
8. USE OF OUTSIDE EXPERTS


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.

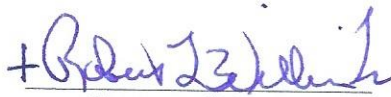
The foregoing By-Laws were adopted by the directors of:

Mina's Place, Inc.

On the 19 day of Sept, 2017.

  
President/Director

  
Secretary/Director, Asst Secy

  
Treasurer/Director

  
Director

**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 of 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 are 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.

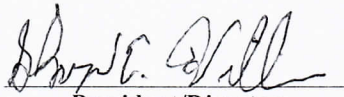
8. USE OF OUTSIDE EXPERTS

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.

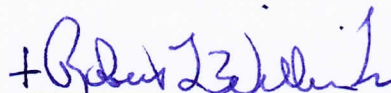
The foregoing By-Laws were adopted by the directors of:

Mina's Place, Inc.

On the 19 day of Sept, 2017.

  
President/Director

 Asst Secy  
Secretary/Director

  
Treasurer/Director

  
Director



# NORTH CAROLINA

## Department of the Secretary of State

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**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



# NORTH CAROLINA

## Department of the Secretary of State

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*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 fluid and cursive, with a long horizontal stroke at the end.

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](mailto:Dburrell@AmericanChurchGroup.com)

[www.AmericanChurchGroup.com/northcarolina](http://www.AmericanChurchGroup.com/northcarolina)

[www.Brotherhoodmutual.com](http://www.Brotherhoodmutual.com)

# STELLA C. FARROW

715 Nicholson Road, Sanford, NC 27332 · Cell: 910 988-2984 Home: 919 499-4349  
Email · [stellafarrow@windstream.net](mailto:stellafarrow@windstream.net)

## PROFESSIONAL OBJECTIVE

School administrator and curriculum leader seeking the opportunity to lead an alternative school whose students become successful citizens in the 21<sup>st</sup> century. It is my goal to help students and teachers develop leadership skills, be lifelong learners, problem solvers, and technology savvy individuals who have the skills and life lessons needed to be productive members of society.

## EXPERIENCE

JULY 2003 – DECEMBER 2017

**PRINCIPAL, ASSISTANT PRINCIPAL, TEACHER, AND ACT/SAT COORDINATOR**

LEE COUNTY SCHOOLS

As an educational leader for students and staff, it was my responsibility to provide daily challenges and opportunities for learning and growth. When not directly engaged with students, I helped all school personnel continue to grow so students were provided the opportunities to use and develop their individual talents and skills.

JULY 1998 – JUNE 2003

**ASSISTANT PRINCIPAL AND DIRECTOR OF HUMAN RESOURCES AND STAFF DEVELOPMENT**

MOORE COUNTY SCHOOLS

As an assistant principal at Union Pines High School my primary focus was curricula, teacher and student accountability, student success for grades 9 and 11, and all other duties as assigned by the principal. From 2000 – 2003, I served as the Director of Human Resources and Staff Development. New programs were implemented, training was provided for continued certified and classified certifications, state and federal guidelines were met, and recruitment needs were fulfilled to keep the number of unfilled positions to a minimum.

JULY 1982 – JUNE 1998

**INTRODUCTION TO BUSINESS AND MATH TEACHER AT THE JUNIOR AND MIDDLE SCHOOL LEVELS**

LEE COUNTY SCHOOLS

As a teacher, my goal was to challenge students to understand and apply the curriculum as it related to “real world life skills” and accountability demands. Learning was fun, relevant, and enjoyable while modeling skills needed for student success.

Other job information is available upon request.

## **EDUCATION**

**MAY 1998**

**MASTERS SCHOOL ADMINISTRATION, FAYETTEVILLE STATE UNIVERSITY**

**MAY 1995**

**GRADUATE LEVEL COURSE WORK FOR MENTOR CERTIFICATION AND MENTOR EDUCATOR TRAINING, NORTH CAROLINA STATE UNIVERSITY**

**MAY 1980**

**BACHELOR OF SCIENCE – BUSINESS EDUCATION - COMPREHENSIVE, FAYETTEVILLE STATE UNIVERSITY**

Graduated Magna Cum Laude with Comprehensive Degree in Business Education.

## **ACCOMPLISHMENTS**

Lee County Schools' Principal of the Year, 2005-2006

Moore County Leadership Academy – Graduate

Moore County Schools Assistant Principal Academy - Graduate

National Association of Secondary School Principals Training: "Springfield", "From the Desk Of ...", and Leadership Training

Whose Who Among Teachers of America

Whose Who Among Graduate Students of America

Mentor Certification

Mentor Educator

Lee County Leadership Academy

Geometry Strategies Grades 6-9 .....- Contributor

1991 West Lee Middle School Teacher of the Year

The Board of Directors for MINA Charter School of Lee County is seeking feedback from the community to evaluate the amount of interest in a new school option for the families of Lee County and the surrounding areas. The proposed school will be located in Sanford, NC, and will aim to serve students in Kindergarten through 8th grade.

We would greatly appreciate your feedback through this survey so that we can better understand the needs of the families we hope to have the chance to serve, and the students that may join us at our school.

**Full Name \*** \_\_\_\_\_

**Email Address \*** \_\_\_\_\_

1. In what county do you reside?

- Chatham County
- Cumberland County
- Harnett County
- Lee County
- Moore County
- Orange County
- Wake County
- Other \_\_\_\_\_

2. How many children do you have that will be in grades K-5 for the 2019-2020 School Year?

- 0
- 1      Grade: \_\_\_\_\_
- 2      Grade(s): \_\_\_\_\_
- 3      Grade(s): \_\_\_\_\_
- 4      Grade(s): \_\_\_\_\_
- 5+     Grade(s): \_\_\_\_\_

3. Are you currently satisfied with the options for free public education in your area? \*

- ( ) Yes
- ( ) No
- ( ) Other: \_\_\_\_\_

4. *MINA Charter School is envisioned as a school specifically created to empower and inspire students to be lifelong learners, innovative thinkers and global citizens.*

In your opinion, does your current school serve as a nurturing center of academic accomplishment that will enhance students' opportunities to compete academically, socially, and in the workforce?

- ( ) Yes
- ( ) No

○ ( ) Other: \_\_\_\_\_

5. *A charter school is a free admission public school that receives greater flexibility over operations from the state of North Carolina, in exchange for increased performance accountability. The school is established by a "charter," which is a performance contract describing key elements of the school.*

*The MINA Charter School will be a bi-lingual (Spanish & English) school that intends to utilize the project-based learning STREAM curriculum, which is focused on Science, Technology, Reading, Engineering, Arts and Math*

On a scale of 1-5 with 1 being not at all likely, and 5 being extremely likely, how likely would you be to enroll your K-5 child(ren) into a Lee County Charter School with a STREAM curriculum?

1	2	3	4	5
Not at all Likely	Not very likely	Need more Information	Somewhat Likely	Very Likely

6. FOR SURVEY PURPOSES ONLY, what is your ethnicity? (Our goal is to make sure our community is well represented by this survey, and that all groups are represented fairly and accurately.)
- Asian / Pacific Islander
  - Black
  - Hispanic or Latino
  - Native American
  - White
  - Bi or Multi Racial
  - Other \_\_\_\_\_
  - Prefer not to answer

7. Thank you for taking the time to complete this survey. If you have any other comments to share with us, or if there is anything else that you think we should consider in this process, please write below.

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8. If you would you be willing to answer some additional questions to help us further refine the vision for this Charter School, please continue to the next page. This should take no more than 5 minutes. If not, thank you for your time and thoughts.

Thank You for your willingness to answer some additional questions, this should take no more than 5 minutes.

1. How important would the following elements be to you in a Lee County Charter School?

Element	Not At all important	Not Very Important	Neutral	Somewhat Important	Very Important
Bi-Lingual Education for all Students (English & Spanish)					
No Suspension Policy					
Before School Programming (With breakfast)					
After School Programming (With nutritious snack)					
Music Instruction					
Drama Instruction					
Dance Instruction					
Art Instruction					
Technology & Computer Instruction					
Health & Wellness Education					
Physical Education					
Ethical Decision Making & Character Development					
Problem Solving & Strategic Thinking					
Socialization Skills					
Customized & Personalized Education Program					

2. Do you have any additional comments about what you would like to see in a Lee County Charter school?

**Appendix P:**

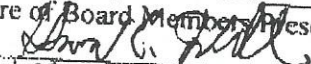

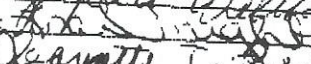


**Charter School Required Signature Certification**

*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 Reives and Silverman
- Date of Review: 09/27/2018
- Signature of Board Members Present (Add Signature Lines as Needed):

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❖ 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: \_\_\_\_\_
- 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: \_\_\_\_\_
- 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: \_\_\_\_\_
- 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: \_\_\_\_\_
- 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 MINA Charter School is true and correct in every respect.

Shawn E. Williams

Signature

9/28/18

Date