

### Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

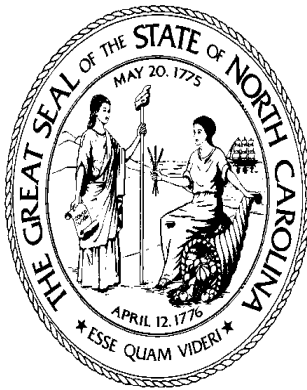
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

#### Subcommittee Members:

Steven Walker  
Tammi Sutton  
Danielle Allen  
Cheryl Turner  
Buffy Fowler  
Bruce Friend  
Ashley Baquero  
Alan Hawkes  
Alex Quigley  
Ginger Cash  
Heather Soja  
Joe Maimone  
Lindalyn Kakadelis  
Lynn Kroeger  
Phyllis Gibbs  
Jessica Whalen  
Shannon Stein  
Sherry Reeves

Stephenie Clark  
Deborah Brown

**Date of Review:**



# NORTH CAROLINA CHARTER SCHOOL APPLICATION

# MINA Charter School of Lee County

**Public charter schools opening the fall of 2020**

**Due by 5:00 pm, October 1, 2018**

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

Mailing Address:  
6303 Mail Service Center  
Raleigh, NC 27699-6303

**CHARTER SCHOOL**  
**2018 Application Process**  
**To open a charter school in the 2020-2021 school year**

**APPLICATION DUE DATE/TIME**

**October 1, 2018**      A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

**APPLICATION SPECIFICATIONS**

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

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

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AGREEMENT PAGE

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**I. APPLICATION CONTACT INFORMATION**

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

X

Name of Municipality under which charter will be organized or operated:

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

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

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

Name of contact person: *Shawn Williams*

Title/Relationship to to nonprofitMunicipality: *President*

Mailing address: 3125 Hickory Hill Dr  
Sanford NC 27330

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

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

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

County: LEE

LEA: 530-Lee County Schools

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

No: X

Yes:

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

No: X

Yes:

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

No:

Yes:

*Acceleration*

Yes:

No:

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

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

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

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

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

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

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

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

Yes:

No:

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

Yes:

No:

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

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

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

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

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

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

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

1. *The school must include grades 9-12.*
2. *At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*
  - a. *The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;*
  - b. *The student must be currently served by a treatment facility licensed pursuant to Chapter*



- c. *122C of the General Statutes, or have recently been discharged from such a facility;*
- c. *The student must be currently under long-term suspension from a public or private school ; or*
- d. *The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.*

Yes:  
No:

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

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

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

**Grade Levels Served and Total Student Enrollment:**

*Projected School Opening: Year 2019 Month July*

*Will this school operate on a year round schedule?*

No:  
Yes:

*Proposed Grade Levels Served and Total Student Enrollment (*  
*5*

*Years)*

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

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

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

shawnwil  
*Signature*

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

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

09/29/2018\_\_\_\_\_  
*Date*

<b>Section I: Application Contact Information Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<u>Why is having an average of 676 for schools in Lee Co. a concern if the class size is dictated by the state guidelines (i.e. student will get the same classroom attention despite how many students in the overall school)</u>	<u>Shannon Stein</u>	<u>Cover Page</u>
<u>Applicant is requesting acceleration. Must have facility locked in.</u>	<u>Steven Walker</u>	<u>Cover Page</u>
<u>Clarify relationship between MINA Place and MCS for the facility</u>	<u>Lynn Kroeger</u>	<u>Acceleration</u>
<u>The rationale for acceleration is not the strongest in the world. I would be interested to know the academic results that are happening in Lee County despite the alleged overcrowding. It also appears that the facility is a lot, rather than an existing building.</u>	<u>Steven Walker</u>	<u>Acceleration</u>
<u>How does the STREAM curriculum compare to what is already offered in the county schools?</u>	<u>Deborah Brown</u>	<u>Acceleration</u>
<u>Applicant states overcrowding in Lee County as the main reason for acceleration. Also states that a facility has been identified. Question: are all Lee County Schools overcrowded? Will location of the charter school address overcrowding for its specific area?</u>	<u>Sherry Reeves</u>	<u>Acceleration</u>
<u>There is an indication that the LEA has overcrowded schools but the capacity of the schools is unknown. The use of the term dual language program is unclear when followed by STREAM. Need more clarification on this approach and examples of breadth and depth mentioned as the exceptional need.</u>	<u>Heather Soja</u>	<u>Acceleration</u>
<u>Does the number of students in a school prove the school is overcrowded? Do you have information about the capacity of schools in Lee County and which schools are actually overcrowded?</u>	<u>Buffy Fowler</u>	<u>Acceleration</u>
<u>The integration of STREAM is not adequately detailed.</u>  <u>Please explain rationale for not looping with grades 4/5? Please describe the transition for students to change teachers from 4th to 5th grade when they have had looping from K-3.</u>  <u>What is the rationale for providing "flexible classroom seating"? (i.e. lounging chairs, sofa rather than desks)</u>	<u>Jessica Whalen</u>	<u>Acceleration</u>
<u>Year round schedule with school opening in July. (Facility agreement states facility will be ready in August 2019.)</u>	<u>Sherry Reeves</u>	<u>Grade Levels</u>
<u>Unsure about the realistic numbers for the first year. Starting with 6 grades as a start up is challenging especially given the mandated testing programs.</u>	<u>Heather Soja</u>	<u>Grade Levels</u>
<u>How are you predicting the number of interested families? The application mentions overcrowding-- is there evidence that families would choose a new charter instead of a base school even if the base was overcrowded?</u>	<u>Deborah Brown</u>	<u>Grade Levels</u>
<u>Why is this section not "certified"? Applicant states school will offer STREAM focus but mission does not state this.</u>	<u>Sherry Reeves</u>	<u>Certify Appl</u>

<b>Reviewer</b>	<b>Score</b>
<u>Steven Walker</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Danielle Allen</u>	
<u>Cheryl Turner</u>	<u>Pass</u>
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Bruce Friend</u>	
<u>Ashley Baquero</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Alex Quigley</u>	
<u>Ginger Cash</u>	
<u>Heather Soja</u>	<u>Pass</u>
<u>Joe Maimone</u>	

<u>Lindalyn Kakadelis</u>	
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Jessica Whalen</u>	<u>Fail</u>
<u>Shannon Stein</u>	<u>Pass</u>
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Stephenie Clark</u>	
<u>Deborah Brown</u>	<u>Pass</u>

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

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

*Clearly describe the mission of the proposed charter school:*

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

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

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

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

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

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

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

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

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

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

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

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

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

The teaching components that will be used at MCS will incorporate technology to enhance the skills learned via teacher led instruction.

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

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

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

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

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

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

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

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

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

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

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

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

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

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

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

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

Individual Teacher Professional Development Plans (PDPs) and regularly



scheduled teacher classroom observations will allow for the school administrator to monitor and provide feedback on teacher performance as it pertains to the implementation and fidelity of strategies provided through staff development.

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

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

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

### **Goals for the Proposed Charter School:**

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

Expectations 2019-2024

#### Operations

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

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

MCS will achieve a retention rate of staff members:

2019-2020 75%; 2020-21 80%; 2021-22- 85%; 2022-23 90%; 2023-24 90% by seeking to hire individuals who have a thorough understanding of MCS philosophy and by creating a nurturing, supportive workplace where staff members will be encouraged to grow and utilize creative methods of educating students.

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

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

#### Academics

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

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

#### Finances

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

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

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

#### Governance

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

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

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

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

At MCS, the goal is to not only prepare our students for meeting high school

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

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>Mission does not state that the school will focus on STREAM or dual language. How will parents know that these are the areas of focus for the school? Does data support STREAM/dual language curriculum for a high majority of EL and ED students?</p>	Sherry Reeves	Mission Stat
<p>252 students represent 5% of the student population. Also a new elementary school</p>	Lynn Kroeger	Mission Stat
<p>If dual language is a key part of your program, perhaps it should be included as part of your mission statement?</p>	Deborah Brown	Mission Stat
<p>How will you empower students to be lifelong learners and good citizens? The response focuses on technology and global workforce, but does not address the other aspects of the mission statement.</p>	Ashley Baquero	Mission Stat
<p>The mission statement lacks reference to both dual language immersion and STREAM program which both seem to be a large part of the purpose and application?</p>	Shannon Stein	Mission Stat
<p>It is mentioned that "With the continued increase of the Hispanic population, MCS looks forward to welcoming this growing demographic as part of the student body by having a staff reflective of its student population and knowledge in the strategies that motivate them and meet their needs", please explain how recruitment and hiring will ensure this happens?</p> <p>In order to sufficiently provide transportation for all students, how many buses are you planning to budget for?</p> <p>Is there a proposed third language for students to learn? If there are multiple languages available, will students get a choice? Is learning a third language mandatory or an elective? If students are not fluent in the third language or English/Spanish, what is the plan to address each of these?</p> <p>Please explain through what avenue MCS will "emphasize critical-thinking and problem-solving; collaboration, agility, and adaptability; effective oral and written skills; individual initiative; accessing and analyzing of information; and curiosity and imagination."</p> <p>Please explain rationale for not looping with grades 4/5? Please describe the transition for students to change teachers from 4th to 5th grade when they have had looping from K-3.</p> <p>What is the rationale for providing "flexible classroom seating"? (i.e. lounging chairs, sofa rather than desks)</p> <p>What are the intervention strategies to support a no out of school suspension policy? Will a strategy include in school suspension? If so, who will run this?</p>	Jessica Whalen	Educational
<p>I would like to know more about the selected dual language immersion program and its structure. Is there an experienced organization assisting with placement of the staff needed? The blended learning environment and technology-centered classrooms need more explanation of what this looks like day-to-day and how that is different from the LEA. Finally, what does STREAM look like day-to-day? How does the schedule, staff, school-wide strategies show a commitment to this STREAM approach?</p>	Heather Soja	Educational
<p>Pulling 7% of an LEA is quite a feat. The enrollment projections may be too high and would require a substantial amount of marketing, especially with an accelerated opening.</p>	Steven Walker	Educational

<p>I like the dual language.</p> <p>I would be interested to hear the rationale behind taking away a discipline tool in promoting a no OSS policy.</p>		
<p>The educational need Appendix seemed to place a lot of emphasis on information collected from websites.</p> <p>Explain more about where and how surveys were collected and what information was given to families.</p>	<p>Buffy Fowler</p>	<p>Educational</p>
<p>How recent are the interest survey results?</p>	<p>Ashley Baquero</p>	<p>Educational</p>
<p>Educational need seems to be focused primarily on overcrowding issues in Lee County. What about school performance?</p> <p>Teaching English to Spanish-speaking students is not dual language. What is the third language that will be offered in MS?</p> <p>What specifically is the cutting-edge programming that will be utilized?</p> <p>What happens to the looping process if a teacher leaves?</p> <p>Does budget support teacher:student ratio of 1:18?</p> <p>How does flexible seating support educational goals/mission?</p>	<p>Sherry Reeves</p>	<p>Educational</p>
<p>Will there be a common professional development plan for all staff? Confused about the statement: new and innovative learning programs will allow teachers to select individualized learning programs for diverse students...teachers (will) create and implement lesson that are different for each student.</p> <p>What exactly will be the expanded choices in educational opportunities? The response is vague (non-traditional, small class size, flexible seating, technological devices).</p>	<p>Sherry Reeves</p>	<p>Purposes of</p>
<p>Creating new professional opportunities for teachers- presents a traditional approach for PD for teachers. More specifics on platforms for students and teachers may provide insight into a "new" approach for teacher professional development. There seems to be a lack of connection between the stated mission and description of the school and the 6 purposes. More information needed to demonstrate clear alignment to one of the six. I do see technology referenced again but this is not an innovative approach without knowing how this will be different than the traditional LEA's.</p>	<p>Heather Soja</p>	<p>Purposes of</p>
<p>How will teachers be empowered to lead PLCs? Who will guide PLCs to be effective?</p> <p>Given your projected demographics, how will you communicate with Spanish speaking families? Will the website and other communication platforms take this into account?</p>	<p>Ashley Baquero</p>	<p>Purposes of</p>
<p>The mission statement states several areas of focus of the school. What staff development could be done in preparation for the school to begin with a consistency philosophy throughout the school?</p> <p>Who will lead/organize the PLCs and determine topics?</p> <p>Low class size is mentioned several times, what will class size be?</p> <p>With only 2 goals listed more information about possible staff development topics and what makes your school attractive to parents would make a stronger case.</p>	<p>Buffy Fowler</p>	<p>Purposes of</p>
<p>Through what online platform will teachers participate in professional development?</p> <p>It is mentioned "Technological platforms selected by the teacher will motivate and empower them to improve their professional development, while remaining on the cutting edge to enhance the students learning experience inside the classroom", What does this look like in practice?</p> <p>I am concerned that staff development on the understanding of the curriculum and comparing standards with the state to include in the taught curriculum is being done during year one rather than before school starts. Who is responsible</p>	<p>Jessica Whalen</p>	<p>Purposes of</p>

<p>for carrying this out?</p> <p>Who is responsible for making and analyzing the monthly and quarterly assessments that will help guide the PLC process?</p> <p>I am concerned about the expectations and commitments of of teachers. How are teachers supported to decrease burn out?</p> <p>It is not clear how MCS will recruit a diverse staff to incorporate "diverse learning experiences."</p> <p>MCS mentions reaching out to parents through their website and biweekly updates through PowerSchool and other digital platforms. A majority of MCS students will be minority and ED, how will MCS reach out to the this community effectively if their students/parents do not have access to the internet at home? What is the plan to address this?</p>		
<p>what are the "new and innovative" learning programs, and what makes them innovative?</p>	<p>Deborah Brown</p>	<p>Purposes of</p>
<p>I am concerned about the expectations and commitments of teachers. How will you ensure the retention rate goals are met and burn out is decreased?</p> <p>I am concerned the magnitude of student/parent population is not adequately understood with the following goal: "Recognizing the importance of parental involvement, MCS expects at least 90% of the parents to be involved in the education of its students. MCS will give parents opportunities to participate in the education of their children by scheduling open houses each grading period for student report card pick-up and parent-teacher conferences; by encouraging membership in the school's Parent-Teacher-Student Organization (PTSO), and by hosting quarterly after-school functions to celebrate student academic successes." How will you ensure low-income parents will have the time to do all of these things?</p> <p>Where is the fundraising money coming from?</p> <p>What specifically is the board tracking to make sure school is on track to success? How often will the board/lead administrator meet to review School Improvement Plan? Is it monthly at every board meeting or every nine-week grading period?</p>	<p>Jessica Whalen</p>	<p>Goals for th</p>
<p>Teacher retention goals are lofty and also necessary for your looping purposes. How specifically do you intend to retain and attract teachers?</p> <p>How will you consider language barriers in terms of parental involvement?</p> <p>What goals align to the mission of creating good citizens and lifelong learners?</p>	<p>Ashley Baquero</p>	<p>Goals for th</p>
<p>How does expected teacher retention rate support looping?</p> <p>If school expects that many parents will be low-income and non-English speaking, why is the main source of communicating with them via electronic means?</p> <p>Academic goals need to be more specific and measurable.</p>	<p>Sherry Reeves</p>	<p>Goals for th</p>
<p>What is the Lee County academic scores that you will exceed by 5%</p>	<p>Steven Walker</p>	<p>Goals for th</p>
<p>How will you create and measure "creating a nurturing, supportive workplace"?</p>	<p>Deborah Brown</p>	<p>Goals for th</p>
<p>If no teacher assistants are available in grades 2-5, is class size of 18, considered low and uncommon in the traditional public schools?</p> <p>It was mentioned that many students do not have internet access in homes, is powerschool and electronic ways of communication a reasonable way to communicate.</p> <p>If the number of single parent homes is so high, is 90% participation rate</p>	<p>Buffy Fowler</p>	<p>Goals for th</p>

<p>realistic?                  Please provide more long range SMART goals for academics.                  Is requiring board to attend 16 hours of training realistic for a volunteer board member?</p>		
<p>I would like to see an academic goal relative to STREAM and the dual language immersion program that will be significant parts of the school that differentiate it from the LEA. Technology and personalized learning are used in the description with a clear explanation of what that looks like.</p>	Heather Soja	Goals for th
<p>Staff are expected to complete more PD time than other teachers; is time built into the schedule to support this while helping with their transition to a new school?</p> <p>By the end of 5 years, MCS students will outperform state averages in reading, math, and science by what amount? (i.e. measurable?)</p>	Shannon Stein	Goals for th
<p>This section lacks clarity in the primary instructional program and practices. It is possible to do "too much" and not do anything well. The training for teachers required to be effective at all the instructional programming highlighted would be daunting and they need mastery of these teaching strategies for students to receive high quality learning and develop critical thinking skills.</p>	Heather Soja	Certify Miss

Reviewer	Score
Steven Walker	Pass
Deborah Brown	Pass
Danielle Allen	
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Ashley Baquero	Pass
Alan Hawkes	
Alex Quigley	
Ginger Cash	
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	Fail
Shannon Stein	Pass
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	Fail
Lindalyn Kakadelis	
Joe Maimone	
Heather Soja	Fail

### III. EDUCATION PLAN

(No more than ten total pages in this section)

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

#### **Instructional Program:**

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

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

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

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

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



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

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

### **Curriculum and Instructional Design:**

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

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

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

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

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

Students will also be engaged in a blended learning environment that

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

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

A Day at MCS Time

Before 7:30 am Contracted before school care

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

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

8:31 am-11:00 am Core instruction

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

1:01 pm 1:40 pm Enrichment rotation

1:41 pm -2:20 pm Enrichment rotation

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

Core Instruction Science, Reading, Engineering and Mathematics.

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

Technology will be integrated in each core class daily.

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

Provide a synopsis of the planned curriculum, including:

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

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

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

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

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

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

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

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

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

\* Cooperative Learning with Flexible & Strategic Grouping: Students in small, heterogeneous groups will take on roles and learn to share knowledge

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

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

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

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

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

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

5. *Explain how the proposed instructional plan and graduation requirements will ensure student*

*readiness to transition from grade to grade and to the next grade span upon program completion.*

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

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

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

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

Teachers will have many opportunities to participate in professional staff development throughout the school year, both onsite and online. With the potential allotment of staff development funding, student intercession may provide teachers an opportunity to participate in professional development while students are away from the building during that time.

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

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

### **Special Programs and "At-Risk" Students**

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

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

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

\* If the performance issues and concerns of the student persist, then a formal referral to the special services may be needed to implement an IEP,

504 Plan, or another special provision to meet the academic needs of the student.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 2: Differentiated Curriculum and Instruction- MCS will employ challenging, rigorous, and relevant curricula to accommodate the range of academic, intellectual, and emotional needs of gifted learners. Each students AIG plan will provide teachers with evidenced-based strategies and learning programs that meet the needs of the student.

Standard 3: Personnel & Professional Development- MCS will recruit and



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

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

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

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

### **Exceptional Children**

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

#### **Identification and Records**

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

MCS will implement policies and procedures to ensure that all children with disabilities, regardless of the severity of their disability, are located, identified, and adequately evaluated. Child Find will be provided by MCS for students ages three through twenty one years who are suspected of having an educational disability and who may be eligible for special education. Students will be screened and the data reviewed within 45 days of entering our school. All services will be provided at no cost to the families. Special services will be available to students as defined in the Individuals with Disabilities Education Act (IDEA) as: Autism, Orthopedic Impairment, Hearing Impairment, Deafness, Other Health Impairment, Deaf/Blindness, Specific Learning Disability, Developmental Delay, Speech or Language Impairment, Emotional Disturbance, Traumatic Brain Injury, Visual Impairment, Intellectual Disability, and Multiple Disabilities.

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

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

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

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

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

### Exceptional Children's Education Programming

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

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

Special Education Law requires that the first consideration for placement of students is the least restrictive environment (LRE). Thus, the first consideration for any student with special needs is placement in the general

education classroom. MCSs commitment to inclusive practices means that the school will work hard to team with general education to provide the supports and instruction needed to maintain students in the general education environment as much as possible.

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

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

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

### **Student Performance Standards**

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

MCS will prepare students for meeting high school graduation requirements for North Carolina, as well as create lifelong learners, innovative thinkers, and good citizens. MCS will follow the current NC Accountability Model as the basis for the student performance standards and will include the promotion/retention policy in the student/parent handbook, as well as on the school webpage. MCS will utilize the handbooks and communication between teachers and parents weekly using email, social media, and telephone calls. MCS will keep a log of communication between the parents and

teachers for performance and statistical purposes.

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

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

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

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

### **Student Conduct:**

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

charter school.

Be sure to include:

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

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

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

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

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

The grievance process will be detailed in the student handbook.

The discipline of a student classified as Exceptional will be directed by

State and Federal laws, policies, and practices as described within the Individuals with Disabilities Education Act (IDEA).

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

<b>Section III: Education Plan Concerns and Additional Questions</b>		
The STREAM aspect to the instructional program is unclear. What does STREAM look like? How will immersion and a heavily-centered, module-based instructional method be used together along with the many other strategies for teaching? What is the primary "stand out" instructional program? What would STREAM look like to a student/teacher?	Heather Soja	Instructiona
What do you mean by digital citizenship? How will this be taught?  Please provide an example of a "non-intrusive assessment."  Who will lead yoga? Will teachers be trained?	Ashley Baquero	Instructiona
Please describe what an instructional day looks like for a kindergarten student; 3rd grader; 5th grader. Where does yoga fit in with STREAM and dual language focus? How do you monitor digital citizenship?	Sherry Reeves	Instructiona
You state that "each student will have an electronic device"; is that for ALL grades? (i.e. K, 1st?) Could you expand on your plan for digital citizenship training if you plan on providing outside of school supervision?	Shannon Stein	Instructiona
Please detail a description of assessment strategies that MCS will use to track or inform student mastery.  How is STREAM integrated in the curriculum and state standards? (i.e NC Course of Study for Math/ELA/Social Studies and Next Generation Science Standards)  What do you mean when "each classroom will fit a flexible model?" Is this in regards to curriculum, teaching, learning, environment? What will this look like?  Is the diagnostic test that each student will take pre-made? Where does this test come from? Is it online from the Scootpad/DiscoveryEd/another source?  Please clarify: "Each student will take a diagnostic test that will set their individualized path in their core curriculum. As they progress, they will be assessed on each module. Students who master the concept will move on; those who need remediation can be pulled and worked with individually or in small groups with the teacher." What are the modules referring to? Are the modules electronic? How are students self-pacing or moving through modules?  Based on the description of how students will potentially spend time on technology, it is concerning that more than 30% of their day could be spent of the computer. It seems as if more of their day will be spend on technology with instructors pulling students who need remediation or additional support.  How does the instructional plan meet the needs or increase participation with the targeted demographic? What strategies are employed to accomplish this?  What strategies are MCS using to prepare the targeted demographic to become proper digital citizens and to act safe and responsibly in the digital world?	Jessica Whalen	Instructiona
"Each classroom will fit a flexible model." Please explain a flexible model. What types of devices will be used for which grade levels. Will all students k-8 have 30% of instruction be technology based? What will the other instruction look like?	Buffy Fowler	Instructiona
You state that families can change teachers in the event of a conflict with teacher/personality style; how will you balance classrooms this way? Is there a limit to when this can occur?	Shannon Stein	Curriculum a
Schedule includes core and enrichment times listed. When is writing and social studies taught? Discovery and ScootPad are cited as resources. What will be resources and how will	Buffy Fowler	Curriculum a

<p>instruction look at other times of the day. Description is very general. The technology piece is described as only 30% of the students day. More information needed about the actual instruction and resources of the other 70%. Appendix B only gives scope and sequence for Scootpad.</p>		
<p>How ill you measure "master the concept"?</p>	<p>Deborah Brown</p>	<p>Curriculum a</p>
<p>Will students receive any social studies instruction?</p> <p>The type of personalized instruction you describe requires a good amount of planning and review by teachers, are you considering that in the planning time allotted to teachers?</p>	<p>Ashley Baquero</p>	<p>Curriculum a</p>
<p>How many classes of each grade are expected? How many enrichment teachers will there be? (Will they be part-time?) How will all grades rotate through enrichment classes in less than an hour and a half? (1:01-2:20) Explain how all of these instructional strategies can be effectively employed? Will teachers be appropriately trained to utilize each of these strategies PRIOR to the start of school?</p>	<p>Sherry Reeves</p>	<p>Curriculum a</p>
<p>The curriculum and instructional design plan is unclear, generally not able to picture what is generally supposed to happen in a basic learning environment.</p> <p>Please provide evidence as to why a flexible classroom set-up is needed and/or desired for your targeted demographic.</p> <p>Is there a cap for the how many students participate in each arts curriculum? What happens if students do not get the arts they wanted or chose?</p> <p>Please clarify how the following plans are made: "MCS desires that all students be engaged while working on their career learning paths."</p> <p>I am concerned that the targeted student population is not adequately understood. It is mentioned that "A high level of student time on task is an expectation", what strategies will ensure students remain on task, especially if a majority may be below grade-level and on the computer going through modules much of the day?</p> <p>Please describe what enrichment rotation is and what it will look like.</p> <p>Please describe in detail what a typical day during Core Instruction will look like.</p> <p>Please detail, if any, types of interactions that are occurring between students through technology.</p> <p>Is it mentioned that "Interactive technology helps to address the different learning styles of our students as a result of the innovative thinking modules within our technological learning programs." Please describe how different learning styles such as visual, logical, kinesthetic, musical, verbal, social, and intrapersonal will be incorporated or addressed through technology.</p> <p>How is collaboration evident throughout the curriculum if students are on individual modules?</p> <p>Please describe when the instructional strategies are employed based on planned curriculum, i.e. students progressing through modules online.</p> <p>Please clarify the following quote: "Students will be assessed on content but also on the scaffolding of knowledge and skills to promote long-term retention and growth."</p>	<p>Jessica Whalen</p>	<p>Curriculum a</p>
<p>It is important for schools to choose their innovative approach and really hone that program to be the "stand out" for their respective school. I am still unclear as to which program is the main focus which means the plan lacks clarity. All the strategies are sound but require fidelity and high quality training. There must be well trained administrators that can lead the school in these innovations and know the "look fors" when assessing the effectiveness of classroom teachers. It almost seems that they are</p>	<p>Heather Soja</p>	<p>Curriculum a</p>



trying to do too much.		
<p>What information will the school counselor provide to support the PEP? What other instructional staff or certified teachers will support the development of PEPs in areas of academic support?</p> <p>What service providers would be used during the SST phase?</p> <p>What do you know about the MTSS process and how does this state Framework fit into your plan?</p>	Buffy Fowler	Special Prog
<p>WRT EL students, please explain this statement: MCS may hire service providers to address the needs of the students. If none of the students were identified by the designated personnel, MCS would then administer the English Language Proficiency Assessment (ELP) placement test to determine the oral skill levels (i.e. Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP).</p> <p>Note: scores on the ACCESS test determine if a student exits the EL program.</p> <p>Does school expect to have a "team" of certified AIG teachers?</p>	Sherry Reeves	Special Prog
<p>Please provide specific interventions that MCS will employ for "at-risk" students.</p> <p>When will SST meet and discuss/make interventions?</p> <p>School psychologist was not mentioned in staff plan, please clarify.</p> <p>Please describe specific instructional programs, practices, and strategies MCS will employ to ensure the success of EL students.</p> <p>How do general ed teachers interact or teach EL students? It is unclear if contracted service providers will teach all EL student all day or not.</p> <p>It is mentioned "The School Administrator and the ESL teacher will monitor the program to make sure that each identified student receives the required services." ESL teacher is not in the staffing plan, nor budget so what is the plan for hiring ESL teacher?</p> <p>How will teachers be certified and trained in the Academic Intelligently Gifted (AIG) Program to create personalized plans for intellectually gifted students?</p> <p>Please describe how the AIG program will be monitored and evaluated to ensure its efficiency and the success of AIG students.</p>	Jessica Whalen	Special Prog
<p>At what point will you know that formal testing is needed to identify "learning deficiencies that may require EC identification"? If the student support team suspects that a student might have a disability, they would refer the student to the IEP team to see if further evaluations need to be conducted. It is the responsibility of the IEP team to determine if further evaluations are needed and what evaluations need to be done.</p>	Ginger Cash	Special Prog
<p>How will you ID and serve the needs of students with 504 plans?</p>	Deborah Brown	Special Prog
<p>When a student enrolls in your school, how will you know whether or not the student is a student with a disability and has a current IEP?</p> <p>Once records are received for a student with a disability, who and how will you review them for compliance?</p> <p>You state that screenings will be completed within 45 days of entering school. Will these screenings be done on all students? What screenings will be done? How will this be communicated to parents? What is the purpose of these screenings?</p> <p>If a student is suspected to have a disability by the SST or 504 committee, then the student should be referred to the IEP team, which may include the school psychologist. It is the IEP team's responsibility to determine the need for further evaluations. If further evaluations are needed, then it is the IEP team's responsibility to determine which ones are needed. Once the evaluations are completed, it is the responsibility of the IEP team, which may include the school psychologist, to determine eligibility for special education services under the fourteen disability categories.</p>	Ginger Cash	Exceptional
<p>Please detail who the SST/504 coordinator is and how they became the coordinator?</p>	Jessica Whalen	Exceptional

<p>It is mentioned: "The SST/504 Coordinator will convene a 504 Committee meeting with the parent/legal guardian to review the nature and severity of the impairment, its duration or expected duration and the impact of the impairment on the child's benefit from programs and activities offered by MCS. This may include a recommendation of the 504 Committee to refer the student (with parental consent) to the school psychologist for formal testing for any learning or behavioral disability classification under IDEA." There is no funds for a school psychologist in the budget nor is this position in the staffing plan, please detail hiring process of school psychologist.</p> <p>Please clarify: "Students will be screened and the data reviewed within 45 days of entering our school."</p>		
<p>Please clarify the following: "It will be the responsibility of the IEP team to develop the IEP for the child that consists of the child's present level of academic performance and functional performance, annual learning goals of the child, the child's progress, special education or related special services to be provided to the child, program modifications, and other accommodations for the child to help them meet the academic goals for the school year. Such related services for the exceptional child may include special transportation services and visual or hearing aids that may benefit the child inside the classroom." Who will actually be responsible for making the IEP's? The team or just the EC teacher?</p> <p>I am concerned that one EC teacher developing IEPs, monitoring, supporting, and evaluating 32 projected EC students is a lot of work. How will MC ensure the EC teacher is effectively tracking and supporting all 32 students on their own?</p> <p>Please detail specific strategies that MCS will employ to support students with disabilities.</p>	<p>Jessica Whalen</p>	<p>Exceptional</p>
<p>Please explain more about the continuum of services that will be available to students at your school. Inclusion is the only type of setting mentioned in the description.</p>	<p>Buffy Fowler</p>	<p>Exceptional</p>
<p>There should be specific examples of programs in addition to inclusion for supporting exceptional children. It is not clear what programs outside of inclusion will be provided. There are no details provided to indicate how dual language, technology, STREAM and other programs will be adapted for students with disabilities.</p>	<p>Heather Soja</p>	<p>Exceptional</p>
<p>How will the full continuum of services, including resource, separate, and home be provided?</p> <p>You mention that the IEP will be developed by the IEP team and reviewed at least once a year. How will you monitor the student's progress and report it to the parent?</p> <p>How, when, and where will the general education, special education, and related service staff have the opportunity to collaborate to address the needs of students with disabilities?</p> <p>What is your plan for providing related services such as Speech, Occupational Therapy, Physical Therapy, Transportation, etc?</p>	<p>Ginger Cash</p>	<p>Exceptional</p>
<p>Please detail the pedagogical approaches that MCS will implement to meet the needs of their diverse student body.</p> <p>It is not clear when the interventions will be administered for struggling students. Please detail when the proposed interventions will be administered, before the student is possibly retained, after the student is retained, or both.</p> <p>Please detail how the promotion of students with disabilities will be handled.</p> <p>Please discuss how and when communication to the students and parents will occur in retaining students or students that are in danger of being retained.</p> <p>What is the process to flag students that are in danger of being retained?</p> <p>It is not clear as to whether the goals are attainable. Please detail how your targeted students are performing in Lee County in the grades you will be serving.</p>	<p>Jessica Whalen</p>	<p>Student Perf</p>
<p>How will you monitor "social performance"? How will instructors use data to make classroom decisions?</p>	<p>Deborah Brown</p>	<p>Student Perf</p>

How will formative data drive instruction? Will teachers have appropriate time in their schedules to evaluate data and adjust accordingly?	Ashley Baquero	Student Perf
Will there be a separate promotion/retention policy for IEP/504 students? If so, how will that be communicated to parents?		
How will you use progress reports to measure success compared to Lee County Schools? "The school will provide a variety of pedagogical approaches that will meet the needs of our diverse student learners." Please describe these.	Buffy Fowler	Student Perf
What is Lee County's SPG?	Sherry Reeves	Student Perf
More details needed to show connection to overall mission and specific programs detailed in the instructional programs. More details are needed in assessment being used outside of the state tests. How will benchmarks be developed and assessed for quality? How will consistency be guaranteed so that data is valid and usable?	Heather Soja	Student Perf
What tools with the school use to monitor this progress on an incremental/interim basis between EOGs?	Steven Walker	Student Perf
What type of behaviors will result in a student being sent to the mindset room? Will these behaviors be clearly communicated to parents and staff?	Ashley Baquero	Student Cond
Insufficient explanation that demonstrates the applicant understands the due process that is required for OSS. Hopefully that will be included in the Handbook.	Steven Walker	Student Cond
Explain the discipline plan in more detail. What behaviors are teachers expected to handle in the classroom versus behaviors that merit an office referral or trip to the mindset room? Is school counselor expected to be on standby for the mindset room?	Sherry Reeves	Student Cond
When and how will yoga and mindfulness strategies be put into place. Will the counselor be the staffing the "mindset/sensory room"? Will the room be available at all times? Who else will staff the room? How is the mindset/sensory room different than in school suspension? Who will supervise students in in-school suspension?	Buffy Fowler	Student Cond
I am concerned that direct instruction is a primary instructional strategy for minority, low-income students. How will this instructional strategy reinforce expectations and provide opportunities for students to engage in positive behavior? How does this align with the increased use of technology in the classroom?  How will yoga/mindfulness be incorporated?  Who will conduct in-school suspension?  Please detail disciplinary interventions/strategies teachers will use before sending a student out of class.  Please detail how students with disabilities and EL students are disciplined appropriately.	Jessica Whalen	Student Cond
How will you measure whether the use of yoga and mindfulness in schools will be effective? How will the teachers incorporate these techniques?	Deborah Brown	Student Cond
There is a lack of focus in the education plan causing concern about how effective the school will be. The school needs to decide exactly what their focus is and build upon that for students with highly effective, research-based teaching strategies. Dual language, STREAM, and a heavy technology-centered classroom seem to be an overwhelming approach that may lose its effectiveness. A great deal of professional development will be required regularly. More clarity of the daily structure and training of teachers is needed to increase the confidence of success.	Heather Soja	Certify Educ

Reviewer	Score
Alex Quigley	
Tammi Sutton	
Ashley Baquero	Pass
Bruce Friend	
Buffy Fowler	Pass
Cheryl Turner	Pass
Danielle Allen	

Deborah Brown	Pass
Steven Walker	Pass
Stephenie Clark	
Sherry Reeves	Fail
Shannon Stein	Pass
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	Fail
Lindalyn Kakadelis	
Joe Maimone	
Heather Soja	Fail
Ginger Cash	
Alan Hawkes	

#### **IV. GOVERNANCE and CAPACITY**

(No more than ten total pages in this section)

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

##### **Governance:**

##### **School Governing Body:**

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

The municipality must be officially incorporated by the NC General Assembly upon application submission.

*Name of Private NonprofitMunicipality:* MINA's Place

*Mailing Address:* 3125 Hickory Hill Dr

*City/State/Zip:* Sanford NC 27330

*Street Address:* 3125 Hickory Hill Dr

*Phone:* 252-671-0427

*Fax:* 919-776-0218

*Name of registered agent and address:* Shawn E. Williams  
3125 Hickory Hill Dr  
Sanford, NC 27330

*FEDERAL TAX ID:* 81-1813491

##### **Tax-Exempt Status 501 (c)(3)**

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

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

No

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

##### **Governance and Organizational Structure of Private Non-Profit Organization:**

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. Its members should reflect the

ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the founding members of the nonprofit organization. Please complete the table provided depicting the members of the board that will oversee the proposed school.

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

**Please provide the following in this location of the APPLICATION:**

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

The Board shall have a supervisory role with respect to the schools lead

administrator. The Board has chosen Dr. Stella Farrow a well-respected and retired educator from Lee County with over 30 years of experience, as the Lead Administrator for MINA Charter School. For all future hires, recruitment of the lead administrator will include federal, state, and area job postings online, educational printed publications, and classified advertising with the Employment Security Commission. Qualified applicants will be interviewed, undergo reference and background checks, and demonstrate a combination of leadership, experience, and education. The Board will focus its search on applicants with combinations of education, prior school administration experience and/or appropriate instructional experience. The Board will hire/fire, evaluate and determine the compensation for the Lead Administrator. The Lead Administrator hires, supervises, evaluates and makes compensation decisions within budgetary parameters set by the Board.

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

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

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

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

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

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

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

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

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

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

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

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

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



policy handbooks as needed throughout the year. The implementation of those policies will be delegated to the Lead Administrator. Policies that affect school outcomes, students, and family experiences related to the achievement of desired outcomes, and/or the resources/finances required to achieve those outcomes will remain the focus of Board policy-making.

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

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

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

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

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

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

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

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

Step 2.

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

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

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

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

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

**Governance and Organizational Structure of Private Non-Profit Organization (continued)**

**Include in the Appendices:**

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

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

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

**X Not Applicable**

**Private School Conversions: complete ONLY if the proposed charter is a private school conversion.**

**Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.**

**X Not Applicable**

**Applicable" and follow the direction #3 in the Application Specifications.** Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

**X Not Applicable**

**Projected Staff:**

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

		Year 1	Year 2	Year 3	Year 4	Year 5
Admin/Support						
Principal	1	1	1	1	1	
Assistant Principal	0	0	1	1	1	
Book Keeper/Finance	1		1	1	1	1
Office Manager/Clerical		1		1	1	1
Counselor	1	1	2	2	2	
School Resource Officer		0		0	0	1
Nurse	0	.5	1	1	1	
Food Service/Custodian		2		2	2	3

**Instructional Personnel Salaries**

Core Content Teachers	14		18	22	26	28
Elective Teachers	3	3	3	3	3	
Exceptional Child Teachers	1		1.5	2	2	3
Teacher Assistants	9	10	10	10	10	
<b>Total Personnel</b>	<b>33</b>	<b>39</b>	<b>46</b>	<b>52</b>	<b>55</b>	

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

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

MCS has the goal of recruiting, retaining and supporting high-performing teachers. All Beginning Teachers (BT) within their first 3 years of teaching on a state issued Standard Professional (SP) 1 License will be assigned a

mentor/buddy teacher at MCS. A mentor teacher will be identified as a full-time or part-time teacher on an SP-2 Teaching license with at least an Above Standard rating (or Accomplished rating under NCEES evaluation program). The role of a mentor will be to promote the growth and development of the beginning teacher to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship.

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

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

*2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

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

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

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

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

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

MCS employees will be employed as "at will" and as such may be non-renewed at the end of the year with or without cause. Employees of MCS may decline to continue in their position the following year if they so choose to resign. Dismissal before the end of the contract year for poor performance

is only as a last resort after the school administrator has consulted with the employee and provided substantive written feedback. Other related and supportive evidence includes the Professional Development Plan for certified teachers and classified employees written evaluation feedback mid-year and end-of-year. Violations of laws and policies pertinent to employment are cause for immediate dismissal which may include drug/alcohol abuse, criminal activity, or other related violations identified within (G.S. 115C-325).

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

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

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

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

6. *Provide the procedures for employee grievance and/or termination.*

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

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

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

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

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

Step 4: Appeals of the decision of the School Administrator (or designee) must be in writing and made to the Chairperson of the Board of Directors.

The Board shall consider the appeal at its next regularly scheduled meeting or within 15 days, whichever occurs earlier. The Board shall render a decision within 5 business days of their meeting. The decision by the Board shall be final and cannot be appealed further.

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

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

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

1 Teacher Assistant will serve as the ISS coordinator.

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

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

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

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

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

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

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

\* Our Electives/Specialty Teachers (3) will work with the schools leadership team to implement and evaluate arts & specialty integrated lessons into the STREAM (Science, Technology, Reading, Engineering, Arts, & Math) curriculum. Responsibilities will include participation in planning of PD for the staff to ensure quality of arts & STREAM integration, assessment, and curriculum mapping; creating an awareness for the arts & STREAM programs into our

schools PLC community and beyond; networking with other outside specialists and other arts programs in the area; working directly with parents to support the arts; acting as a resource person for the faculty; and supporting arts-related cross-curricular activities.

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

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

### **Staff Evaluation and Professional Development**

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

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

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

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

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

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

At MCS, the goal is to not only prepare our students for meeting high school

graduation requirements, but to also prepare them for being lifelong learners, innovative thinkers, and good citizens in a global, diverse, and technologically-advancing world. Our instructional plan promotes critical-thinking and problem-solving, collaboration, agility and adaptability, effective oral and written skills, individual initiative, accessing and analyzing of information, and curiosity and imagination. These are key components of skills our students will need to become contributing citizens in this global society. MCS will provide a greater opportunity for the sharing of experiences and best practices among teachers and staff that allow for higher quality education for all students. What MCS will provide within the instructional plan and strategies is an opportunity for teachers to find the knowledge and skills that students should have to ensure their smooth transition and readiness from one academic grade level to the next. The goal for the school is to have students both college and career-ready upon the completion of high school. MCS prides itself in providing students the application of knowledge through higher-order thinking that coincides with the instructional strategies already mentioned in the previous section of this proposal. The school's focus will be on the academic preparedness for all students and the real-life application of that knowledge.

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

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

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

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

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

- \* An Individual Teacher Self-Assessment using the same evaluation instrument that will be used by the school administrator within the State's NCEES



system.

\* Three identified Teacher Performance Goals (one of which is the schools overall adopted goal within the School Improvement Plan). For each of the three adopted goals, the teacher will develop his or her own strategies, actions, and measurements for which he or she will implement and follow in an effort to meet the goals by the end of the school year.

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

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

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

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

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

needs of students. The schools smaller class sizes will allow for teachers to create and to implement inspiring lessons that offer differentiated instruction to address the academic needs of each student. The technological platforms selected by teachers will motivate and empower them to further improve their professional development and to remain on the cutting edge of curriculum development for enhancing the student learning experience inside the classroom.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

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

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

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

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

MCS board members and volunteers are actively engaged in many organizations and aspects of Lee County life. Many are natives or life-long residents who are committed to the success of MCS and the impact our school can have for

many traditionally disadvantaged segments of our population. In many cases, our board members and volunteers have developed strong connections with organizations and leaders who specifically serve in these communities. We are building active relationships with area churches, pre- and after-school programs, service organizations, pediatric care providers and social groups, who are interested in working with us. Several organizations are eager to help spread the news and to promote specific activities we will undertake from the moment we receive our charter.

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

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

## **Parent and Community Involvement**

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

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

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

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

\* School Webpage, Social Media and Electronic Newsletters: Creating a user-friendly webpage for MCS will allow for the dissemination of more information that will keep parents and other community stakeholders informed

and engaged prior to the opening of MCS. The website will include links informing parents of future community forums/meetings, instructions on how to apply for student enrollment, a description of the schools mission and vision, and a link to communicate with the schools principal and staff. Monthly electronic newsletters will keep parents and the community informed and updated. Along with updates via the schools webpage, MCS will also use social media such as Facebook, Instagram, and Twitter to keep parents and the community updated on the development of MCS prior to opening for students in fall 2019.

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

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

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

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

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

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

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

## **Admissions Policy**

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

1. *Tentative dates for the open enrollment application period, enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdrawals and transfers.*

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

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

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

If a student withdraws from the school and enrolls in a study program overseas, that student will be accepted back into the school upon his or her return. If a student withdraws and attends another public school and then comes back to enroll, that student would be subject, if needed, to the

lottery process. Any student that requests to withdraw from the school will have to fill out a form stating the next school they will attend, if known, so that school records could be forwarded. If possible, that student and parent will have an exit interview either with the School Administrator or designee.

**Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No:

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

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

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

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

**PROJECTED ENROLLMENT**

**Year 1 through Year 5**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Lee County Schools

LEA #2

LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

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

X

<b>Section IV: Governance and Capacity Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
<p>Section states there are 13 board members but only 12 are listed. How does asking each board member to make a monetary donation prevent a diverse board?</p> <p>The bylaws states the mission being much more than a charter school. Bylaws states the mission is to help people with their spiritual needs. Please explain. It also states that it will help with housing and assisting seniors find a safe place during the day. How does this fit into the charter school and is this board an organization that is running more than an afterschool program as mentioned in the introduction?</p>	Buffy Fowler	Governance a
<p>Dr. Stella Farrow has been chosen as lead administrator - What is her technology background?</p>	Lynn Kroeger	Governance a
<p>Q#2-Failed to address how the administrator and school success will be measured? Please detail how the board will evaluate the lead administrator.</p> <p>Please identify the key skills and areas of expertise that will be represented on the board.</p> <p>Please explain how the board will ensure the success of the school and school leader.</p> <p>How will the board engage parents?</p> <p>Please elaborate more on why the board members were chosen and what specifically they will bring to MCS to ensure success.</p> <p>How will special board meetings be called?</p> <p>How will the community, parents, and students submit comments or provide input to the board? What is the process to do this?</p> <p>How will a parent-driven PTO be ensured with the targeted demographic MCS plans to serve?</p>	Shannon Stein Jessica Whalen	Governance a Governance a
<p>Article 3 Section 10 of the Bylaws is in apparent conflict with the Open Meetings Laws of NC.</p> <p>I have some concerns on the background checks. There was one DWLR with no corresponding reason why the license was suspended/revoked. It makes me wonder about the completeness of the background checks.</p>	Steven Walker	Governance a
<p>Five board members live outside of Lee County. Will this create a hardship on board meeting attendance? Application lists 12 board members but narrative says there are 13. Who is the other member? What is the fiduciary requirement for board members?</p>	Sherry Reeves	Governance a
<p>How will the board evaluate the success of the school and the school leader?</p> <p>The bylaws state that board members are expected to act with traditional spiritual morals? Please elaborate.</p> <p>The bylaws include purposes related to housing counseling and senior care. Besides the proposed charter school, what activities does this board oversee?</p>	Ashley Baquero	Governance a
<p>N/A</p>	Shannon Stein	Proposed Man
<p>N/A no EMO or CMO proposed</p>	Deborah Brown	Proposed Man
<p>Q#6: Failed to address employee termination procedure?</p>	Shannon Stein	Staffing Pla
<p>Who handles medication and health issues in year 1 since there will be no nurse? Year 2 is only .5.</p>	Sherry Reeves	Staffing Pla



<p>Throughout the previous sections the services of a school psychologist are mentioned but there is no school psychologist listed in the projected state. How can 3 elective teachers rotate 14 classrooms in less than 1 1/2 hours each day?</p>		
<p>Will staff be paid for Master's degrees when the degree is required?  Is it realistic to only have one EC teacher for the size of the school and range of grades with no plans for pull out? How will one EC teacher serve all EC students in the different classrooms? Counselor not listed in positions Earlier in the application it stated the Counselor would also serve in the mindset room.</p>	Buffy Fowler	Staffing Pla
<p>Given the high demand for some teaching areas (sciences/math and EC for example) what is your plan for recruiting and retaining from those areas? Will you encourage non-licensed staff to work towards licensure?</p>	Deborah Brown	Staffing Pla
<p>Please detail which staff member is conducting all of the Professional Development?  How will teachers be coached and mentored?  I am concerned that the principal will be observing and coaching all of the teachers (27). How will MCS ensure teachers are evaluated and coached effectively and efficiently?  How will the recruitment strategies ensure a diverse staff? How will MCS recruit fr STEAM positions?  It is mentioned: "All Beginning Teachers (BT) within their first 3 years of teaching on a state issued Standard Professional (SP) 1 License will be assigned a mentor/buddy teacher at MCS. A mentor teacher will be identified as a full- time or part-time teacher on an SP-2 Teaching license with at least an Above Standard rating (or Accomplished rating under NCEES evaluation program). " MCS will be a new school, how will MCS ensure enough mentor teachers are hired to have an adequate mentoring program?  As MC interviews prospective teachers, how will MCS determine each candidate's instructional expertise? How will MCS ensure the school administrator can conduct full, adequate reference checks for each candidate?  A teaching assistant is supposed to run ISS, how will this work with their present duties and affect the classroom that he or she is normally assigned to assist?  If all students are supposed to speak three languages fluently, bi-lingual teacher certifications are not mentioned.  It is mentioned that "In anticipation of the potential 13 percent enrollment of exceptional children (EC) students, MCS will employ at least one qualified EC teacher. If the potential EC student enrollment increases, MCS will add at least 1 additional EC teacher for meeting student needs, as well as maintaining a minimal EC student case load." Currently, MCS is anticipated 32 students for one EC teacher.</p>	Jessica Whalen	Staffing Pla
<p>Is 35k a reasonable salary for a finance officer?  You've projected enrollment of 252 students. Does 1 EC teacher, who also acts as EC facilitator, seem like a reasonable number?  Have you considered the need for an ELL/ESL instructor/administrator? You previously stated that the Lee County School District has seen a 32.8% growth in the Hispanic student enrollment since 2000. This would indicate you will have students that qualify for an ELL program. How will you facilitate the ELL assessments previously described with no ELL instructor/admin?  Have you considered that the TA that also serves as ISS coordinator may not be able to do both roles? What if you need a full-time adult in the mindset/ISS rooms?  You've stated the EC teacher will need a master's degree. Is the proposed salary</p>	Ashley Baquero	Staffing Pla

competitive enough to attract high quality candidates?		
Dual language nor specific professional development in STREAM integration is detailed in this component of the application. Further, there are no specific details around technology-centered classrooms. Finally, PBL requires years of practice for mastery and effectiveness in classrooms. Concerned about so many instructional programs.	Heather Soja	Staff Evalua
How will your mentors be trained?	Deborah Brown	Staff Evalua
PD for instructional strategies will be on-going throughout the school year. How then can they be effectively utilized from the start if they have not been taught to the teachers prior to school beginning?	Sherry Reeves	Staff Evalua
You reference staff having a "minimum of two hours each of the five days" for PD; is that the teachers classroom prep time?	Shannon Stein	Staff Evalua
How will the mentoring program be evaluate to ensure success?  Will beginner teachers have the opportunity to switch mentors if it is deemed that the present mentor is not working? How is this determined?  Please describe the core components of PD plan that will occur during the year and the extent it will be conducted internally and/or externally.  When will mentoring between teachers happen?  Please explain rationale behind PD strategies chosen for teacher workdays.  When/how will teachers participate in PD online? Through what avenue?	Jessica Whalen	Staff Evalua
Will Facebook reach all prospective families?	Sherry Reeves	Marketing Pl
The large number of board members may help in the marketing effort.	Steven Walker	Marketing Pl
How ill you reach families who may not be active online or in social media? How will you reach families where English may not be the first language?	Deborah Brown	Marketing Pl
How will you communicate with non-English speaking families? You've referenced a large Hispanic population in the County, how will you make sure those families can access school communications?	Ashley Baquero	Parent and C
How will you reach non-English speakers, families with non traditional work schedules, or families who are not active or do not have access to online resources?	Deborah Brown	Parent and C
How will MCS engage parents to participate in community-based PLC?  Many of MCS's parental involvement strategies include transportation, coming to school, accessibility to internet, and a lot of time and effort. How will you ensure low-income parents are able to access these opportunities?	Jessica Whalen	Parent and C
Be mindful of all parents and students served. It is mentioned that "MCS will have applications for admission to be picked up at the school or filled out and returned on the school website. Throughout the year, in addition to the open enrollment period, MCS will participate in community events and sponsor events that will allow students to enroll during that time." How can you ensure all parents are able to easily access applications?  Please explain the difference in the following quote: "If a student withdraws from the school and enrolls in a study program overseas, that student will be accepted back into the school upon his or her return. If a student withdraws and attends another public school and then comes back to enroll, that student would be subject, if needed, to the lottery process." Why if a student moves overseas and comes back, they are also not subject to a lottery?	Jessica Whalen	Admissions P
Enrollment is very aggressive given the population of the LEA.	Steven Walker	Projected St
If MCS doesn't hit enrollment, how will the staffing plan be adjusted?	Jessica Whalen	Projected St
N/A	Deborah Brown	Weighted Lot
N/A	Shannon Stein	Weighted Lot

Reviewer	Score
Alex Quigley	

Alan Hawkes	
Ashley Baquero	Pass
Bruce Friend	
Buffy Fowler	Pass
Cheryl Turner	Pass
Danielle Allen	
Deborah Brown	Pass
Steven Walker	Fail
Ginger Cash	
Heather Soja	Pass
Joe Maimone	
Lindalyn Kakadelis	
Lynn Kroeger	Fail
Phyllis Gibbs	
Jessica Whalen	Fail
Shannon Stein	Pass
Sherry Reeves	Pass
Stephenie Clark	
Tammi Sutton	

## V. OPERATIONS

### Transportation Plan:

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

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

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

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

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

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

**School Lunch Plan:**

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

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

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

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

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

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

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

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$2,000,000	\$1,172.00

Officers and Directors/Errors and Omissions		\$1,000,000	\$2,898.00
Property Insurance		\$1,000,000	\$600.00
Motor Vehicle Liability		\$1,000,000	\$1,100.00
Bonding Minimum/Maximum Amount	\$1	\$250,000	\$625.00
Other		\$500,000	\$4,478.00
Total Cost			\$10,873.00

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

**Health and Safety Requirements:**

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

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

shawnwil 09/27/2018

(Board Chair Signature)

(Date)

**Facility:**

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

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

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

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

The property is a former retail establishment consisting of a 39,600 square foot building located on approximately 11.2 acres within the southeastern city limits of Sanford. The property can be developed in phases to accommodate the anticipated needs and growth of MCS. The property covers an entire city block with opportunities for the implementation of traffic

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

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

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

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

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

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<b>Section V: Operations Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
I am concerned 3 buses is not enough for 252 students.  Preferred Meal is responsible for supplying meals to MCS on a daily basis and will provide training for the school's staff on operations, preparations, and distributions of students meals. However, this is not clear in the budget.	Jessica Whalen	Certify Oper
Who will staff the school before and after the school day starts/ends? Will 3 buses be sufficient for a projected student population of 65%+ economically-disadvantaged?	Sherry Reeves	Transportati
I am concerned that only 3 buses will not be enough for 252 students.  It is mentioned that "MCS is anticipating an instructional day that starts at approximately 8:00 a.m. and ends at approximately 2:25 p.m. However, the doors for the school will open at 7:00 a.m. and remain open till 4:30 p.m. for parents and guardians." What programs or things can students do while waiting for parents? Who will be watching them?	Jessica Whalen	Transportati
Who will supervise students that are dropped off early/remain after school dismisses? Will this be additional salary as it amounts to over 3 additional hours per day?	Ashley Baquero	Transportati
It is unclear how the entire lunch program is administered and paid for.  Please detail how teaching assistants will provide assistance during lunch. How will this affect their current duties?  When will Preferred Meals provide training for the operations, preparations, and distribution of school lunch?	Jessica Whalen	School Lunch
Can 2 staff members sufficiently prepare and serve breakfast and lunch?	Sherry Reeves	School Lunch
It is unclear when renovation to the school will be happening.	Jessica Whalen	Facility and
The facility does appear adequate.	Steven Walker	Facility and
Who is providing the funding to purchase and renovate the property? (~\$5 million) What is MINAs Place in relation to MINA Charter School? Is board chair pastor of God's Promise Church? Will this create a conflict of interest between church and current after schoool program? (Contingent facility location)	Sherry Reeves	Facility and
How have you secured funding for Phase #1 given acceleration plans? (i.e. \$4M)	Shannon Stein	Facility and

<b>Reviewer</b>	<b>Score</b>
Steven Walker	Pass
Tammi Sutton	
Danielle Allen	
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Ashley Baquero	Pass
Alan Hawkes	
Alex Quigley	
Ginger Cash	
Heather Soja	Pass
Joe Maimone	
Lindalyn Kakadelis	
Lynn Kroeger	Fail
Phyllis Gibbs	
Jessica Whalen	Fail
Shannon Stein	Pass
Sherry Reeves	Pass
Stephenie Clark	
Deborah Brown	Pass



## VI. FINANCIAL PLAN

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

### Budget: Revenue Projections from each Year 1

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

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

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

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

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

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

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1530 - Lee County Schools

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

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**Total Budget: Revenue Projections Year 1 through Year 5**

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

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

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

**Personnel Budget: Expenditure Projections Year 1 through Year 5**

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

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

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Teacher Assistants	9	\$21,500	\$193,500	10	\$25,375	\$253,750	10	\$25,756	\$257,560	10	\$26,142	\$261,420	10	\$26,534	\$265,340
B - Total Instructional Personnel:	27		\$931,500	31.5		\$1,161,695	38		\$1,475,476	41		\$1,650,282	44		\$1,834,304
A+B = C - Total Admin, Support and Instructional Personnel:	33		\$1,167,500	38		\$1,425,375	47		\$1,851,922	52		\$2,106,543	55		\$2,304,252
Administrative & Support Benefits															
Health Insurance	6	\$4,490	\$26,940	6	\$4,625	\$27,750	9	\$4,764	\$42,876	11	\$4,907	\$53,977	11	\$5,054	\$55,594
Retirement Plan--Other	6	\$3,540	\$21,240	6	\$3,955	\$23,730	9	\$3,764	\$33,876	11	\$3,733	\$41,063	11	\$3,845	\$42,295
Medicare	6	\$570	\$3,420	6.5	\$588	\$3,822	9	\$606	\$5,454	11	\$601	\$6,611	11	\$619	\$6,809
Social Security	6	\$2,439	\$14,634	6.5	\$2,515	\$16,348	9	\$2,593	\$23,337	11	\$2,572	\$28,292	11	\$2,649	\$29,139
Unemployment	6	\$410	\$2,460	6.5	\$487	\$3,166	9	\$502	\$4,518	11	\$498	\$5,478	11	\$513	\$5,643
D - Total Admin and Support Benefits:			\$68,694			\$74,815			\$110,061			\$135,421			\$139,480
Instructional Personnel Benefits:															
Health Insurance	27	\$4,490	\$121,230	31	\$4,625	\$143,375	37	\$4,764	\$176,268	41	\$4,907	\$201,187	44	\$5,054	\$222,376
Retirement Plan--Other	27	\$3,105	\$83,835	31	\$3,373	\$104,563	37	\$3,483	\$128,871	41	\$3,623	\$148,543	44	\$3,752	\$165,088
Social Security	27	\$2,139	\$57,753	31.5	\$2,287	\$72,041	37	\$2,340	\$86,580	41	\$2,496	\$102,336	44	\$2,585	\$113,740
Medicare	27	\$500	\$13,500	31.5	\$535	\$16,853	37	\$561	\$20,757	41	\$584	\$23,944	44	\$604	\$26,576
Unemployment	27	\$414	\$11,178	31.5	\$443	\$13,955	37	\$464	\$17,168	41	\$483	\$19,803	44	\$500	\$22,000
E - Total Instructional Personnel Benefits:			\$287,496			\$350,786			\$429,644			\$495,813			\$549,780
D+E = F - Total Personnel Benefits			\$356,190			\$425,601			\$539,705			\$631,234			\$689,260
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	6		\$304,694	6.5		\$338,495	9		\$486,507	11		\$591,682	11		\$609,428
B+E = H - Total Instructional Personnel (Salary & Benefits)	27		\$1,218,996	31.5		\$1,512,481	38		\$1,905,120	41		\$2,146,095	44		\$2,384,084
G+H = J - TOTAL	33		\$1,523,690	38		\$1,850,976	47		\$2,391,627	52		\$2,737,777	55		\$2,993,512

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PERSONNEL															
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**Operations Budget: Expenditure Projections**  
**Year 1 through Year 5**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	Administrative & Support:					
Office:	Office Supplies	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Computers & Software	\$5,000	\$600	\$600	\$600	\$600
	Communications & Telephone	\$2,400	\$2,600	\$2,800	\$3,000	\$3,000
	Copier leases	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
Professional Contract	Legal Counsel	\$2,500	\$3,000	\$3,000	\$3,000	\$3,000
	Ec Services	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000
	Financial	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Facilities	Facility Lease/Mortgage	\$135,000	\$350,000	\$350,000	\$350,000	\$350,000
	Maintenance	\$6,000	\$14,000	\$20,000	\$20,000	\$20,000
	Custodial Supplies	\$3,000	\$3,500	\$4,000	\$4,500	\$45,000
	Insurance (pg19)	\$10,873	\$10,873	\$10,873	\$10,873	\$10,873
Utilities	Electric	\$20,000	\$32,400	\$37,800	\$43,200	\$48,600
	Water/Sewer	\$5,250	\$8,000	\$9,000	\$10,000	\$10,000
	Trash	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Transportation	Buses	\$21,000	\$0	\$7,000	\$0	\$0
	Gas	\$9,450	\$12,600	\$15,750	\$15,750	\$15,750
	Oil/Tires & Maintenance	\$26,250	\$35,000	\$35,000	\$35,000	\$35,000
Other	Marketing	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000
	Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Classroom Technology	Lease Of Technology Equipment	\$20,000	\$30,000	\$30,000	\$30,000	\$30,000
Other	Lease Of Furniture - Classroom/Office/Cafeteria	\$22,500	\$30,000	\$30,000	\$30,000	\$30,000
	Administrative Allowance	\$15,000	\$20,000	\$20,000	\$20,000	\$20,000
	<b>K - TOTAL Administrative &amp; Support Operations</b>	<b>\$337,823</b>	<b>\$586,173</b>	<b>\$614,423</b>	<b>\$619,523</b>	<b>\$670,423</b>
	Instructional:					
Classroom Technology	Instructional Technology	\$6,000	\$10,000	\$10,000	\$10,000	\$10,000
Instructional Contract	Staff Development	\$8,400	\$16,000	\$18,000	\$20,000	\$20,000
Books and Supplies	Instructional Materials	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	Curriculum/Texts	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
	Copy Paper	\$3,600	\$7,000	\$8,000	\$9,000	\$9,000
	Testing Supplies	\$6,000	\$11,000	\$13,000	\$16,000	\$16,000

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	L - TOTAL Instructional Operations	\$35,500	\$55,500	\$60,500	\$66,500	\$66,500
	K+L = M - TOTAL OPERATIONS	\$373,323	\$641,673	\$674,923	\$686,023	\$736,923

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**Overall Budget:**

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

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

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

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

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

*Provide the break-even point of student enrollment.*

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

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

If MCS is not able to achieve the break-even student enrollment number of 216 students for initial school year, then we would reduce our operational budget by reducing the number of teachers across all grade levels by 1 in



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

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

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

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

1:18

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

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

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

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

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

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

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

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

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

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

No.

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

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

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

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

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

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

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

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

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

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

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

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

MCS will provide a curriculum that offers a breadth and depth that is not currently being offered in Lee County. The curriculum which is going to be offered is a dual language program that includes science, technology, reading, engineering, arts and math (STREAM). In addition, our class sizes will be smaller than the school system and will have non-traditional

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classrooms that will include sofas, loveseats, active seats, and tables, in addition to traditional desks; moreover, we will build upon the relationships established in the early grades by offering two year looping for grades K-1 and 2-3.

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<b>Section VI: Financial Plan Concerns and Additional Questions</b>	<b>Reviewer</b>	<b>Page Reference</b>
Operations budget is unrealistic. Instructional supplies, technology, fuel, and other areas have been funded to low.	Heather Soja	Certify Fina
How did you project 32 EC students? Are your plans to hire one EC teacher sufficient with this number of EC students?	Ashley Baquero	Budget Reven
Total budgeted revenue in years 2-5 is aggressive at more than 4% or more per year in dollars per student	Lynn Kroeger	Total Budget
What does "other funds" and "working capital" include? Where is this money coming from?  How does MCS plan to pay for things before students are funded by the state (i.e. before MCS has students enrolled)? The Exceptional Children Federal funds will not be provided until year 2 as this is based off prior enrollment.	Jessica Whalen	Total Budget
other funds or working capital?	Deborah Brown	Total Budget
Concerns: low salary for finance officer (what are duties?); part-time custodian; no nurse; counselor pay less than teacher but requires advance degree; only 3 elective teachers for 252 students; 1 EC teacher to serve 13% of student body while also completing all federal paperwork requirements; no support services in budget; no technology staff; personnel budget with these deficits is \$1.5 million.	Sherry Reeves	Personnel Bu
The average teacher salary seems low unless most of the teachers will be beginning teachers. Beginning teachers will need a great deal of training to implement all of the instructional programs planned for this school.	Heather Soja	Personnel Bu
How will you recruit and retain in high demand areas of teaching? Can you offer bonuses or high pay if you have difficulty finding quality teachers?	Deborah Brown	Personnel Bu
Utilities do not appear to be realistic. How was this amount determined? Doesn't appear to have audit fee or IT services budgeted	Lynn Kroeger	Personnel Bu
What does the food service staff entail? Is this Preferred meals or does MCS employ staff?  There is not an ESL teacher or psychologist in the budget.	Jessica Whalen	Personnel Bu
Is \$35,000 adequate for the finance officer given that you have only budgeted \$3000 for financial professional contracts? (i.e. who will do the bulk of your day to day, state reporting, ISIS, etc.)	Shannon Stein	Personnel Bu
Utilities do not appear to be realistic. How was this amount determined?  Doesn't appear to have audit fee or IT services budgeted	Lynn Kroeger	Operations B
Transportation budget # will not support transportation plan outlined.  Curriculum and Text budget # would only support one subject textbook series.	Shannon Stein	Operations B
The operations budget is underestimated for a new school. Between the lease and the budgeted technology, there is not enough earmarked for a school that will be technology-centered.	Heather Soja	Operations B
For EC Services, do you have enough money budgeted to cover psychological services, including evaluations, and other related services such as Speech, Occupational Therapy, Physical Therapy, etc?	Ginger Cash	Operations B
Concerns: costs for office supplies, copier lease, mortgage/lease, maintenance, buses (budget is nonexistent after year 1), lease of technology and furniture (less than \$100 per student for year), staff development, books and supplies (virtually nonexistent).	Sherry Reeves	Operations B
What plan in place to acquire the facilities with only 135k the first year? Is there outside funding or an assurance of a loan/mortgage?  Explain the breakdown of INstructional supplies. This does not seem to correlate with a new school needing all materials.	Buffy Fowler	Operations B
Instructional tech may be low given the age of the students and the amount of repairs and upkeep that may be needed.	Deborah Brown	Operations B

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<p>Transportation costs are nonexistent in year 4 and 5. How many buses does MCS plan to have in year 3 and will this adequately support student population growth in years 4 and 5?</p> <p>How many computers are included in the "lease of technology equipment" in order to ensure 1:1 technology for students and a sufficient amount for school personnel?</p> <p>What is included in "instructional technology"?</p> <p>The budget does not include yearly audit. How much will this cost?</p>	Jessica Whalen	Operations B
<p>Do the technology costs account for the stated 1:1 program for the projected 252 students? Technology expenditures seem low given the stated curriculum/educational plan goals.</p>	Ashley Baquero	Operations B
<p>Concerns about acquiring property with only 135K set aside. Supplies/furniture cost do not seem reasonable.</p>	Buffy Fowler	Total Expend
<p>Disagree with operations budget.</p>	Heather Soja	Total Expend
<p>Surplus is extremely low especially considering the gaps in the expenditures previously noted.</p>	Sherry Reeves	Total Expend
<p>Financial audit, ESL teacher, school psychologist, and other funds are not included in the budget.</p>	Jessica Whalen	Total Expend
<p>Year 3 has significantly higher revenues per student that is why there is a surplus. Without that projected 10% increase in ADM the budget would be closer to break-even which is concerning</p> <p>Budget is very tight with year 1 surplus \$35,000 and revenues in Year 3-5 are aggressive on the increase per student amount</p>	Lynn Kroeger	Total Expend
<p>I'm very concerned about the small amount of wiggle room in the budget in year 1 and 2.</p>	Steven Walker	Total Expend
<p>Please elaborate on what instructional supplies entails?</p> <p>It is mentioned that "If necessary, MCS will continue to find ways to meet our schools financial needs by reducing the budget allocation for technology and to consider either used or refurbished technology devices to meet the immediate technological needs for the school." How will this affect the 1:1 technology ratio and technology driven mission that is promised?</p> <p>There is no working capital or other funds listed in the budget. How does MCS plan to pay for things before students are funded by the state (i.e. before MCS has students enrolled)?</p> <p>How does your budget adequately reflect the use of technology?</p> <p>"To achieve the 5% fund balance, MCS Board of Directors will have a major fund raising event annually, along with the solicitation of Community and Corporate sponsorships." What are the next steps if this is not achieved?</p> <p>What are the specific renovation costs as more students come each year?</p>	Jessica Whalen	Budget Narra
<p>Is a 1/2 time custodian reasonable in year #1 to keep up with needed maintenance? (trash removal, waxing, minor repairs/replacement)</p>	Shannon Stein	Budget Narra
<p>Break even number is close to projected enrollment.</p> <p>How does reducing staff affect the school's plan to keep classroom sizes at 1:18.</p>	Sherry Reeves	Budget Narra
<p>If you need to fall on a contingency plan, at what point does reducing your teacher staff impact your mission and the quality of your program?</p>	Deborah Brown	Budget Narra
<p>How will you cut a teacher and keep the 1 to 18 after students are notified of a spot in the school?</p>	Buffy Fowler	Budget Narra
<p>Who is specifically responsible for accounting responsibilities, writing checks, etc.?</p>	Jessica Whalen	Financial Au
<p>What is your "through description" of how an independent audit would happen?</p>	Deborah Brown	Financial Au

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There is no specific plan for separation of duties.	Heather Soja	Financial Au
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<b>Reviewer</b>	<b>Score</b>
Steven Walker	Fail
Deborah Brown	Pass
Danielle Allen	
Cheryl Turner	Pass
Buffy Fowler	Pass
Bruce Friend	
Ashley Baquero	Pass
Alan Hawkes	
Alex Quigley	
Ginger Cash	
Tammi Sutton	
Stephenie Clark	
Sherry Reeves	Fail
Shannon Stein	Pass
Jessica Whalen	Fail
Phyllis Gibbs	
Lynn Kroeger	Fail
Lindalyn Kakadelis	
Joe Maimone	
Heather Soja	Fail

**VII AGREEMENT PAGE**

**Application Fee:**

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

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

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

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

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

shawnwil

Date: 09/29/2018

**Applicant Signature:**

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

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

Print/Type Name: shawnwil

Board Position: President

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

Date: 09/29/2018

Sworn to and subscribed before me this



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\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

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

\_\_\_\_\_  
Official Seal

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

## **OVERALL ASSESSMENT**

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total External Evaluator Votes</u></b>	
<b>No</b>	<b>Yes</b>

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<b><u>Total Subcommittee Votes</u></b>	
<b>No</b>	<b>Yes</b>

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<b><u>CSAB Votes</u></b>	
<b>No</b>	<b>Yes</b>

***Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.***

<b><u>Initial Screening</u></b>
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<b>Mission, Purposes, and Goals</b>	Note: applicant selected "I do not certify" and is a repeat applicant. - stephenie_clark
<b>Education Plan</b>	Note: applicant selected "I do not certify" and is a repeat applicant. - stephenie_clark
<b>Governance and Capacity</b>	Note: applicant selected "I do not certify" and is a repeat applicant. - stephenie_clark
<b>Operations</b>	Note: applicant selected "I do not certify" and is a repeat applicant. - stephenie_clark
<b>Financial Plan</b>	Note: applicant selected "I do not certify" and is a repeat applicant. - stephenie_clark
<b>OVERALL</b>	<p>- danielle_allen</p> <p>- stephenie_clark</p> <p>Notes: Appendix P is not notarized and applicant selected "I do not certify" and is a repeat applicant. - stephenie_clark</p> <p>Appendix P is filled out and signed, but is not notarized. - stephenie_clark</p>

### **External Evaluator**

<b>Mission, Purposes, and Goals</b>	<p><u>Mission Statement</u> How will you empower students to be lifelong learners and good citizens? The response focuses on technology and global workforce, but does not address the other aspects of the mission statement. - ashley_baquero</p> <p><u>Mission Statement</u> The mission statement lacks reference to both dual language immersion and STREAM program which both seem to be a large part of the purpose and application?  - shannon_stein</p> <p><u>Mission Statement</u> If dual language is a key part of your program, perhaps it should be included as part of your mission statement? - deborahbrownnc</p> <p><u>Mission Statement</u> Mission does not state that the school will focus on STREAM or dual language. How will parents know that these are the areas of focus for the school? Does data support STREAM/dual language curriculum for a high majority of EL and ED students? - sherryreeves</p> <p><u>Mission Statement</u> 252 students represent 5% of the student population. Also a new elementary school  - marylynn_kroeger</p> <p><u>Educational Need and Targeted Student Population</u> How recent are the interest survey results? - ashley_baquero</p>
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Educational Need and Targeted Student Population  
The educational need Appendix seemed to place a lot of emphasis on information collected from websites.  
Explain more about where and how surveys were collected and what information was given to families. - buffy\_fowler

Educational Need and Targeted Student Population  
It is mentioned that "With the continued increase of the Hispanic population, MCS looks forward to welcoming this growing demographic as part of the student body by having a staff reflective of its student population and knowledge in the strategies that motivate them and meet their needs", please explain how recruitment and hiring will ensure this happens?  
  
In order to sufficiently provide transportation for all students, how many buses are you planning to budget for?  
  
Is there a proposed third language for students to learn? If there are multiple languages available, will students get a choice? Is learning a third language mandatory or an elective? If students are not fluent in the third language or English/Spanish, what is the plan to address each of these?  
  
Please explain through what avenue MCS will "emphasize critical-thinking and problem-solving; collaboration, agility, and adaptability; effective oral and written skills; individual initiative; accessing and analyzing of information; and curiosity and imagination."  
  
Please explain rationale for not looping with grades 4/5? Please describe the transition for students to change teachers from 4th to 5th grade when they have had looping from K-3.  
  
What is the rationale for providing "flexible classroom seating"? (i.e. lounging chairs, sofa rather than desks)  
  
What are the intervention strategies to support a no out of school suspension policy? Will a strategy include in school suspension? If so, who will run this? - pttj3

Educational Need and Targeted Student Population  
Pulling 7% of an LEA is quite a feat. The enrollment projections may be too high and would require a substantial amount of marketing, especially with an accelerated opening.  
  
I like the dual language.  
  
I would be interested to hear the rationale behind taking away a discipline tool in promoting a no OSS policy. - dswalker

Educational Need and Targeted Student Population  
I would like to know more about the selected dual language immersion program and its structure. Is there an experienced organization assisting with placement of the staff needed? The blended learning environment and technology-centered classrooms need more explanation of what this looks like day-to-day and how that is different from the LEA. Finally, what does STREAM look like day-to-day? How does the schedule, staff, school-wide strategies show a commitment to this STREAM approach? - heather\_soja

Educational Need and Targeted Student Population  
Educational need seems to be focused primarily on overcrowding issues in Lee County.

	<p>What about school performance?  Teaching English to Spanish-speaking students is not dual language.  What is the third language that will be offered in MS?  What specifically is the cutting-edge programming that will be utilized?  What happens to the looping process if a teacher leaves?  Does budget support teacher:student ratio of 1:18?  How does flexible seating support educational goals/mission? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u>  How will teachers be empowered to lead PLCs? Who will guide PLCs to be effective?</p> <p>Given your projected demographics, how will you communicate with Spanish speaking families? Will the website and other communication platforms take this into account? - ashley_baquero</p> <p><u>Purposes of Proposed Charter School</u>  The mission statement states several areas of focus of the school. What staff development could be done in preparation for the school to begin with a consistency philosophy throughout the school?</p> <p>Who will lead/organize the PLCs and determine topics?</p> <p>Low class size is mentioned several times, what will class size be?</p> <p>With only 2 goals listed more information about possible staff development topics and what makes your school attractive to parents would make a stronger case. - buffy_fowler</p> <p><u>Purposes of Proposed Charter School</u>  what are the "new and innovative" learning programs, and what makes them innovative? - deborahbrownnc</p> <p><u>Purposes of Proposed Charter School</u>  Through what online platform will teachers participate in professional development?</p> <p>It is mentioned "Technological platforms selected by the teacher will motivate and empower them to improve their professional development, while remaining on the cutting edge to enhance the students learning experience inside the classroom", What does this look like in practice?</p> <p>I am concerned that staff development on the understanding of the curriculum and comparing standards with the state to include in the taught curriculum is being done during year one rather than before school starts. Who is responsible for carrying this out?</p> <p>Who is responsible for making and analyzing the monthly and quarterly assessments that will help guide the PLC process?</p> <p>I am concerned about the expectations and commitments of of teachers. How are teachers supported to decrease burn out?</p> <p>It is not clear how MCS will recruit a diverse staff to incorporate "diverse learning experiences."</p> <p>MCS mentions reaching out to parents through their website and biweekly updates</p>
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through PowerSchool and other digital platforms. A majority of MCS students will be minority and ED, how will MCS reach out to the this community effectively if their students/parents do not have access to the internet at home? What is the plan to address this?

- pttsj3

Purposes of Proposed Charter School

Creating new professional opportunities for teachers- presents a traditional approach for PD for teachers. More specifics on platforms for students and teachers may provide insight into a "new" approach for teacher professional development. There seems to be a lack of connection between the stated mission and description of the school and the 6 purposes. More information needed to demonstrate clear alignment to one of the six. I do see technology referenced again but this is not an innovative approach without knowing how this will be different than the traditional LEA's. - heather\_soja

Purposes of Proposed Charter School

Will there be a common professional development plan for all staff? Confused about the statement: new and innovative learning programs will allow teachers to select individualized learning programs for diverse students...teachers (will) create and implement lesson that are different for each student.

What exactly will be the expanded choices in educational opportunities? The response is vague (non-traditional, small class size, flexible seating, technological devices). - sherryreeves

Goals for the Proposed Charter School

Teacher retention goals are lofty and also necessary for your looping purposes. How specifically do you intend to retain and attract teachers?

How will you consider language barriers in terms of parental involvement?

What goals align to the mission of creating good citizens and lifelong learners? - ashley\_baquero

Goals for the Proposed Charter School

Staff are expected to complete more PD time than other teachers; is time built into the schedule to support this while helping with their transition to a new school?

By the end of 5 years, MCS students will outperform state averages in reading, math, and science by what amount? (i.e. measurable?) - shannon\_stein

Goals for the Proposed Charter School

If no teacher assistants are available in grades 2-5, is class size of 18, considered low and uncommon in the traditional public schools?

It was mentioned that many students do not have internet access in homes, is powerschool and electronic ways of communication a reasonable way to communicate.

If the number of single parent homes is so high, is 90% participation rate realistic?

Please provide more long range SMART goals for academics.

Is requiring board to attend 16 hours of training realistic for a volunteer board member? - buffy\_fowler

Goals for the Proposed Charter School

How will you create and measure "creating a nurturing, supportive workplace"? -

	<p>deborahbrownnc</p> <p><u>Goals for the Proposed Charter School</u> I am concerned about the expectations and commitments of teachers. How will you ensure the retention rate goals are met and burn out is decreased?</p> <p>I am concerned the magnitude of student/parent population is not adequately understood with the following goal: "Recognizing the importance of parental involvement, MCS expects at least 90% of the parents to be involved in the education of its students. MCS will give parents opportunities to participate in the education of their children by scheduling open houses each grading period for student report card pick-up and parent-teacher conferences; by encouraging membership in the school's Parent-Teacher-Student Organization (PTSO), and by hosting quarterly after-school functions to celebrate student academic successes." How will you ensure low-income parents will have the time to do all of these things?</p> <p>Where is the fundraising money coming from?</p> <p>What specifically is the board tracking to make sure school is on track to success? How often will the board/lead administrator meet to review School Improvement Plan? Is it monthly at every board meeting or every nine-week grading period? - pttjsj3</p> <p><u>Goals for the Proposed Charter School</u> What is the Lee County academic scores that you will exceed by 5% - dswalker</p> <p><u>Goals for the Proposed Charter School</u> I would like to see an academic goal relative to STREAM and the dual language immersion program that will be significant parts of the school that differentiate it from the LEA. Technology and personalized learning are used in the description with a clear explanation of what that looks like. - heather_soja</p> <p><u>Goals for the Proposed Charter School</u> How does expected teacher retention rate support looping? If school expects that many parents will be low-income and non-English speaking, why is the main source of communicating with them via electronic means? Academic goals need to be more specific and measurable. - sherryreeves</p> <p><u>Certify Mission, Plan, Goals</u> This section lacks clarity in the primary instructional program and practices. It is possible to do "too much" and not do anything well. The training for teachers required to be effective at all the instructional programming highlighted would be daunting and they need mastery of these teaching strategies for students to receive high quality learning and develop critical thinking skills. - heather_soja</p>
<p><b>Education Plan</b></p>	<p><u>Instructional Program</u> What do you mean by digital citizenship? How will this be taught?</p> <p>Please provide an example of a "non-intrusive assessment."</p> <p>Who will lead yoga? Will teachers be trained? - ashley_baquero</p> <p><u>Instructional Program</u> You state that "each student will have an electronic device"; is that for ALL grades? (i.e.</p>

K, 1st?) Could you expand on your plan for digital citizenship training if you plan on providing outside of school supervision? - shannon\_stein

Instructional Program  
"Each classroom will fit a flexible model." Please explain a flexible model.  
What types of devices will be used for which grade levels.  
Will all students k-8 have 30% of instruction be technology based?  
What will the other instruction look like?  
- buffy\_fowler

Instructional Program  
Please detail a description of assessment strategies that MCS will use to track or inform student mastery.

How is STREAM integrated in the curriculum and state standards? (i.e NC Course of Study for Math/ELA/Social Studies and Next Generation Science Standards)

What do you mean when "each classroom will fit a flexible model?" Is this in regards to curriculum, teaching, learning, environment? What will this look like?

Is the diagnostic test that each student will take pre-made? Where does this test come from? Is it online from the Scootpad/DiscoveryEd/another source?

Please clarify: "Each student will take a diagnostic test that will set their individualized path in their core curriculum. As they progress, they will be assessed on each module. Students who master the concept will move on; those who need remediation can be pulled and worked with individually or in small groups with the teacher." What are the modules referring to? Are the modules electronic? How are students self-pacing or moving through modules?

Based on the description of how students will potentially spend time on technology, it is concerning that more than 30% of their day could be spent on the computer. It seems as if more of their day will be spent on technology with instructors pulling students who need remediation or additional support.

How does the instructional plan meet the needs or increase participation with the targeted demographic? What strategies are employed to accomplish this?

What strategies are MCS using to prepare the targeted demographic to become proper digital citizens and to act safe and responsibly in the digital world? - pttj3

Instructional Program  
The STREAM aspect to the instructional program is unclear. What does STREAM look like? How will immersion and a heavily-centered, module-based instructional method be used together along with the many other strategies for teaching? What is the primary "stand out" instructional program? What would STREAM look like to a student/teacher? - heather\_soja

Instructional Program  
Please describe what an instructional day looks like for a kindergarten student; 3rd grader; 5th grader.  
Where does yoga fit in with STREAM and dual language focus?  
How do you monitor digital citizenship? - sherryreeves



	<p><u>Curriculum and Instructional Design</u> Will students receive any social studies instruction?</p> <p>The type of personalized instruction you describe requires a good amount of planning and review by teachers, are you considering that in the planning time allotted to teachers? - ashley_baquero</p> <p><u>Curriculum and Instructional Design</u> You state that families can change teachers in the event of a conflict with teacher/personality style; how will you balance classrooms this way? Is there a limit to when this can occur? - shannon_stein</p> <p><u>Curriculum and Instructional Design</u> Schedule includes core and enrichment times listed. When is writing and social studies taught? Discovery and ScootPad are cited as resources. What will be resources and how will instruction look at other times of the day. Description is very general. The technology piece is described as only 30% of the students day. More information needed about the actual instruction and resources of the other 70%. Appendix B only gives scope and sequence for Scootpad. - buffy_fowler</p> <p><u>Curriculum and Instructional Design</u> How ill you measure "master the concept"? - deborahbrownnc</p> <p><u>Curriculum and Instructional Design</u> The curriculum and instructional design plan is unclear, generally not able to picture what is generally supposed to happen in a basic learning environment.</p> <p>Please provide evidence as to why a flexible classroom set-up is needed and/or desired for your targeted demographic.</p> <p>Is there a cap for the how many students participate in each arts curriculum? What happens if students do not get the arts they wanted or chose?</p> <p>Please clarify how the following plans are made: "MCS desires that all students be engaged while working on their career learning paths."</p> <p>I am concerned that the targeted student population is not adequately understood. It is mentioned that "A high level of student time on task is an expectation", what strategies will ensure students remain on task, especially if a majority may be below grade-level and on the computer going through modules much of the day?</p> <p>Please describe what enrichment rotation is and what it will look like.</p> <p>Please describe in detail what a typical day during Core Instruction will look like.</p> <p>Please detail, if any, types of interactions that are occurring between students through technology.</p> <p>Is it mentioned that "Interactive technology helps to address the different learning styles of our students as a result of the innovative thinking modules within our technological learning programs." Please describe how different learning styles such as visual, logical, kinesthetic, musical, verbal, social, and intrapersonal will be incorporated or addressed</p>
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through technology.

How is collaboration evident throughout the curriculum if students are on individual modules?

Please describe when the instructional strategies are employed based on planned curriculum, i.e. students progressing through modules online.

Please clarify the following quote: "Students will be assessed on content but also on the scaffolding of knowledge and skills to promote long-term retention and growth."

- pttsj3

Curriculum and Instructional Design

It is important for schools to choose their innovative approach and really hone that program to be the "stand out" for their respective school. I am still unclear as to which program is the main focus which means the plan lacks clarity. All the strategies are sound but require fidelity and high quality training. There must be well trained administrators that can lead the school in these innovations and know the "look fors" when assessing the effectiveness of classroom teachers. It almost seems that they are trying to do too much.

- heather\_soja

Curriculum and Instructional Design

How many classes of each grade are expected? How many enrichment teachers will there be? (Will they be part-time?) How will all grades rotate through enrichment classes in less than an hour and a half? (1:01-2:20)

Explain how all of these instructional strategies can be effectively employed? Will teachers be appropriately trained to utilize each of these strategies PRIOR to the start of school? - sherryreeves

Special Programs and "At-Risk" Students

What information will the school counselor provide to support the PEP? What other instructional staff or certified teachers will support the development of PEPs in areas of academic support?

What service providers would be used during the SST phase?

What do you know about the MTSS process and how does this state Framework fit into your plan? - buffy\_fowler

Special Programs and "At-Risk" Students

How will you ID and serve the needs of students with 504 plans? - deborahbrownnc

Special Programs and "At-Risk" Students

Please provide specific interventions that MCS will employ for "at-risk" students.

When will SST meet and discuss/make interventions?

School psychologist was not mentioned in staff plan, please clarify.

Please describe specific instructional programs, practices, and strategies MCS will employ to ensure the success of EL students.

How do general ed teachers interact or teach EL students? It is unclear if contracted service providers will teach all EL student all day or not.

It is mentioned "The School Administrator and the ESL teacher will monitor the program to make sure that each identified student receives the required services." ESL teacher is not in the staffing plan, nor budget so what is the plan for hiring ESL teacher?

How will teachers be certified and trained in the Academic Intelligently Gifted (AIG) Program to create personalized plans for intellectually gifted students?

Please describe how the AIG program will be monitored and evaluated to ensure its efficiency and the success of AIG students.

- pttsj3

Special Programs and "At-Risk" Students

At what point will you know that formal testing is needed to identify "learning deficiencies that may require EC identification"? If the student support team suspects that a student might have a disability, they would refer the student to the IEP team to see if further evaluations need to be conducted. It is the responsibility of the IEP team to determine if further evaluations are needed and what evaluations need to be done. - ginger\_cash

Special Programs and "At-Risk" Students

WRT EL students, please explain this statement: MCS may hire service providers to address the needs of the students. If none of the students were identified by the designated personnel, MCS would then administer the English Language Proficiency Assessment (ELP) placement test to determine the oral skill levels (i.e. Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP). Note: scores on the ACCESS test determine if a student exits the EL program. Does school expect to have a "team" of certified AIG teachers? - sherryreeves

Exceptional Children – Identification and Records

Please detail who the SST/504 coordinator is and how they became the coordinator?

It is mentioned: "The SST/504 Coordinator will convene a 504 Committee meeting with the parent/legal guardian to review the nature and severity of the impairment, its duration or expected duration and the impact of the impairment on the child's benefit from programs and activities offered by MCS. This may include a recommendation of the 504 Committee to refer the student (with parental consent) to the school's psychologist for formal testing for any learning or behavioral disability classification under IDEA." There is no funds for a school psychologist in the budget nor is this position in the staffing plan, please detail hiring process of school psychologist.

Please clarify: "Students will be screened and the data reviewed within 45 days of entering our school."

- pttsj3

Exceptional Children – Identification and Records

When a student enrolls in your school, how will you know whether or not the student is a student with a disability and has a current IEP? Once records are received for a student with a disability, who and how will you review

	<p>them for compliance?</p> <p>You state that screenings will be completed within 45 days of entering school. Will these screenings be done on all students? What screenings will be done? How will this be communicated to parents? What is the purpose of these screenings?</p> <p>If a student is suspected to have a disability by the SST or 504 committee, then the student should be referred to the IEP team, which may include the school psychologist. It is the IEP team's responsibility to determine the need for further evaluations. If further evaluations are needed, then it is the IEP team's responsibility to determine which ones are needed. Once the evaluations are completed, it is the responsibility of the IEP team, which may include the school psychologist, to determine eligibility for special education services under the fourteen disability categories. - ginger_cash</p> <p><u>Exceptional Children – Education Programming</u></p> <p>Please explain more about the continuum of services that will be available to students at your school. Inclusion is the only type of setting mentioned in the description. - buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u></p> <p>Please clarify the following: "It will be the responsibility of the IEP team to develop the IEP for the child that consists of the child's present level of academic performance and functional performance, annual learning goals of the child, the child's progress, special education or related special services to be provided to the child, program modifications, and other accommodations for the child to help them meet the academic goals for the school year. Such related services for the exceptional child may include special transportation services and visual or hearing aids that may benefit the child inside the classroom." Who will actually be responsible for making the IEP's? The team or just the EC teacher?</p> <p>I am concerned that one EC teacher developing IEPs, monitoring, supporting, and evaluating 32 projected EC students is a lot of work. How will MC ensure the EC teacher is effectively tracking and supporting all 32 students on their own?</p> <p>Please detail specific strategies that MCS will employ to support students with disabilities. - pttj3</p> <p><u>Exceptional Children – Education Programming</u></p> <p>How will the full continuum of services, including resource, separate, and home be provided?</p> <p>You mention that the IEP will be developed by the IEP team and reviewed at least once a year. How will you monitor the student's progress and report it to the parent?</p> <p>How, when, and where will the general education, special education, and related service staff have the opportunity to collaborate to address the needs of students with disabilities?</p> <p>What is your plan for providing related services such as Speech, Occupational Therapy, Physical Therapy, Transportation, etc? - ginger_cash</p> <p><u>Exceptional Children – Education Programming</u></p> <p>There should be specific examples of programs in addition to inclusion for supporting exceptional children. It is not clear what programs outside of inclusion will be provided. There are no details provided to indicate how dual language, technology, STREAM and other programs will be adapted for students with disabilities. - heather_soja</p> <p><u>Student Performance Standards</u></p>
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	<p>How will formative data drive instruction? Will teachers have appropriate time in their schedules to evaluate data and adjust accordingly?</p> <p>Will there be a separate promotion/retention policy for IEP/504 students? If so, how will that be communicated to parents? - ashley_baquero</p> <p><u>Student Performance Standards</u> How will you use progress reports to measure success compared to Lee County Schools? "The school will provide a variety of pedagogical approaches that will meet the needs of our diverse student learners." Please describe these. - buffy_fowler</p> <p><u>Student Performance Standards</u> How will you monitor "social performance"? How will instructors use data to make classroom decisions? - deborahbrownnc</p> <p><u>Student Performance Standards</u> Please detail the pedagogical approaches that MCS will implement to meet the needs of their diverse student body.</p> <p>It is not clear when the interventions will be administered for struggling students. Please detail when the proposed interventions will be administered, before the student is possibly retained, after the student is retained, or both.</p> <p>Please detail how the promotion of students with disabilities will be handled.</p> <p>Please discuss how and when communication to the students and parents will occur in retaining students or students that are in danger of being retained.</p> <p>What is the process to flag students that are in danger of being retained?</p> <p>It is not clear as to whether the goals are attainable. Please detail how your targeted students are performing in Lee County in the grades you will be serving. - pttsj3</p> <p><u>Student Performance Standards</u> What tools with the school use to monitor this progress on an incremental/interim basis between EOGs? - dswalker</p> <p><u>Student Performance Standards</u> More details needed to show connection to overall mission and specific programs detailed in the instructional programs. More details are needed in assessment being used outside of the state tests. How will benchmarks be developed and assessed for quality? How will consistency be guaranteed so that data is valid and usable? - heather_soja</p> <p><u>Student Performance Standards</u> What is Lee County's SPG? - sherryreeves</p> <p><u>Student Conduct and Discipline</u> What type of behaviors will result in a student being sent to the mindset room? Will these behaviors be clearly communicated to parents and staff? - ashley_baquero</p> <p><u>Student Conduct and Discipline</u> When and how will yoga and mindfulness strategies be put into place. Will the counselor</p>
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	<p>be the staffing the "mindset/sensory room"? Will the room be available at all times? Who else will staff the room? How is the mindset/sensory room different than in school suspension? Who will supervise students in in-school suspension? - buffy_fowler</p> <p><u>Student Conduct and Discipline</u> How will you measure whether the use of yoga and mindfulness in schools will be effective? How will the teachers incorporate these techniques? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> I am concerned that direct instruction is a primary instructional strategy for minority, low-income students. How will this instructional strategy reinforce expectations and provide opportunities for students to engage in positive behavior? How does this align with the increased use of technology in the classroom?</p> <p>How will yoga/mindfulness be incorporated?</p> <p>Who will conduct in-school suspension?</p> <p>Please detail disciplinary interventions/strategies teachers will use before sending a student out of class.</p> <p>Please detail how students with disabilities and EL students are disciplined appropriately. - ptt3</p> <p><u>Student Conduct and Discipline</u> Insufficient explanation that demonstrates the applicant understands the due process that is required for OSS. Hopefully that will be included in the Handbook. - dswalker</p> <p><u>Student Conduct and Discipline</u> Explain the discipline plan in more detail. What behaviors are teachers expected to handle in the classroom versus behaviors that merit an office referral or trip to the mindset room? Is school counselor expected to be on standby for the mindset room? - sherryreeves</p> <p><u>Certify Education Plan</u> There is a lack of focus in the education plan causing concern about how effective the school will be. The school needs to decide exactly what their focus is and build upon that for students with highly effective, research-based teaching strategies. Dual language, STREAM, and a heavy technology-centered classroom seem to be an overwhelming approach that may lose its effectiveness. A great deal of professional development will be required regularly. More clarity of the daily structure and training of teachers is needed to increase the confidence of success. - heather_soja</p>
<p><b>Governance and Capacity</b></p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will the board evaluate the success of the school and the school leader?</p> <p>The bylaws state that board members are expected to act with traditional spiritual morals? Please elaborate.</p> <p>The bylaws include purposes related to housing counseling and senior care. Besides the proposed charter school, what activities does this board oversee?</p> <p>- ashley_baquero</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p>

	<p>Q#2-Failed to address how the administrator and school success will be measured? - shannon_stein</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Section states there are 13 board members but only 12 are listed. How does asking each board member to make a monetary donation prevent a diverse board?</p> <p>The bylaws states the mission being much more than a charter school. Bylaws states the mission is to help people with their spiritual needs. Please explain. It also states that it will help with housing and assisting seniors find a safe place during the day. How does this fit into the charter school and is this board an organization that is running more than an afterschool program as mentioned in the introduction? - buffy_fowler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Please detail how the board will evaluate the lead administrator.</p> <p>Please identify the key skills and areas of expertise that will be represented on the board.</p> <p>Please explain how the board will ensure the success of the school and school leader.</p> <p>How will the board engage parents?</p> <p>Please elaborate more on why the board members were chosen and what specifically they will bring to MCS to ensure success.</p> <p>How will special board meetings be called?</p> <p>How will the community, parents, and students submit comments or provide input to the board? What is the process to do this?</p> <p>How will a parent-driven PTO be ensured with the targeted demographic MCS plans to serve? - pttsj3</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Article 3 Section 10 of the Bylaws is in apparent conflict with the Open Meetings Laws of NC.</p> <p>I have some concerns on the background checks. There was one DWLR with no corresponding reason why the license was suspended/revoked. It makes me wonder about the completeness of the background checks. - dswalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Five board members live outside of Lee County. Will this create a hardship on board meeting attendance? Application lists 12 board members but narrative says there are 13. Who is the other member? What is the fiduciary requirement for board members? - sherryreeves</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Dr. Stella Farrow has been chosen as lead administrator - What is her technology background? - marylynn_kroeger</p>
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	<p><u>Proposed Management Organization (EMO/CMO)</u> N/A - shannon_stein</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A no EMO or CMO proposed - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Is 35k a reasonable salary for a finance officer?</p> <p>You've projected enrollment of 252 students. Does 1 EC teacher, who also acts as EC facilitator, seem like a reasonable number?</p> <p>Have you considered the need for an ELL/ESL instructor/administrator? You previously stated that the Lee County School District has seen a 32.8% growth in the Hispanic student enrollment since 2000. This would indicate you will have students that qualify for an ELL program. How will you facilitate the ELL assessments previously described with no ELL instructor/admin?</p> <p>Have you considered that the TA that also serves as ISS coordinator may not be able to do both roles? What if you need a full-time adult in the mindset/ISS rooms?</p> <p>You've stated the EC teacher will need a master's degree. Is the proposed salary competitive enough to attract high quality candidates? - ashley_baquero</p> <p><u>Staffing Plans, Hiring, and Management</u> Q#6: Failed to address employee termination procedure? - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u> Will staff be paid for Master's degrees when the degree is required?</p> <p>Is it realistic to only have one EC teacher for the size of the school and range of grades with no plans for pull out? How will one EC teacher serve all EC students in the different classrooms? Counselor not listed in positions Earlier in the application it stated the Counselor would also serve in the mindset room. - buffy_fowler</p> <p><u>Staffing Plans, Hiring, and Management</u> Given the high demand for some teaching areas (sciences/math and EC for example) what is your plan for recruiting and retaining from those areas? Will you encourage non-licensed staff to work towards licensure? - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Please detail which staff member is conducting all of the Professional Development?</p> <p>How will teachers be coached and mentored?</p> <p>I am concerned that the principal will be observing and coaching all of the teachers (27). How will MCS ensure teachers are evaluated and coached effectively and efficiently?</p> <p>How will the recruitment strategies ensure a diverse staff? How will MCS recruit fr STEAM positions?</p>
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It is mentioned: "All Beginning Teachers (BT) within their first 3 years of teaching on a state issued Standard Professional (SP) 1 License will be assigned a mentor/buddy teacher at MCS. A mentor teacher will be identified as a full-time or part-time teacher on an SP-2 Teaching license with at least an Above Standard rating (or Accomplished rating under NCEES evaluation program)." MCS will be a new school, how will MCS ensure enough mentor teachers are hired to have an adequate mentoring program?

As MC interviews prospective teachers, how will MCS determine each candidate's instructional expertise? How will MCS ensure the school administrator can conduct full, adequate reference checks for each candidate?

A teaching assistant is supposed to run ISS, how will this work with their present duties and affect the classroom that he or she is normally assigned to assist?

If all students are supposed to speak three languages fluently, bi-lingual teacher certifications are not mentioned.

It is mentioned that "In anticipation of the potential 13 percent enrollment of exceptional children (EC) students, MCS will employ at least one qualified EC teacher. If the potential EC student enrollment increases, MCS will add at least 1 additional EC teacher for meeting student needs, as well as maintaining a minimal EC student case load." Currently, MCS is anticipated 32 students for one EC teacher. - pttj3

Staffing Plans, Hiring, and Management

Who handles medication and health issues in year 1 since there will be no nurse? Year 2 is only .5.

Throughout the previous sections the services of a school psychologist are mentioned but there is no school psychologist listed in the projected state.

How can 3 elective teachers rotate 14 classrooms in less than 1 1/2 hours each day? - sherryreeves

Staff Evaluation and Professional Development

You reference staff having a "minimum of two hours each of the five days" for PD; is that the teachers classroom prep time? - shannon\_stein

Staff Evaluation and Professional Development

How will your mentors be trained? - deborahbrownnc

Staff Evaluation and Professional Development

How will the mentoring program be evaluate to ensure success?

Will beginner teachers have the opportunity to switch mentors if it is deemed that the present mentor is not working? How is this determined?

Please describe the core components of PD plan that will occur during the year and the extent it will be conducted internally and/or externally.

When will mentoring between teachers happen?

Please explain rationale behind PD strategies chosen for teacher workdays.

When/how will teachers participate in PD online? Through what avenue? - pttj3

Staff Evaluation and Professional Development

	<p>Dual language nor specific professional development in STREAM integration is detailed in this component of the application. Further, there are no specific details around technology-centered classrooms. Finally, PBL requires years of practice for mastery and effectiveness in classrooms. Concerned about so many instructional programs. - heather_soja</p> <p><u>Staff Evaluation and Professional Development</u> PD for instructional strategies will be on-going throughout the school year. How then can they be effectively utilized from the start if they have not been taught to the teachers prior to school beginning? - sherryreeves</p> <p><u>Marketing Plan</u> How ill you reach families who may not be active online or in social media? How will you reach families where English may not be the first language? - deborahbrownnc</p> <p><u>Marketing Plan</u> The large number of board members may help in the marketing effort. - dswalker</p> <p><u>Marketing Plan</u> Will Facebook reach all prospective families? - sherryreeves</p> <p><u>Parent and Community Involvement</u> How will you communicate with non-English speaking families? You've referenced a large Hispanic population in the County, how will you make sure those families can access school communications? - ashley_baquero</p> <p><u>Parent and Community Involvement</u> How will you reach non-English speakers, families with non traditional work schedules, or families who are not active or do not have access to online resources? - deborahbrownnc</p> <p><u>Parent and Community Involvement</u> How will MCS engage parents to participate in community-based PLC?  Many of MCS's parental involvement strategies include transportation, coming to school, accessibility to internet, and a lot of time and effort. How will you ensure low-income parents are able to access these opportunities? - pttsj3</p> <p><u>Admissions Policy</u> Be mindful of all parents and students served. It is mentioned that "MCS will have applications for admission to be picked up at the school or filled out and returned on the school website. Throughout the year, in addition to the open enrollment period, MCS will participate in community events and sponsor events that will allow students to enroll during that time." How can you ensure all parents are able to easily access applications?  Please explain the difference in the following quote: "If a student withdraws from the school and enrolls in a study program overseas, that student will be accepted back into the school upon his or her return. If a student withdraws and attends another public school and then comes back to enroll, that student would be subject, if needed, to the lottery process." Why if a student moves overseas and comes back, they are also not subject to a lottery? - pttsj3</p> <p><u>Projected Student Enrollment (Table)</u></p>
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	<p>If MCS doesn't hit enrollment, how will the staffing plan be adjusted? - pttsj3</p> <p><u>Projected Student Enrollment (Table)</u> Enrollment is very aggressive given the population of the LEA. - dswalker</p> <p><u>Weighted Lottery</u> N/A - shannon_stein</p> <p><u>Weighted Lottery</u> N/A - deborahbrownnc</p>
<p><b>Operations</b></p>	<p><u>Certify Operations</u> I am concerned 3 buses is not enough for 252 students.</p> <p>Preferred Meal is responsible for supplying meals to MCS on a daily basis and will provide training for the school's staff on operations, preparations, and distributions of students meals. However, this is not clear in the budget. - pttsj3</p> <p><u>Transportation Plan</u> Who will supervise students that are dropped off early/remain after school dismisses? Will this be additional salary as it amounts to over 3 additional hours per day? - ashley_baquero</p> <p><u>Transportation Plan</u> I am concerned that only 3 buses will not be enough for 252 students.</p> <p>It is mentioned that "MCS is anticipating an instructional day that starts at approximately 8:00 a.m. and ends at approximately 2:25 p.m. However, the doors for the school will open at 7:00 a.m. and remain open till 4:30 p.m. for parents and guardians." What programs or things can students do while waiting for parents? Who will be watching them? - pttsj3</p> <p><u>Transportation Plan</u> Who will staff the school before and after the school day starts/ends? Will 3 buses be sufficient for a projected student population of 65%+ economically-disadvantaged? - sherryreeves</p> <p><u>School Lunch Plan</u> It is unclear how the entire lunch program is administered and paid for.</p> <p>Please detail how teaching assistants will provide assistance during lunch. How will this affect their current duties?</p> <p>When will Preferred Meals provide training for the operations, preparations, and distribution of school lunch? - pttsj3</p> <p><u>School Lunch Plan</u> Can 2 staff members sufficiently prepare and serve breakfast and lunch? - sherryreeves</p> <p><u>Facility and Facility Contingency Plan</u> How have you secured funding for Phase #1 given acceleration plans? (i.e. \$4M) - shannon_stein</p> <p><u>Facility and Facility Contingency Plan</u> It is unclear when renovation to the school will be happening. - pttsj3</p> <p><u>Facility and Facility Contingency Plan</u></p>

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	<p>The facility does appear adequate. - dswalker</p> <p><u>Facility and Facility Contingency Plan</u>          Who is providing the funding to purchase and renovate the property? (~\$5 million)          What is MINAs Place in relation to MINA Charter School?          Is board chair pastor of God's Promise Church? Will this create a conflict of interest between church and current after school program? (Contingent facility location) - sherryreeves</p>
<p><b>Financial Plan</b></p>	<p><u>Certify Finance</u>          Operations budget is unrealistic. Instructional supplies, technology, fuel, and other areas have been funded to low. - heather_soja</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u>          How did you project 32 EC students? Are your plans to hire one EC teacher sufficient with this number of EC students? - ashley_baquero</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u>          other funds or working capital? - deborahbrownnc</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u>          What does "other funds" and "working capital" include? Where is this money coming from?</p> <p>How does MCS plan to pay for things before students are funded by the state (i.e. before MCS has students enrolled)? The Exceptional Children Federal funds will not be provided until year 2 as this is based off prior enrollment. - pttsj3</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u>          Total budgeted revenue in years 2-5 is aggressive at more than 4% or more per year in dollars per student          - marylynn_kroeger</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u>          Is \$35,000 adequate for the finance officer given that you have only budgeted \$3000 for financial professional contracts? (i.e. who will do the bulk of your day to day, state reporting, ISIS, etc.) - shannon_stein</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u>          How will you recruit and retain in high demand areas of teaching? Can you offer bonuses or high pay if you have difficulty finding quality teachers? - deborahbrownnc</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u>          What does the food service staff entail? Is this Preferred meals or does MCS employ staff?</p> <p>There is not an ESL teacher or psychologist in the budget.          - pttsj3</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u>          The average teacher salary seems low unless most of the teachers will be beginning teachers. Beginning teachers will need a great deal of training to implement all of the instructional programs planned for this school. - heather_soja</p>

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Personnel Budget: Expenditures 2018-2023 (Table)

Concerns: low salary for finance officer (what are duties?); part-time custodian; no nurse; counselor pay less than teacher but requires advance degree; only 3 elective teachers for 252 students; 1 EC teacher to serve 13% of student body while also completing all federal paperwork requirements; no support services in budget; no technology staff; personnel budget with these deficits is \$1.5 million. - sherryreeves

Personnel Budget: Expenditures 2018-2023 (Table)

Utilities do not appear to be realistic. How was this amount determined?  
Doesn't appear to have audit fee or IT services budgeted  
- marylynn\_kroeger

Operations Budget: Expenditures 2018-2023 (Table)

Do the technology costs account for the stated 1:1 program for the projected 252 students?  
Technology expenditures seem low given the stated curriculum/educational plan goals. - ashley\_baquero

Operations Budget: Expenditures 2018-2023 (Table)

Transportation budget # will not support transportation plan outlined.

Curriculum and Text budget # would only support one subject textbook series. - shannon\_stein

Operations Budget: Expenditures 2018-2023 (Table)

What plan in place to acquire the facilities with only 135k the first year? Is there outside funding or an assurance of a loan/mortgage?

Explain the breakdown of INstructional supplies. This does not seem to correlate with a new school needing all materials. - buffy\_fowler

Operations Budget: Expenditures 2018-2023 (Table)

Instructional tech may be low given the age of the students and the amount of repairs and upkeep that may be needed. - deborahbrownnc

Operations Budget: Expenditures 2018-2023 (Table)

For EC Services, do you have enough money budgeted to cover psychological services, including evaluations, and other related services such as Speech, Occupational Therapy, Physical Therapy, etc? - ginger\_cash

Operations Budget: Expenditures 2018-2023 (Table)

Transportation costs are nonexistent in year 4 and 5. How many buses does MCS plan to have in year 3 and will this adequately support student population growth in years 4 and 5?

How many computers are included in the "lease of technology equipment" in order to ensure 1:1 technology for students and a sufficient amount for school personnel?

What is included in "instructional technology"?

The budget does not include yearly audit. How much will this cost? - pttsj3

Operations Budget: Expenditures 2018-2023 (Table)

The operations budget is underestimated for a new school. Between the lease and the budgeted technology, there is not enough earmarked for a school that will be technology-

	<p>centered. - heather_soja</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Concerns: costs for office supplies, copier lease, mortgage/lease, maintenance, buses (budget is nonexistent after year 1), lease of technology and furniture (less than \$100 per student for year), staff development, books and supplies (virtually nonexistent). - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Utilities do not appear to be realistic. How was this amount determined?</p> <p>Doesn't appear to have audit fee or IT services budgeted - marylynn_kroeger</p> <p><u>Total Expenditure Projections (Table)</u> Concerns about acquiring property with only 135K set aside. Supplies/furniture cost do not seem reasonable. - buffy_fowler</p> <p><u>Total Expenditure Projections (Table)</u> Financial audit, ESL teacher, school psychologist, and other funds are not included in the budget. - pttj3</p> <p><u>Total Expenditure Projections (Table)</u> I'm very concerned about the small amount of wiggle room in the budget in year 1 and 2. - dswalker</p> <p><u>Total Expenditure Projections (Table)</u> Disagree with operations budget. - heather_soja</p> <p><u>Total Expenditure Projections (Table)</u> Surplus is extremely low especially considering the gaps in the expenditures previously noted. - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> Year 3 has significantly higher revenues per student that is why there is a surplus. Without that projected 10% increase in ADM the budget would be closer to break-even which is concerning</p> <p>Budget is very tight with year 1 surplus \$35,000 and revenues in Year 3-5 are aggressive on the increase per student amount - marylynn_kroeger</p> <p><u>Budget Narrative</u> Is a 1/2 time custodian reasonable in year #1 to keep up with needed maintenance? (trash removal, waxing, minor repairs/replacement) - shannon_stein</p> <p><u>Budget Narrative</u> How will you cut a teacher and keep the 1 to 18 after students are notify of a spot in the school? - buffy_fowler</p> <p><u>Budget Narrative</u> If you need to fall on a contingency plan, at what point does reducing your teacher staff impact your mission and the quality of your program? - deborahbrownnc</p> <p><u>Budget Narrative</u> Please elaborate on what instructional supplies entails?</p>
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	<p>It is mentioned that " If necessary, MCS will continue to find ways to meet our schools financial needs by reducing the budget allocation for technology and to consider either used or refurbished technology devices to meet the immediate technological needs for the school." How will this affect the 1:1 technology ratio and technology driven mission that is promised?</p> <p>There is no working capital or other funds listed in the budget. How does MCS plan to pay for things before students are funded by the state (i.e. before MCS has students enrolled)?</p> <p>How does your budget adequately reflect the use of technology?</p> <p>"To achieve the 5% fund balance, MCS Board of Directors will have a major fund raising event annually, along with the solicitation of Community and Corporate sponsorships." What are the next steps if this is not achieved?</p> <p>What are the specific renovation costs as more students come each year? - ptt3j3</p> <p><u>Budget Narrative</u> Break even number is close to projected enrollment. How does reducing staff affect the school's plan to keep classroom sizes at 1:18. - sherryreeves</p> <p><u>Financial Audits</u> What is your "through description" of how an independent audit would happen? - deborahbrownnc</p> <p><u>Financial Audits</u> Who is specifically responsible for accounting responsibilities, writing checks, etc.? - ptt3j3</p> <p><u>Financial Audits</u> There is no specific plan for separation of duties. - heather_soja</p>
<p><b>OVERALL</b></p>	<p><u>Cover Page</u> Why is having an average of 676 for schools in Lee Co. a concern if the class size is dictated by the state guidelines (i.e. student will get the same classroom attention despite how many students in the overall school) - shannon_stein</p> <p><u>Cover Page</u> Applicant is requesting acceleration. Must have facility locked in. - dswalker</p> <p><u>Acceleration</u> Does the number of students in a school prove the school is overcrowded? Do you have information about the capacity of schools in Lee County and which schools are actually overcrowded? - buffy_fowler</p> <p><u>Acceleration</u> How does the STREAM curriculum compare to what is already offered in the county schools? - deborahbrownnc</p> <p><u>Acceleration</u> The integration of STREAM is not adequately detailed.</p>

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	<p>Please explain rationale for not looping with grades 4/5? Please describe the transition for students to change teachers from 4th to 5th grade when they have had looping from K-3.</p> <p>What is the rationale for providing "flexible classroom seating"? (i.e. lounging chairs, sofa rather than desks) - pttsj3</p> <p><u>Acceleration</u> The rationale for acceleration is not the strongest in the world. I would be interested to know the academic results that are happening in Lee County despite the alleged overcrowding. It also appears that the facility is a lot, rather than an existing building. - dswalker</p> <p><u>Acceleration</u> There is an indication that the LEA has overcrowded schools but the capacity of the schools is unknown. The use of the term dual language program is unclear when followed by STREAM. Need more clarification on this approach and examples of breadth and depth mentioned as the exceptional need. - heather_soja</p> <p><u>Acceleration</u> Applicant states overcrowding in Lee County as the main reason for acceleration. Also states that a facility has been identified. Question: are all Lee County Schools overcrowded? Will location of the charter school address overcrowding for its specific area? - sherryreeves</p> <p><u>Acceleration</u> Clarify relationship between MINA Place and MCS for the facility - marylynn_kroeger</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> How are you predicting the number of interested families? The application mentions overcrowding-- is there evidence that families would choose a new charter instead of a base school even if the base was overcrowded? - deborahbrownnc</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Unsure about the realistic numbers for the first year. Starting with 6 grades as a start up is challenging especially given the mandated testing programs. - heather_soja</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Year round schedule with school opening in July. (Facility agreement states facility will be ready in August 2019.) - sherryreeves</p> <p><u>Certify Application</u> Why is this section not "certified"? Applicant states school will offer STREAM focus but mission does not state this. - sherryreeves</p>
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<b>Charter School Advisory Board Subcommittee</b>	
<b>Mission, Purposes, and Goals</b>	



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<b>Education Plan</b>	
<b>Governance and Capacity</b>	
<b>Operations</b>	
<b>Financial Plan</b>	
<b>OVERALL</b>	

### Overall Summary

<b>Initial Screening</b>	The Office of Charter Schools deemed this application complete on October 5, 2018.
<b>Application Review</b>	<p>* Dr. Allen stated the school is proposed to locate in Lee County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There was no LEA impact statement or due diligence for this applicant. They are a repeat applicant that received a full interview last year. She explained the pass/fail ratings. They did not receive assistance from a third party.</p> <p>* Dr. Shawn Williams introduced himself as Board President and Ms. Jeannette Peace introduced herself as a member of the board. She stated they will focus their curriculum on a STREAM philosophy. She continued they will have two-year grade looping. She stated that studies demonstrate looping helps with student achievement.</p> <p>* Ms. Peace stated that there was concern last year about the number of educators on the board and this year they have added educators to the board. She stated they have hired an administrator with 38 years of experience. She stated they also have a facility which is an old Lowes building in Sanford and have included a Letter of Intent with the application. Ms. Peace stated the educational plan is unique in that they have fine-tuned the plan and the budget from last year. She stated there was some concerns last year regarding teacher pay and student numbers. She stated they have decreased student enrollment numbers.</p> <p>* Mr. Quigley asked if there was anything different from last years application that hasnt already been mentioned. Dr. Williams stated there is now dual-language and students will get Spanish each day. He continued that they have an administrator and a marketing team. He stated they already have about one hundred student intent forms.</p> <p>* Ms. Reeves asked for clarification regarding the facility. Ms. Peace stated they would lease the building from MINAs Place. Ms. Turner asked for more information. Ms. Peace stated that MINAs Place is a community non-profit and there is no connection to the school other than providing the building.</p> <p>* Ms. Peace stated she understood that they couldnt pay a mortgage with state funds. Ms. Turner stated you can use those funds to pay a mortgage. Mr. Walker and Ms. Turner provided clarity to the applicant regarding state funds and facility costs.</p>

	<p>* Mr. Walker asked for clarity regarding assessments. Dr. Williams explained the assessment program for the school, including weekly and quarterly assessments.</p> <p>* Ms. Vuncannon asked for clarity about the academic program priorities. Ms. Peace stated that STREAM would be the number one priority for classroom teachers. The technology and dual language will be supplemental. Ms. Peace clarified that the dual language is not immersion. Ms. Vuncannon asked for more information regarding professional development for teachers. Dr. Williams stated teachers will receive professional development to make STREAM successful, including online and on-site development.</p> <p>* The CSAB discussed the importance of evaluating whether applicants should be placed in acceleration based on the requirements and in light of so many schools that eventually delay opening.</p> <p>* Mr. Hawkes stated the organizational chart was really concerning. He stated the Parent-Student Organization is higher on the chart than the Lead Administrator. He stated that poses many problems. He stated you need a clear line of authority and responsibility. Mr. Quigley agreed. Mr. Walker stated the organizational chart is confusing.</p> <p>Motion: Committee motion to allow an interview for MINA Charter School of Lee County          Motion: Steven Walker          Second: Heather Vuncannon          Vote: Unanimous Committee Vote          Motion Passed.</p> <p>Motion: Full CSAB motion to allow an interview for MINA Charter School of Lee County          Motion: Alex Quigley          Second: Steven Walker          Vote: Unanimous          Motion Passed.</p>
<p><b>Application Interview</b></p>	<p>* Dr. Allen stated the school is proposed to locate in Lee County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There was no LEA impact statement or due diligence for this applicant. They are a repeat applicant that received a full interview last year. She explained the pass/fail ratings. They did not receive assistance from a third party. This application has had representation at every RTO session thus far.</p> <p>* Board members introduced themselves.</p> <p>* Ms. Peace stated there is a clear and compelling need for the charter school. No other K-6 charters in the area; demographics of the county call for a service to underserved minority students; 34% of the county's students are Hispanic; minority students are in the majority and those families need choices. LEAs academic scores show need for choice. She spoke about the board's work toward Ready to Open.</p> <p>* SW asked about enrollment targets. Board has 244 letters of intent and goal is 252 letters. Board knows approx 500 letters.</p> <p>* SW asked about the facility. Board met with city planners and the developer and have been assured the building will be ready by August.</p> <p>* BF asked about the work necessary to get the facility ready to go. Mr. Williams stated it is an upfit and it is an old shopping center. He stated they would need to put up walls and</p>

	<p>hide some beams.</p> <p>* SR: mission statement and ed plan not aligned. Mr. Williams: dual language encourages innovation and STREAM helps the students become lifelong learners. SR: not clear to parents that may want to send their students to the school. LK asked if it is immersion or dual language. Board: it will not be immersion but a goal of having conversational Spanish. LK: length of Spanish class? Spanish will be incorporated into the regular curriculum, not as a separate class. LK: similar to immersion.</p> <p>* AQ: suspension policy question. School will have mindset room with a counselor. School may suspend, but goal is to avoid OSS.</p> <p>* SR: scheduling of core classes and electives? A board representative spoke about options for the scheduling. AQ stated the importance of having details about scheduling and personnel needs locked down when a school is seeking acceleration.</p> <p>* AQ : concerns about curriculum and cost. Board: Curriculum not yet selected, waiting to receive charter.</p> <p>* SR: what STREAM curriculum will school use? Mr. Williams: STREAM integrated across the curriculum, as a teacher led component through the regular instructional day.</p> <p>* LK asked about professional development and integrating language immersion and STREAM. Board: ten days of PD during pre-planning.</p> <p>* Mr. Williams spoke about Dreambuilders PD. SR asked if Dreambuilders will train for dual language and STREAM integration as well. The board replied yes. The CSAB expressed concern about teachers being prepared to integrate all components of the educational plan. A board representative spoke about the schools collaboration with other groups to help with the language immersion.</p> <p>* LK: budget concerns. With realistic enrollment figures, school is running tight budget. Mr. Williams stated those numbers were generated by the calculation system in the application. AQ asked for break-even budget. Mr. Williams stated 216. AQ asked what would be cut if they get below that number. Mr. Williams stated teacher assistants and curriculum resources.</p> <p>* BF expressed concerns about the technology budget, instructional technology, and curriculum budgets being too low. A board representative stated they wouldnt have new technology, but there are ways to lease older equipment for cheaper. BF stated he isnt saying it cant be done, but he brings it forward because it could easily eat into that 35k surplus.</p> <p>* A board representative stated they are in discussion with several companies about providing resources to the school.</p> <p>* AQ stated he has major concerns with the budget. AQ: lack of clarity around the program.</p>
<p><b>OVERALL</b></p>	<p>Motion: MINA Charter School of Lee County does not move forward for acceleration.          Motion: Sherry Reeves          Second: Lindalyn Kakadelis</p> <p>* The CSAB discussed whether the application met requirements for acceleration. Mr. Walker reviewed the acceleration requirements.</p> <p>* Mr. Friend asked if anyone on the board had experience opening a charter from the ground up. The board replied no, but that is why they are partnering with Leaders Building Leaders.</p> <p>Unanimous pass.</p> <p>Ms. Reeves reviewed her concerns with the mission and the educational plan. Ms. Turner stated she has issues with any group that comes forward and cannot clearly articulate the educational plan. Mr. Walker stated the educational plan could have been clearer, but he had more concerns with the budget. Mr. Walker and Ms. Kakadelis stated they are</p>

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	<p>impressed with the passion from the board. Mr. Hawkes stated that he is impressed with the collaboration with the Hispanic community. Ms. Kroeger expressed concerns with the budget.</p> <p>* A board member stated every elementary school in Lee County is overcrowded.</p> <p>SW motion that MINA move forward for RTO on regular timeline.</p> <p>AH second.</p> <p>For: BF, PG, SW, AQ, LK, AH</p> <p>Against: SR, LKr, CT</p> <p>Motion passed.</p>
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