

McKinney Academy Charter School

***“FAST TRACK”
CHARTER SCHOOL APPLICATION***

McKinney Academy Charter School

***A New Public Charter School focused on academic excellence, the Arts, the
global community and student wellness***

Submitted to the North Carolina Department of Public Instruction
Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

McKinney Academy Charter School

NAME OF PROPOSED CHARTER SCHOOL: McKinney Academy Charter School

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:
The McKinney Academy Incorporated

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

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

NAME OF CONTACT PERSON: Brian Hines

TITLE/RELATIONSHIP TO NONPROFIT: Board Member

MAILING ADDRESS: 9815 J Sam Furr Rd, ste 259 Huntersville, NC 28078

PRIMARY TELEPHONE: 704-507-4877 **ALTERNATE TELEPHONE:** 704-895-9664

E-MAIL ADDRESS: brian@lenoxland.com

Location of Proposed Charter School (LEA): Charlotte-Mecklenburg

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population: We anticipate that the students at McKinney Academy Charter School largely will reflect the characteristics of the students in the surrounding community concerning family income levels, educational history, race/ethnicity, etc. Our curriculum is appropriate for the vast majority of students and is not targeted toward any particular population. Our marketing efforts, however, are designed to provide a diverse student body and will include a targeted focus on groups that are traditionally underrepresented in college preparatory and art-focused educational programs.

McKinney Academy Charter School

Proposed Grades Served: K-12

Proposed Total Enrollment: 340 (by fifth year)

Projected School Opening

Year 2012

Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	140		X
Second Year	K-7	160		X
Third Year	K-8	180		X
Fourth Year	K-9	200		X
Fifth Year	K-10	340		X

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

Signature

Title

Printed Name

Date

Table of Contents

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

MISSION, PURPOSES, AND EDUCATIONAL FOCUS	Error! Bookmark not defined.
GOVERNANCE	13
Private Nonprofit Corporation.....	13
Organizational Structure	14
Articles of Incorporation	27
Admissions Policies.....	33
EDUCATION PLAN	36
Timelines.....	50
BUSINESS PLAN	51
Projected Staff:.....	51
Enrollment	54
Projected Enrollment	55
Budget: Revenue Projections 2012-13 through 2016-2017	58
Expenditure Projections 2012-13 through 2016-2017	59
Working Capital and/or Assets on Date of Application	62
School Audits.....	65
LEA Impact Statement.....	73
Appendices	74
SIGNATURE PAGE.....	78

MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A)

Mission

The mission of the proposed charter school is as follows:

The mission of McKinney Academy Charter School is to develop well-rounded, motivated, independent, responsible individuals by creating the right balance between academics and The Arts, while incorporating a global perspective and encouraging personal responsibility for the health and well being of the student.

To accomplish this, McKinney Academy Charter School intends to leverage the success of McKinney Academy by fostering a positive, creative learning environment that encourages all students to strive for personal excellence and reach high academic success. This will be accomplished through a strong liberal arts curriculum that supports interdisciplinary learning through the integration of music education, drama, and visual arts.

The Academy will prepare the students for college and careers in the 21st century by providing a “global learning” perspective that strives to promote world citizenship and multicultural understanding. An emphasis on the wellness of the whole student will be implemented through student and family educational programs that develop knowledge on personal health, nutrition and wellness.

Evidence for Need of the Proposed School with the Selected Mission

McKinney Academy Charter School is located in the small town of Davidson in northern Mecklenburg County. The community is served by just one elementary school. The town’s only middle school, Davidson IBMYP Middle School, was shuttered by the local school board this year. Six private schools currently serve the community.

As a private school, McKinney Academy has enjoyed increasing enrollments as families have sought varied education opportunities. Because of the costs associated with a private school, our successful academic program has not been available to a diverse population in Davidson as well as the larger Charlotte-Mecklenburg LEA. We believe that our focus on academic excellence, the Arts, the global community, and student wellness would be beneficial to a much larger circle of students -- those within our community, the larger Charlotte-Mecklenburg LEA, and surrounding counties.

While arts education is available at the Northwest School of the Arts (K-12), its availability is limited as it is located roughly 30 minutes away. Our community has a need for a school which has proven it can successfully integrate The Arts and science with a rigorous academic program.

McKinney Academy Charter School is special for our community due not only to its integrated and high performing curriculum, but the culture of the school. Recent quotes from McKinney Academy’s community and parents describe the school in this way:

** McKinney Academy places emphasis on public speaking and presenting, performing in front of an audience, full of love and encouragement,*

** McKinney Academy has high academics, quality teachers, high standards for behavior and excellent classroom teaching*

** McKinney Academy provides global and creative learning concepts*

McKinney Academy Charter School

- * McKinney Academy sparks a love for learning*
- * McKinney Academy builds character and social skills*
- * McKinney Academy's students WANT to come to school because of the safe and happy learning environment*
- * McKinney Academy provides a focus on health and wellness with open guest lectures open to the school students and those in the community as well*
- * Respect is taught and a focus for personal behavior and character is provided at McKinney Academy .*
- * Bullying issues do not exist at McKinney Academy.*
- * McKinney Academy supports community giving programs such as the learning garden., Ada Jenkins dental support and food bank donations helps students learn the value to community and helping others.*
- * Arts programs and performances at McKinney Academy and at area events and businesses support interests of the community.*

The evidence for need is discussed at greater length in the discussion below on how McKinney Academy Charter School will meet the purposes of the state's six legislated purposes for public charter schools.

Purposes of Proposed Charter School

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

1) Improve student learning:

McKinney Academy Charter School will support a strong foundation in the core areas: Language Arts, Math, Science and Social Studies. We believe that by taking a strong liberal approach to teaching foundational skills our students can achieve high academic success. Additionally, we will integrate The Arts – music, drama and the visual arts will be implemented into the core subject area meeting many different learning styles and academic strengths while increasing student success.

An example of using drama to enhance the core area of Language Arts - after reading about Abraham Lincoln and Stephen Douglas (now known as the famous Lincoln-Douglas Debate), the students will take part in their own debate. This will further extend the lesson and give students the opportunity to grasp the concept of debate and enhance public speaking skills. Various methods of integrating The Arts throughout the curriculum will be chosen on a unit-by-unit basis. By so doing, we believe this will foster the best learning environment for the students for each subject area. Within each unit, The Arts will be implemented to enable students to become active participants in the learning process thus improving student learning.

2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at-risk or academic failure or academically gifted:

McKinney Academy's ability to "meet students where they are," and help them to be high achieving is evidenced by our students ongoing success on the Iowa Tests of Basic Skills (ITBS). On the 2010-11 ITBS tests, our students tested 1 to 5 years above grade level in all core subjects.

A grade equivalent score represents the typical performance of students tested in a given month of the school year at a particular grade. For example, a grade equivalent of 5.3 represents the score achieved by the median student in fifth grade after three months of instruction.

Third Grade

Language Arts - 5.3 Average grade level

Math - 4.7 Average grade level

Core totals - 4.8 Average grade level

Fourth Grade

Language Arts - 7.8 Average grade level

Math - 7.2 Average grade level

Core total - 7.1 Average grade level

Fifth Grade

Language Arts - 8.1 Average grade level

Math - 8.7 Average grade level

Core totals - 8.3 Average grade level

Science - 10.4 Average grade level

Our blending of a strong liberal arts curriculum and The Arts will increase opportunities for all students. Creating hands-on activities, allowing students to act-out lessons learned, creating various songs and chants, and using choral response to help with memorization of key concepts are just some of the ways in which to engage these students and will allow them to become part of the learning process. Students learn in different ways, therefore, it will be important for us to tap into the learning style of each student. Some students learn better by creating a song, coming up with a poem or creating a picture that illustrates key information that will help them to retain information learned. Teachers will choose the methods and materials for direct instruction on a unit-by-unit basis. This practice will allow teachers to effectively target the need for the student (at-risk and academically gifted) and expand the learning experience.

For students identified as at-risk or academic failure - these students will be exposed to learning their core curriculum in the regular classroom setting through the integration of The Arts. Students with an Individual Education Plan (IEP) who are capable of participating in a full-inclusion program, benefit from being instructed in such an environment. Students who are at risk or having an IEP will be provided instruction in whole group small group and when needed on a 1:1 basis with evidence-based strategies. Direct instruction has also been proven to be particularly effective with at-risk students. Students identified as at-risk with an IEP will have the advantage of experiencing our educational program, implementing The Arts within the regular classroom and will also have the benefit of a resource specialist aid that will help the teacher fulfill mandates of the IEP.

Students identified as academically gifted will enhance learning and growth by participating in-group discussions and projects based on the subject content. The project-based learning model accesses the multiple intelligences of a student; therefore, allowing these students to produce in-depth research projects. The academically gifted students will be able to present their projects to their peers, allowing all students to engage and learn from one another.

3) Encourage use of different and innovative methods

Over the past four years at McKinney Academy, we have developed a rich curriculum that uses the visual and performing arts to assist all students in developing their individual creative strengths and talents, giving them the confidence and problem solving abilities they need to succeed in the 21st century. Our innovative methods include a completely integrated vision of the school community, the incorporation of The Arts throughout the curriculum to

McKinney Academy Charter School

engage a creative learning environment, the cultivation of a global perspective and view outside the school community, a focus on student wellness, the encouragement of public speaking, and the creation of atmosphere of trust and personal excellence throughout the school environment.

Completely Integrated Vision of the school community:

A method we will use to create well-rounded individuals is to strengthen our connection with one another as an entire student body. We will build a school community by coming together as a group every other Friday during which time each class will present for the school body various poems, songs, sign language, etc. This will help to develop the public speaking aspect of each student. The entire school community will learn songs, poems, terms, Spanish terms, character education traits, etc. as one entity, which will allow us to be able to connect as an entire school community. Our staff of professional educators will support and create the same environment in each of the classrooms. This atmosphere will come from a completely integrated vision for the school-learning environment. When walking the hallways of McKinney Academy Charter School, you will see and feel a complete feeling of unity that results from a well-established vision, use of The Arts, and the school leadership leading by example.

Incorporating Arts throughout the curriculum to engage a creative learning environment:

McKinney Academy Charter School believes The Arts are vital to providing a well-rounded education as well as a well-rounded individual. Researchers have shown the benefits of art education extend well beyond providing a creative outlet for students. Arts education helps develop imagination, cognitive skills, problem solving skills, language and social skills. "If young Americans are to succeed and to contribute to what Federal Reserve Chairman Alan Greenspan describes as 'our economy of ideas,' they will need an education that develops imaginative, flexible and tough-minded thinking," said former Education Secretary Richard Riley. "The Arts powerfully nurture the ability to think in this manner."

A meta-analysis funded by the National Endowment for the Arts and the U.S. Department of Education found that students exposed to drama, music and dance do a better job at mastering reading, writing and math than those who focus solely on academics. McKinney Academy Charter School will support interdisciplinary learning through the integration of music education, drama, and visual arts. The use of the Multiple Intelligence Arts Domain at McKinney Academy Charter School will allow students to explore The Arts along with their academic initiatives through hands-on activities and experiences.

Global perspective and view outside of the school community:

While it is important for students to be aware of their surrounding community, it is equally important to teach them about other communities and the world around them. McKinney Academy Charter School will promote learning and preparedness for our emergent global era. To help our students better understand and appreciate the world around them and to cultivate greater awareness, we will help bring our world into focus. We believe we should embrace the ability to understand and relate to other cultures. McKinney Academy Charter School will provide the avenue with which to bring our world into focus for our students by studying different countries/regions throughout the school year. The students will learn about the people, culture, geography and the economy of communities far and near.

Wellness program:

Wellness of the whole student will be improved through student and family educational programs that increase knowledge on personal health, nutrition and wellness. The Academy has outlined a conceptual framework for nutrition education, physical activity, and other school-based activities that promote student wellness.

Confidence/Public Speaking:

A key innovative method we will use in order to prepare our students for the future is the opportunity to participate in various presentations/performances throughout the school year. Students will be instructed on how to stand, present, project and speak to address their peers and adult audiences alike. Presentations will be given and prepared for on a regular basis and will be an integral component of the McKinney Academy Charter School learning experience.

Educating through an environment conducive to learning:

Creating a complete unity within the school is of utmost importance and will be implemented from day one. It will be expected that students respect each other, practice being courteous and polite, and treat other people the way he/she wants to be treated. Every student will be expected to give his or her best effort every day. This will create an atmosphere of trust and personal excellence among the student body.

4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site:

A teacher's true passion is to provide a positive learning experience for children both in the classroom and out as students develop into lifelong learners. Three major hurdles can prevent this from happening:

- Lack of Administrative Support
- Lack of Time
- Insufficient Funds

The following is an explanation of how McKinney Academy Charter School plans to address common issues in professional opportunities for teachers.

The teachers at McKinney Academy Charter School will be treated as talented professionals who have dedicated their lives to educating our future world leaders. Teachers will be encouraged to make choices about the ideal methods and materials to be used for a unit of study that will provide each student with the maximum learning benefits to ensure mastery. Teachers will be encouraged to seek out resources from the immediate staff, local community, and elsewhere as they build the learning program for their students. Professional development will be ongoing with the ultimate goal of providing students with a high-quality education. Administrative support helps to build a strong unit that cannot be broken or severed. This type of environment brings out the best in all teachers and therefore, impacts the students learning.

The lack of sufficient planning time prevents many teachers from accomplishing the goal of educating our youth. At McKinney Academy Charter School each teacher will have at least 40 minutes individual planning time four days a week. An 80-minute block of time, 1 day a week, will be allotted for grade-level planning. This collaborative time is essential for enabling teachers to design new tasks for students, share materials and resources, discuss student work and progress, and otherwise work collaboratively to ensure student academic success. Staff Meetings will take place at least twice a month in order that staff and administration can meet collaboratively on various activities to enhance the curriculum. All teachers with less than three years experience will be provided a mentor teacher who will work to help him/her reach his/her full potential. Teachers are encouraged to observe and instruct other teaching professionals on site.

Insufficient funds can and do limit an educator whose desire is to continue to grow in knowledge. With our resources, McKinney Academy Charter School will ensure that all teachers are given the opportunity to expand

their knowledge of 21st century teaching methods. Professional development will be ongoing with the ultimate goal of improving student learning and providing a quality education for all students.

One additional aspect of professional development will be leadership and responsibility for an area in which they excel. If a teacher is an excellent organizer, they may be asked to set the school calendar. If a teacher excels in leadership, they may be asked to be a teacher liaison for the PTA. The veteran teachers at McKinney Academy Charter School will be instrumental in mentoring less experienced teachers. These experienced teachers will provide support for one academic school year. All professionals have strengths and skills that will be utilized to maximize the school's success. McKinney Academy Charter School will strive to afford any possible opportunity for our teachers to promote an excellent learning program.

5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

Exposure to The Arts at the elementary level helps to develop well-rounded, motivated, independent responsible individuals, which is the very essence of McKinney Academy Charter School. Due to budget constraints and district choices, Arts education and global studies have become increasingly limited throughout many communities, including the Charlotte-Mecklenburg district. But such educational opportunities can play a major role in a child's academic and social development. The use of the Multiple Intelligence Arts Domain at McKinney Academy Charter School will allow students to explore The Arts along with their academic initiatives through hands-on activities and experiences.

At McKinney Academy Charter school we will offer the following Special Area Classes that are incorporated into the weekly schedule which enrich the core curriculum. These classes are:

- Music Education
- Visual Arts
- Dramatic Arts
- Technology Education
- Foreign Language
- Global Studies
- Wellness/Physical Education
- Latin (at the high school level)

McKinney Academy Charter School will offer college preparatory courses during the high school years that are tied to the North Carolina Common Core State and Essential Standards. This program will encourage students to continue to strive for academic excellence. The curriculum will provide a foundation in the humanities, sciences and second language while developing critical and creative thinking.

6) Hold the schools established under this Part accountable for meeting measurable student achievement results and provide the school with a method to change from rule-based to performance-based accountability systems:

McKinney Academy Charter School will follow the North Carolina Department of Public Instruction's ABC Accountability Model and participate in all state assessments, including:

1. End-of-grade tests in reading and mathematics at grades 3–8
2. End-of-grade test in science at grades 5 and 8
3. End-of-course tests in English I, Algebra I, and Biology

McKinney Academy Charter School

4. NC Writing Assessment at grade 10
5. NCEXTEND1, Alternate Assessment for writing at grade 10
6. NCEXTEND1, Alternate Assessment for reading and math at grades 3–8 and 10 and science at grades 5 and 8
7. NCEXTEND2, Alternate Assessment for EOG reading and math at grades 3–8 and science at grades 5 and 8
8. Additional required tests are WIDA ACCESS Placement Test (W-APTTM)1 – Initial Testing (for LEP students)

We understand that the State Board of Education will require assessments at grades K, 1, and 2 that include documented, on-going individualized assessments throughout the year and a summative evaluation at the end of the year. Rubrics and other assessment tools will be used to measure our performance-based accountability systems and teacher effectiveness.

Alternate assessments will be available for many of the state tests for students with disabilities who have Individualized Education Programs (IEPs) and students with limited English proficiency who meet specific eligibility requirements. All students identified as limited English proficient will be annually assessed to determine progress and level of English language proficiency.

Educational Focus

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

The mission of McKinney Academy Charter School is to develop well-rounded, motivated, independent, responsible individuals by creating the right balance between academics and The Arts, while incorporating a global perspective and encouraging personal responsibility for the health and well being of the student. McKinney Academy Charter School will leverage the more than four years of success of McKinney Academy by fostering a positive, creative learning environment that encourages all students to strive for personal excellence and reach high academic success. At McKinney Academy Charter School, students will be encouraged and supported to reach high academic expectations. This will be accomplished through a strong liberal arts curriculum that supports interdisciplinary learning through the integration of music education, drama, and visual arts.

Research shows that involvement in the arts is connected to gains in math, reading, cognitive ability, critical thinking, and verbal skills. Arts learning can improve motivation, concentration, confidence, and teamwork. Our Visual Arts Curriculum will afford our students the opportunity to explore different media, as they develop ideas and experiment with varied sources for inspiration for creative work. McKinney Academy Charter School will also include the study of famous artists and their work to learn how they used elements of art to create their own masterpieces. Music will be incorporated as an educational and enriching experience. Our students will be exposed to reading, writing and playing music and will be instructed in group piano lessons and theory. Piano lessons will be geared to teaching students how to read music and play the piano with the expectation of each student learning how to play a musical instrument of his/her choice by fifth grade.

Drama instruction at McKinney Academy Charter School will be a way for the children to express themselves in a safe environment. The children will learn how to become comfortable and confident speaking and performing in front of an audience. Students will deliver presentations to the parent community every eight to ten weeks. Students at McKinney Academy Charter School will meet as a General Assembly twice monthly to perform for their peers.

Students will also be encouraged to reach high behavioral standards. Our young people will be instructed in ways to interact with teachers, staff and peers by modeling expected behavior. Character Education will also be incorporated into our program in order to reinforce expectations of polite, kind and respectful individuals.

In preparation for the 21st century McKinney Academy Charter School will provide a “global learning” perspective that strives to promote world citizenship and multicultural understanding. Through our “global learning,” we believe the students of McKinney Academy Charter School will better understand and appreciate the world around them which will cultivate a greater awareness. McKinney Academy Charter School will provide the avenue with which to bring our world into focus for our students by studying different countries, regions and cultures. An emphasis on the wellness of the whole student will be implemented through student and family educational programs that develop knowledge on personal health, nutrition and wellness. The Academy has outlined a conceptual framework for nutrition education, physical activity, and other school-based activities that promote student wellness.

GOVERNANCE

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

Private Nonprofit Corporation

A. PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit:

The McKinney Academy Incorporated - Upon charter approval, the name will change to McKinney Academy Charter School.

Mailing Address: 412 Armour Street

City/State/Zip: Davidson, NC 28036

Street Address: 412 Armour Street

Phone: 704-895-9664

Fax: 704-307-2643

Name of registered agent and address:

Mrs. Andrea McKinney
16103 Greenfarm Road
Huntersville, NC 28078

FEDERAL TAX ID: EIN 26-4210012

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

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

- Yes (copy of letter from federal government attached)
 No- Note: Application has been submitted.

Note:

The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

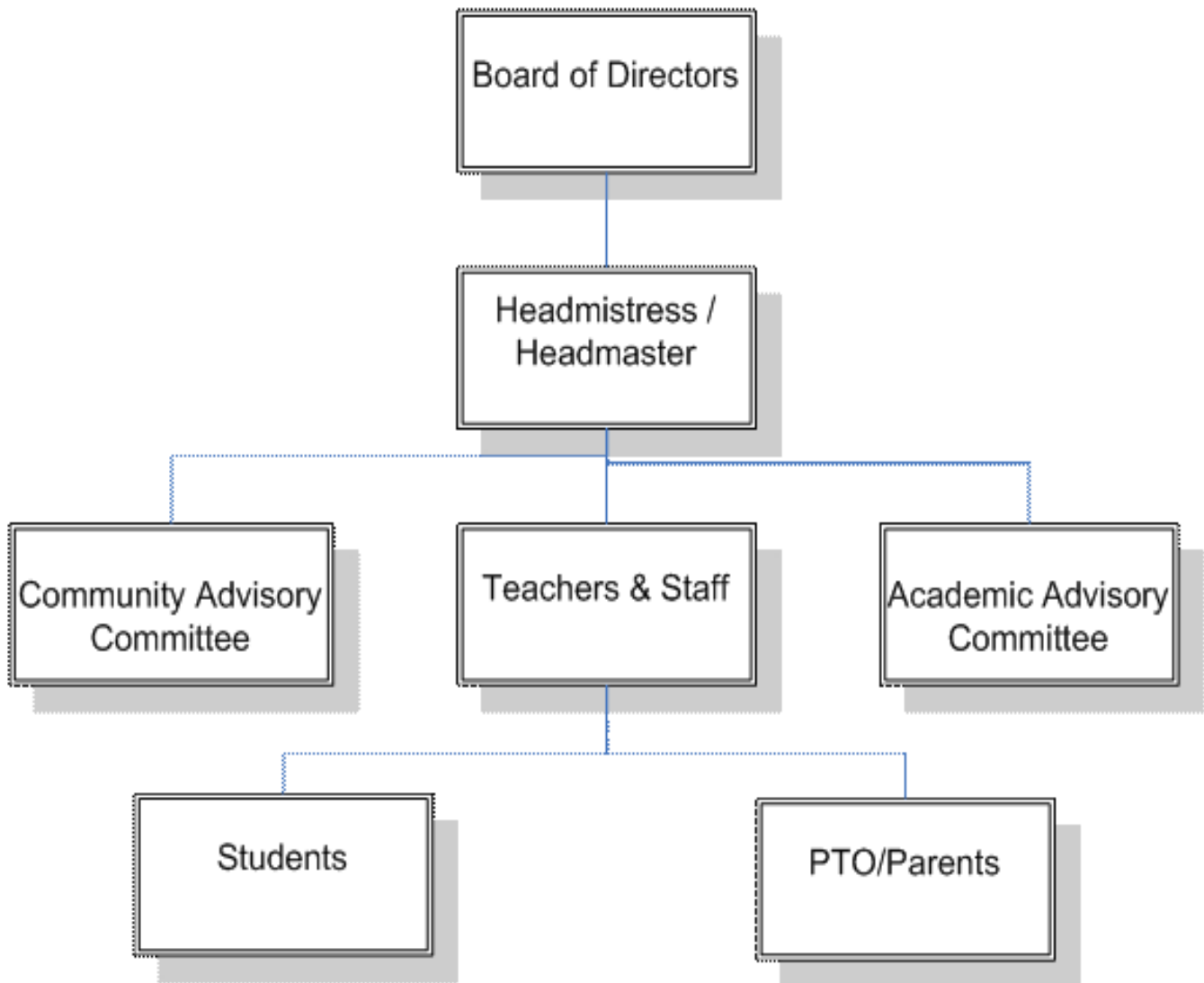
Organizational Structure

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

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

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

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the administrative 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 the charter school.*



- 2. A one-page resume for each member of the board of directors highlighting his or her experiences over the past ten or more years.**

Please find in the pages that follow the resumes for our five board members:

Mr. Adam Boatsman

Mr. Callan Bryan

Mr. Brian Hines

Mr. Michael Owen

Dr. Iris Rouleau

ADAM C. BOATSMAN

aboatsman@boatsmangillmore.com

15306 Marshfield Court
Huntersville, NC 28078

(H) (704) 992-0903
(C) (704) 975-1751

Enthusiastic innovator with in-depth expertise in the areas of information technology risk management and program management. Exceptional client service and communication skills. Deep experience in financial services, automotive, and energy industries. Track record of building and managing creative, highly energized, focused teams. Core competencies:

- Strategic Planning and Execution
- Leadership and Coaching
- Relationship / Account Management
- Information Technology Risk Management
- Technology Enabled Process Improvement
- IT Organization / Management Reengineering
- Regulatory Compliance Program Design
- Program / Project Management

PROFESSIONAL EXPERIENCE

Boatsman Gillmore & Associates **2006-Present**

Lake Norman & Charlotte, North Carolina

Business Owner

Accounting and Business Solutions Firm, with a mission to develop relationships that are responsive, dedicated and focused on improving the bottom line of each of our clients. Whether a client is evaluating a new startup, looking at tax minimization or seeking to improve overall profitability we excel at identifying viable and cost effective solutions. Headquartered in North Carolina with offices in downtown Charlotte and the Lake Norman area, we have the ability to serve clients throughout the US.

Ernst & Young, LLP **2002 - 2006**
Charlotte, North Carolina **2004 - 2006**
Detroit, Michigan **2002 - 2004**
Senior Manager

Senior Manager responsible for developing relationships with target clients, identifying and delivering solutions to address client needs, developing and implementing recruiting and staffing plans, and creating project delivery methodology.

Dynamis Solutions / Asite Ltd. – London, United Kingdom **2000 - 2002**

Chief Information Officer, Chief Operating Officer

Technology and Operations Director for an application service provider for the construction industry. Products offered included purchasing and collaborative product development. Responsibilities included leading a team of over fifty people focused on both external client service delivery and supporting an internal organization of seventy. Ernst & Young, LLP – Phoenix, Arizona **1998 - 2000**

Held various levels of increasing responsibility within the technology management consulting practice in Ernst & Young, LLP prior to the sale of the practice to Cap Gemini.

EDUCATION / CERTIFICATIONS

Arizona State University – Tempe, AZ, BS – Accounting and Information Systems 1998

CISSP

CIPP

Rational Unified Process

CPA

Callan Bryan

18809 West Catawba Avenue, Suite 102 | Cornelius, North Carolina 28031

Telephone: (704) 892-9355 | Fax: (704) 892-9309

Experience:

Managing Partner

Estate & Elder Law Firm of Vandiver & Bryan, PLLC

September 1999 – Present

Partner

ZipQuest

Partnership

May 2010 – Present

Education:

Campbell University, Norman Adrian Wiggins School of Law

JD, Law

1996 – 1999

Appalachian State University

BA, Double Major in Political Science and Psychology

1990 – 1994

Activities and Societies:

Member of the National Moot Court Team, Best Brief Award Moot Court, Order of Old Kivett

Groups and Associations:

Admitted, North Carolina District Court and U.S. District Court, Western District of North Carolina

North Carolina Bar Association (Member, Business Law and Elder Law Sections) National

Academy of Elder Law Attorneys North Mecklenburg Rotary Member - Board of Directors - Lake

Norman Chamber of Commerce

Honors and Awards:

Eagle Scout The Order of Old Kivett Member, National Moot Court Team Leadership Lake

Norman

McKinney Academy Charter School

Brian K Hines

Phone: 704-507-4877

Address: 9815 J Sam Furr Rd, ste 259 Huntersville, NC 28078

Email: brian@lenoxland.com

PROFILE SUMMARY

Energetic self-starter with ample experience in facilitating projects and overseeing to successful completion. Over 12 years experience in real estate brokerage and development. Current projects consist of developing for a national retailer in North and South Carolina.

Lenox Land, LLC – Cornelius, NC - President/Owner

October 2000 - Present

Lenox Land, LLC is a diversified regional real estate company active in commercial and residential property brokerage and development.

Development business:

Responsible for identifying the ideal land position, negotiating a long term lease with client, then constructing a quality building all while delivering early and under budget to a multitude of national retailers. Analyze potential sites by incorporating Location and Site Feasibility studies along with performing Gap Analysis to determine retailer needs. Perform Comparative Market and Lease Analysis based on modeling criteria that was created in house. Manage a highly skilled team consisting of a Civil and Environmental Engineer, Surveyor, Banker, Attorney, Contractor and numerous other consultants. My development experiences have helped shape my skills in the areas of project management and conflict resolution.

Brokerage business:

Broker in Charge of company and licensed in both North Carolina and South Carolina. Brokered over 2,000 acres since 2005. Responsible for Asset Disposition for companies such as: Dollar General, Auto Zone, CVS and Food Lion, Simonini Builders, McCar Homes, Orleans Home Builders, Hopper Communities and Lennar Communities. Advise clients on investments by performing Comparative Market and Cost Analysis on all projects.

Dun & Bradstreet - Charlotte, NC

August 1994 to May 2000

Account Consultant

Developed and help implement credit procedures for Credit Managers, VPs of Finance and their staff. Analysis and review of a company's Vendor Supply Chain to give the company a total view of its spending. Helped create and execute marketing strategies according to a company's growth capability. Built run rate usage by focusing on existing accounts (92-account base), new account development and customer education. Territory: North Carolina and South Carolina. Selling audience consisted of primarily VP's and other corporate executives; dependent on company size. Exceeded monthly budget objectives by an average of 12.5%. Provided technical assistance in software setup and maintenance. Conducted monthly training seminars on how to evaluate customer risk. Intensive sales training incorporating SPIN Selling techniques and The New Base for Sales Excellence conducted by The Acclivus Corporation. Trained in Enterprise Resource Planning (ERP), specifically SAP.

Community and Professional Activities:

- Vice Chairman Huntersville Planning Board, June 2002 to July 2009
- Member of McKinney Academy Board of Advisors, Davidson NC
- Steering Committee member - East Huntersville Area Development Plan - 2007
- CCIM (Certified Commercial Investment Manager) Designee
- Deacon- First Baptist Church, Huntersville, NC, August 2006-April 2008
- Radiant Life Fellowship – April 2008 to present – founding Charter member

Education

Radford University, Radford VA

May 1994

Major: Finance

McKinney Academy Charter School

Michael A. Owen

Office: 704-988-4990 Cell: 704-604-1478 Address: 16024 Covington Point Lane, Huntersville, NC 28078 Email: maowen@roadrunner.com

PROFESSIONAL SUMMARY

Accomplished Senior Manager with over twenty years experience in Business, Manufacturing & Technology Transformation. Strong background developing and delivering strategic initiatives with large cross-disciplinary teams. Experienced developing and leading divisional-level strategic initiatives for Fortune 500 business & operations groups. Demonstrated results & recognized top performer through senior-level partnerships, operational & organizational problem solving.

Core Experience:

• Strategic & Tactical Planning	• Line of Business Program Management	• Product & Technology Delivery
• Risk Management	• Lean/Six Sigma Process Improvement	• Outsourcing Management
• Business Coaching	• Team Development	• Leading & Directing

TIAA-CREF – Charlotte, NC

October 2007 - Present

TIAA-CREF is a \$450 billion financial services, investment and insurance firm that provides pension, education, investment and protection products and services to those in the academic, medical, cultural and research fields.

Director, Asset Management Services – Responsible for integrating the Individual line of business and Brokerage business to delivery strategic capabilities designed to enable growth & scalability. Serves as the Data Steward for the Individual Business.

- **Brokerage Transformation** – Responsible for leading the planning, designing, building, deploying and positioning the next-generation TIAA-CREF Brokerage business with key business stakeholders across Product, Sales, Operations, Compliance and Finance with a budget of \$25 million.
- **Data Stewardship** - Responsible for developing and delivering the Enterprise-wide data quality program for the Individual Line of Business, consisting of thirteen major business executives and teams.

Project Manager, Office of the CEO, Enterprise Integration - Responsible for providing Change Management leadership to Tier 2-4 level Executives to improve Line of Business client experience & operations, enable growth & scalability, a reduce operating risk.

Major Initiative Highlights (*more available*):

- **Corporate Strategy** – Key contributor of the TIAA-CREF 10-year strategic planning initiative. Provided thought leadership with Senior Leadership Team to transform the Individual Line of Business. Responsible for developing concept & capabilities for delivering a consistent end-to-end Individual Client & Data platform, moving to a outsourced self-clearing Brokerage model and modernizing and scaling the call center.
- **Products Strategy** – Process Excellence and Product Management leadership partner charged with implementing a world-class product growth capability for all TIAA-CREF products. Co-lead, developed and delivered strategic & tactical planning framework plus three-year plans with Product business leaders.
- **Business & Culture Transformation** – Scaled the Brokerage business with \$4MM strategic budget and delivered capacity for 100% volume growth. Accomplished by implementing new sales channel experience with web & workflow technology solution with Business & Technology leaders. Leveraged extensive technology knowledge and influenced adoption across 600+ Wealth, Advice & Field Consultants.
- **Vendor and Outsourcing Governance** – Successfully built from concept, implemented and lead Outsourcing Center of Excellence (COE) vendor governance practice for the Asset Management division. Developed robust methods and rigor for managing, tracking, auditing and reporting.

Pegasystems, Inc – Cambridge, MA

October 1998 – October 2007

Engagement Leader (Program Manager) Pegasystems (NASDAQ: PEGA) is a \$250 million technology leader of rules-based software solutions using Business Process Management (BPM) technology.

Education

Queens University, Charlotte NC, McColl Graduate School of Business

December 2006

Masters of Business Administration, Executive MBA Program (2006)

Gardner-Webb University, Boiling Springs, NC

May 1988 & May 1993

Second Major - Management Information Systems (1993); 4.0 GPA

Bachelor of Science in Business: Major – Industrial Management (1988)

Chairman, Board of Advisors - McKinney Academy, Davidson NC

January, 2008 – Present

Dr. Iris Rouleau

9711 Rose Commons Rd #307 Huntersville, NC 28078 (704) 516-2273

EDUCATION

- Ed.D. Educational Leadership- UNCC (Curriculum & Supervision)
- M.Ed. Educational Computing
- M.Ed. Special Education
- B.A. Speech Pathology & Audio logy

CERTIFICATIONS

- | | |
|---|----|
| ▪ 00113 Curriculum Instructional Specialist | NC |
| ▪ 88099 Exceptional Children Program Administrator (K-12) | NC |
| ▪ 88001 Cross Categorical (K-12) | NC |
| ▪ 092 Intermediate Administrator and Supervisor | CT |
| ▪ 065 Comprehensive Special Education (PreK-12) | CT |

EXPERIENCE

Experience as a teacher, administrator, advisor, counselor, supervisor, coordinator, planning and providing professional development and presently a college professor.

Worked in/with public schools, private schools, urban, suburban and rural areas, as well as started a school in a foreign country. Have worked with all SES and have some experience with fundraising.

HONORARY AFFILIATIONS:

Kappa Delta Pi - International Honor Society in Education

Phi Beta Delta- Honor Society for International Scholars

Dissertation nominated for Outstanding Dissertation Award

PROFESSIONAL MEMBERSHIP:

American Educational Research Association (AERA)

Association for Supervision and Curriculum Development (ASCD)

North Carolina Association for Supervision and Curriculum Development (NCASCD)

Council for Exceptional Children (CEC)

The International Dyslexic Association

International Learning Disabilities Association

International Reading Association

National Association for the Education of Young Children (NAEYC)

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. (G.S.143.318.9 et seq)

BYLAWS OF
MCKINNEY ACADEMY, INCORPORATED

ARTICLE I – NAME, OFFICES AND PURPOSE

Section 1 *Name.* The name of the corporation shall be McKinney Academy, Incorporated, hereinafter referred to as the “corporation”.

Section 2 *Principal Office.* The principal office of the corporation shall be 16103 Greenfarm Road, Huntersville, NC 28078, which shall also be the registered office of the corporation.

Section 3 *Other Offices.* The corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine.

Section 4 *Purposes.* The purpose of the corporation is to provide students with a high quality education while developing a strong academic foundation in a nurturing environment. To operate for an educational purpose within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the “Code”);

ARTICLE II – BOARD OF DIRECTORS

Section 1 *General Powers.* The business and affairs of the Corporation shall be managed by its Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporations, or these Bylaws, all of the power of the Corporation shall be vested in the Board of Directors.

Section 2 *Number, Term, and Qualifications.* The number of directors constituting the Board of Directors shall be no less than 3 (three) and no more than seven (7). The number of Directors elected at the meeting shall constitute the number of Directors of the corporation until the next election. Turnover is expected to be 50 percent of the Board will roll over after every 2 years or resignation. No more than 50 percent will roll over during a 2 year term. Each shall hold office for a 2 year term and until a successor is elected and qualifies. Directors need not be residents of the state of North Carolina.

Section 3 *Election of Directors.* Directors shall be elected at any annual or special meeting of the Board of Directors by a vote of a majority of the directors then in office. The election of directors shall be a part of the order of business each annual meeting of the Board of Directors. Each director elected shall hold office until the next annual meeting of the Board of Directors and until his successor is elected and qualifies.

Section 4 *Removal.* Directors may be removed from office at any time with or without cause by the directors by such vote as would be required to elect a member of the Board of Directors.

McKinney Academy Charter School

Section 5 *Vacancies.* Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors even though less than a quorum, or by the sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 6 *Chairman of the Board.* There shall be a Chairman and Vice-Chairman of the Board of Directors elected by the directors from their number at any meeting of the Board of Directors. The Chairman, or in his absence the Vice-Chairman, shall preside at all meetings of the Board of Directors, and each shall perform such other duties as may be directed by the Board of Directors. The Chairman and Vice-Chairman shall be officers of the Corporation.

Section 7 *Compensation.* The Board of Directors may not compensate directors for their services as such and may not provide for the payment of any or all expenses incurred by directors in attending regular and special meetings of the Board of Directors. This shall not preclude directors from serving the Corporation in other capacities and receiving compensation for such other services.

ARTICLE III Meetings of Directors

Section 1 *Annual Meeting.* The annual meeting of the Board of Directors shall be held on June 1st of each year at 6:30pm, for the purpose of electing directors and officers of the Corporation and for the transaction of any other business properly before the Board of Directors. If the day fixed for the annual meeting shall be a legal holiday, the meeting shall be held on the next succeeding business day that is not a legal holiday. If the annual meeting shall not be held on the day designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board of Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

Section 2 *Special Meetings.* Special meetings of the Board of Directors may be called by or at the request of the Chairman or any two directors.

Section 3. *Place of Meetings.* The annual or any special meeting of the Board of Directors may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, as shall be designated in the notice of the meeting or in a waiver of notice of the meeting signed by all the Directors then in office.

Section 4. *Notice of Meetings.* The Secretary shall give notice of each annual meeting of the Board of Directors by mailing such notice to each director at least ten days (10) before the meeting. The Chairman or other persons calling a special meeting of the Board of Directors shall give notice thereof (or cause the Secretary to give notice) by mailing such notice to each director at least three (3) days before the meeting. Unless otherwise indicated in the notice thereof, any and all business may be transacted at a meeting of the Board of Directors, except as otherwise provided by law or these Bylaws.

Section 5 *Waiver of Notice.* Any director may waive notice of any meeting, either before or after the meeting. Written waivers of notice shall be filed by the Secretary with the corporate records or as part of the minutes of the meeting. The attendance by a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6 *Quorum.* A majority of the number of directors fixed by these Bylaws shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

McKinney Academy Charter School

Section 7 *Manner of Acting.* Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 8 *Presumption of Assent.* A director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he objects at the beginning of the meeting, or promptly upon his arrival, to holding it or transacting business at the meeting, or his dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he either files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his written dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.

Section 9 *Informal Action by Directors.* Action taken by a majority of the directors without a meeting is nevertheless action of the Board of Directors if written consent to the action in question is signed by all of the directors and filed with the minutes of the proceedings of the Board of Directors, whether done before or after the action so taken.

Section 10 *Participation by Telephone.* Any one or more directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other, participation by these means shall be deemed present in person at the meeting.

ARTICLE IV Officers

Section 1 *Officers of the Corporation.* The officers of the Corporation shall consist of a Chairman, a Vice-Chairman, Secretary, and Treasurer. Other officers, including one or more Vice-Presidents (whose seniority and titles, including Executive Vice-Presidents and Senior Vice-Presidents, may be specified by the Board of Directors), Assistant Secretaries, and Assistant Treasurers, may from time to time be elected by the Board of Directors. Any two or more offices, except President and Secretary, may be held by the same person. No officer may act in more than one capacity where the actions of two or more officers are required.

Section 2 *Election and Term.* The officers of the Corporation shall be elected by the Board of Directors, and each officer shall hold office until his death, resignation, retirement, removal, or disqualification or until his successor shall have been elected and qualified.

Section 3 *Removal.* Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby.

Section 4 *President.* The President shall be the chief executive officer of the Corporation and shall be primarily responsible for the implementation of policies of the Board of Directors. He or she shall have authority over the general management of the Corporation in accordance with these Bylaws, subject only to the ultimate authority of the Board of Directors. He or she may sign and execute instruments in the name of the Corporation except in cases where the signing and the execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. In addition, he or she shall perform all duties incident to the office of the President and such other duties as from time to time may be assigned to him by the Board of Directors.

McKinney Academy Charter School

Section 5 Vice-Presidents. Each Vice-President, if any, shall have such powers and duties as may from time to time be assigned to him by the Board of Directors. Any Vice-President may sign and execute in the name of the Corporation instruments authorized by the Board of Directors, except where the signing and execution of such documents shall be expressly delegated by the Board of Directors or the President to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. In the absence of the President or in the event of his or her death, inability, or refusal to act, the Vice-Presidents in the order of their length of service as Vice-Presidents, unless otherwise determined by the Board of Directors, shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President.

Section 6 Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors. He or she shall keep all minutes of all such meetings in books designated for those purposes, The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. He or she shall have charge of the books, records, and papers of the Corporation. He or she shall have custody of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized, and shall sign such instruments as may require his or her signature. He or she shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman, by the Board of Directors, or by these Bylaws.

Section 7 Assistant Secretaries. In the absence of the Secretary or in the event of his or her death, inability, or refusal to act, any Assistant Secretary designated by the Chairman, unless otherwise determined by the Board of Directors, shall perform the duties of the Secretary and when so acting shall have all the powers of and be subject to all the restrictions upon the Secretary. The Assistant Secretaries shall perform such other duties as may be assigned to them by the Secretary, by the Chairman, or by the Board of Directors. Any Assistant Secretary may sign, with the President or a Vice-President, documents authorized to be signed by the Secretary.

Section 8 Treasurer. The Treasurer shall have charge of and be responsible for all funds and securities, receipts, and disbursements of the Corporation, and shall deposit all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors, provided that the Board of Directors may appoint a custodian or depository for any such funds or securities, and the Board of Directors may designate those persons upon whose signature or authority such funds may be disbursed. He or she shall be responsible (i) for maintaining adequate financial accounts and records in accordance with generally accepted accounting practices; (ii) for the preparation of appropriate operating budgets and financial statements; and (iii) for the preparation and filing of all tax returns required by law.

Section 9 Assistant Treasurers. In the absence of the Treasurer or in the event of his or her death, inability, or refusal to act, any Assistant Treasurer designated by the Chairman, unless otherwise determined by the Board of Directors, shall perform the duties of the Treasurer, and when so acting shall have all the powers of and be subject to all the restrictions upon the Treasurer. They shall perform such other duties as may be assigned to them by the Treasurer, by the Chairman, or by the Board of Directors.

Section 10 Validity of Signatures. In case any person whose signature shall appear on any bond, note, or other evidence of indebtedness of the Corporation shall cease to be an officer or hold an office different from that held at the time of signature before the delivery of such instrument, such signature shall nevertheless be valid and sufficient

McKinney Academy Charter School

Section 11 Compensation. Officers are not entitled to compensation unless the Board of Directors decides otherwise.

ARTICLE V Indebtedness

No indebtedness of the Corporation in excess of \$500,000 shall be incurred other than in the normal course of business, except as maybe approved by resolution adopted by a majority of the directors in office. Any or all of such indebtedness may be represented by notes, debentures, bonds, or other securities, either unsecured or secured by, or issued under, a mortgage, trust indenture, or otherwise, and may be issued at such times and upon such terms as the Board of Directors shall determine.

ARTICLE VI Contracts, Loans, Checks and Deposits

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation, and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks and Drafts. All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, or employee or employees of the Corporation and in such manner, including facsimile signatures, as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VII General Provisions

Section 1 Seal. The corporate seal of the Corporation shall contain the name of the Corporation and shall be in such form as approved by the Board of Directors.

Section 2 Waiver of Notice. Whenever any notice is required to be given to any director by law, by the Articles of Incorporation, or by these Bylaws, a waiver thereof in writing signed by the director or directors entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

Section 3 Indemnifications. The Corporation shall indemnify its officers and directors to the maximum extent required or permitted by Part 5 of Article 8 of Chapter 55A of the General Statutes of North Carolina as from time to time amended, and such officers and directors shall be deemed to have relied upon this Part.

Section 4 Fiscal Year. The fiscal year of the Corporation shall be as fixed by the Board of Directors.

McKinney Academy Charter School

Section 5 Amendment of Bylaws. Except as otherwise provided by law, by the Articles of Incorporation or herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any annual or special meeting of the Board of Directors; provided, however, that notice of the proposed action shall have been included in the notice of the meeting or shall have been waived as provided in these Bylaws.

ARTICLE VIII Dissolution

Section 1. Dissolution. In the event of the dissolution of the McKinney Academy and after the payment or the provision for payment of all the liabilities of the Corporation, the board in its sole discretion shall transfer all net assets of the McKinney Academy to other corporations which have Internal Revenue Service 501(c)(3) tax exempt status during the year the dissolution occurs. Any assets not disposed of will be disposed of by a court of competent jurisdiction in the county in which the principle office of the Corporation is then located.

ARTICLE IV Conflict of Interest Policy & Date

Section 1 A Director shall inform the Board of Directors of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board of Directors (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction:

- (i) In which the Director has a material financial interest, or
- (ii) in which the Director is presently serving as a director, trustee, officer or general partner of another party.

Pursuant to the provisions of Section 55A-8-31 of the General Statues of North Carolina, the director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the directors in office who have no Conflict of Interest (which must be more than on Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

Adopted this the _____ day of _____, 2009.

(Signature on file) _____
President

(Signature on file) _____
Secretary

Articles of Incorporation

A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future.

A copy of the Articles of Incorporation may be found on the next three pages.

SOSID: 1084567
Date Filed: 2/17/2009 3:44:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C200904100229

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the corporation is: The McKinney Academy School Inc.
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 16103 Greenfarm Road
City, State, Zip Code Huntersville, NC 28078 County Mecklenburg
4. The mailing address *if different from the street address* of the initial registered office is:

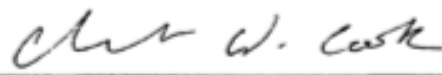
5. The name of the initial registered agent is:
Andrea McKinney
6. The name and address of each incorporator is as follows: Christopher W. Cook, Copeland Cook & Richards,
21235 Catawba Avenue, Cornelius, NC 28078

7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 16103 Greenfarm Road
City, State, Zip Code Huntersville, NC 28078 County Mecklenburg
11. The mailing address *if different from the street address* of the principal office is:
16103 Greenfarm Road, Huntersville, NC 28078

McKinney Academy Charter School

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

This is the 17th day of February, 2009.



Signature of Incorporator
Christopher W. Cook, Incorporator

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

NOTES:

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

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

McKinney Academy Charter School

Tax/Dissolution Addendum

The Incorporators of The McKinney Academy Inc., wish to designate the following beneficiary for the assets of the corporation upon its dissolution:

Community School of Davidson, Inc.

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

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

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

4. A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The governing board of McKinney Academy has six primary responsibilities:

- Provide oversight of the principal of the school
- Oversee financial stewardship and ensure adequate capitalization
- Conclude major and material contracts (e.g. facilities)
- Act as a liaison between parents, staff, and civic leaders in the event that a matter arises due to a conflict with the principal of the school
- Provide input into the general strategic direction of school curriculum and focus areas
- Monitor school committees as appropriate

The board chair ensures that the board fulfills its governance responsibilities and works with the school leader to achieve the mission of the charter school. Board members may be authorized to serve on a subcommittee or to act as an official board representative on matters of school business or policy.

However, no opinion, decision or commitment can be made by a board representative or subcommittee without the board's authorization.

Additional specifics of the board's length of service, composition, meeting calendar, and other information are detailed in our governing by-laws included above.

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

The governing board of McKinney Academy uses Roberts Rules of Order to govern meetings. Decisions are made by voting with majority rule. Sometimes decisions are made by consensus; often final decisions have been modified through discussion. We are committed to our board deliberations being fair, open, and thorough, but also efficient, timely, and orderly. We are committed to observing North Carolina's Open Meetings Law, giving proper public notices of all meetings, keeping accurate minutes of those meetings and making our minutes of the board available to the public at all times.

6. Describe the organization's performance-based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

The goals of McKinney Academy Charter School are centered on the three areas of student, faculty, and operational:

1. Student achievement

Our students will demonstrate a greater than 80% performance at grade level in each academic year. (Each year we will be able to demonstrate that students below proficient are moving to higher performance levels and that students who are already scoring proficient or advanced are maintaining or improving their rates of growth.)

2. Faculty achievement

Our faculty will demonstrate a 10% improvement or better in faculty performance utilizing value-added score measures each year.

3. Operational achievement

Our school will perform within +/- 5% of our budgeted financial performance.

7. Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

As detailed in Article IV of our bylaws, any governing board member will inform the Board of Directors of any direct or indirect conflict of interest which the governing board member has with regard to any transaction contemplated by the Board of Directors. A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction: In which the Director has a material financial interest, or in which the Director is presently serving as a director, trustee, officer or general partner of another party. The Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction.

Any board member with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

B. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

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

- 1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.***
- 2. What other EMO/CMOs were pursued and why did the applicant select this particular one?***
- 3. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.***
- 4. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.***

At this point in time, McKinney Academy Charter School has not contracted with an educational management company (EMO) or charter support organization (CSO). If we choose to do in the future, we would follow all State policies regarding partnering with EMOs/CMOs. We would be sure to clearly define roles and responsibilities, establish clear guidelines for the duration, termination and renewal of a contract with the EMO/CSO, include a rigorous evaluation of performance mechanism, develop clear, specific, and annual goals for achievement, and create a clear understanding of ownership of any physical and intellectual property.

Admissions Policies

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

McKinney Academy Charter School will not discriminate against any student on the basis of ethnicity, national origin, gender or disability, and the school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

Since we currently are a private school, we understand that some in the community could be concerned that we would provide priority placement for our current students at the expense of seats for the general public. This is not the case as we seek to cease our private, independent school status and open our doors to a diverse cross-section of our rich community. If there is over-enrollment during the enrollment period, we would offer the following lottery process for equal opportunity for admittance into our school.

McKinney Academy Charter School Lottery Process

Application Period:

The Application Period for McKinney Academy Charter School will only begin after receiving charter application approval possibly in mid-March 2012. To apply to McKinney Academy Charter School parents and/or guardians will be encouraged to attend a one-hour Open House presentation. A minimum of two Open House Programs will be made available to families during the application period. Applications will be provided for consideration and completion in spring 2012. The application will provide all pertinent dates and information as it relates to the admission process, lottery process and enrollment process.

Completed applications will be accepted via hand delivery or via the Postal Service during regular school hours, Monday- Friday, 8:30 am-3:00 pm. Applications must be postmarked by the deadline for application date.

The name and birth date of the child must be correctly provided on the application. One application per child is accepted. Any misrepresentations will result in that applicant's application or applications being discarded and/or the student's exit from the school. Applications need to be complete in order to be considered.

McKinney Academy Charter School will offer enrollment to an applicant who submits a completed application during the application period and meets the legal admission requirements, unless the number of applications submitted by eligible applicants during the application period exceeds the capacity of the program, class, or grade level to which an applicant is seeking enrollment.

If the number of applications submitted by eligible applicants during the application period exceeds the capacity of the program, class, or grade level to which they are seeking enrollment, then acceptance for any oversubscribed program, class, or grade level shall be determined by the lottery process described below.

Priority Placement:

Children of faculty members will receive enrollment priority, as per NC State Statute. McKinney Academy Charter School will provide enrollment priority to siblings of currently enrolled students who were admitted at McKinney Academy Charter School in a previous year. If the number of eligible enrollment priority applicants exceeds the capacity of the program, class, or grade level to which they are seeking enrollment, then acceptance of enrollment

McKinney Academy Charter School

priority applicants will be determined by lottery.

(The “Currently enrolled Sibling rule” noted above does not apply to previously enrolled students in McKinney Academy, the private school.) In the 2013-2014 school year and beyond, siblings must be identified by written notification from parents or guardians no later than January 15th to be given priority and must complete the application within the deadlines outlined above.

In each successive school year, students in good standing, who were enrolled in the school the previous year will keep their spaces in the school until they graduate or leave the school.

Lottery Process:

- The time, date and place of the lottery shall be clearly stated on the Application form. The Lottery will take place in the month of April for the 2012-2013 school year. In following years, the lottery will take place in January or February after the close of the enrollment period.
- The lottery shall be open to the general public.
- Applicants do not have to be present to be chosen.
- Separate individuals will draw, record, and verify the results of the lottery.
- The lottery will be random with each applicant having an equal opportunity to be selected.
- The lottery shall continue until all eligible applicants have been selected and placed on a waiting list in order of selection.
- Within five days after the lottery, the school shall offer enrollment to the applicants in the order they appear on the priority listing until the school has offered enrollment to the number of applicants equal to the number of available positions in the program, class, or grade level for which the lottery is being conducted.
- Any offer of enrollment will include a reasonable deadline time frame by which an applicant must accept the offer. If an applicant does not accept enrollment by the specified deadline, the school shall offer enrollment to the next applicant on the priority listing. Acceptance must be in written confirmation.
- Applications received after the lottery close date will be added to the end of the priority listing for that program, class or grade level that they are applying for in the order in which they were received. If more than one application is received simultaneously, a lottery will determine placement.
- Any openings from the start of school through January 31st will be filled from the priority listing. If prior to the end of the enrollment period (January 31st) a position becomes available in the program, class, or grade level for which a priority listing exists, then the school shall offer enrollment in that program, class, or grade level to the next applicant on the priority listing. Openings that may occur after January 31st through the remainder of the school year will not be filled.

McKinney Academy Charter School

Wait List

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

Eligible Applicant

All applicants must be eligible within Public School Law and must adhere to the McKinney Academy Charter School Promotion Policy. McKinney Academy Charter School would aspire to have 100% voluntary enrollment of eligible students. McKinney Academy Charter School may refuse admission to any student who has been expelled or suspended from a public school under GS. 115C-391 until the period of suspension or expulsion has expired, not withstanding any law to the contrary per NC State Statute.

EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use “same as LEA” or “whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

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

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

1. Educational theory, foundation of the model, and proposed innovative offerings.

Charter schools can generate new ideas and creative teaching methods. They can offer a laboratory of innovation for education. At McKinney Academy Charter School, we will provide a strong liberal arts curriculum that supports interdisciplinary learning through integration of music education, drama, and visual arts. Integrating The Arts will be an integral component that will be evident across the curriculum. Through our “global studies” initiative we will strive to promote world citizenship and multicultural awareness. Wellness of the whole student will be improved through student and family educational programs that develop knowledge on personal health, nutrition and wellness.

We approach our instructional program with the Paideia Group philosophy that “all children can learn”. Paideia is a Greek word meaning the upbringing of a child. Paideia Principles center on the following:

1. That all children can learn;
2. That, therefore, they all deserve the same quality of schooling, not just the same quantity;
3. That the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
4. That schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
5. That the three callings for which schooling should prepare all Americans are (a) to earn a decent livelihood, (b) to be a good citizen of the nation and the world, and (c) to make a good life for oneself;
6. That the primary cause of genuine learning is the activity of the learner’s own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
7. That the three kinds of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion;
8. That the results of these three kinds of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind’s understanding of basic ideas and issues;
9. That each student’s achievement of these results should be evaluated in terms of that student’s capacities and not solely related to the achievements of other students;

McKinney Academy Charter School

10. That the principal of a school should never be a mere administrator, but also a leading teacher who should cooperate with the faculty in planning, reforming, and reorganizing the school as an educational community;
11. That the principal and faculty of a school should themselves be actively engaged in learning; and,
12. That the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

Schools following this philosophy have seen achieved improved attendance and school climate; increases in reading, writing and communication skills; more frequent opportunities for integration of the curriculum and joint teacher planning; and more enjoyment with active learning in the seminars. (For more information about Paideia, visit the National Paideia Center's website at: <http://www.paideia.org/>)

In keeping true to our mission of creating the right balance between academics and The Arts, it is deemed important to employ the most effective methods to target the learning styles of our students. Our pursuit is to include educational programs that embody the characteristics of McKinney Academy Charter School's mission and provide a demonstrated track record of success in the core subject areas.

2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.

The following provides a basic outline of our innovative programs at the elementary, middle, and high school levels. Because the North Carolina Common Core State and Essential Standards are new, we would spend a significant effort, immediately following the approval of our charter application, to align the components of our curriculum for a seamless educational program. One of our board members, Dr. Iris Rouleau, is a curriculum expert and would assist us in these efforts.

ELEMENTARY PROGRAM

Reading/Language Arts

We are of the strong belief that phonics is the most effective approach in teaching students the skill of reading. Open Court Reading Series provides students with the phonetic practice, repetition, and systematic sequencing needed to develop the strong foundation for the reading program in the primary grades. In the upper elementary grades, Open Court offers a rich non-fiction literature-based program that helps to strengthen comprehension skills. We will closely follow the North Carolina Common Core standards for English Language Arts at the elementary school level.

Math

McKinney Academy Charter School will adopt Scott Foresman Mathematics Program as a springboard to the math program. The Scott Foresman math program "promotes mathematical proficiency by focusing on the development of both mathematics skills and essential understandings. This is accomplished through an articulation of essential outcomes and conceptual understandings for both teacher and student; questioning strategies that develop higher order-thinking skills embedded into the student and teacher materials; and the development of mathematical communication as a means of building a deep understanding of important mathematics".

To prepare our students to be "Future Ready" for the 21st century, McKinney Academy Charter School will follow the new North Carolina Common Core standards by providing a set of mathematical competencies at each grade level to ensure our students gain the mathematical concepts and skills deemed essential and in line with the North

McKinney Academy Charter School

Carolina Common Core standards; thus, the adoption of Scott Foresman. Our curriculum will follow the K-5 standards of the new Common Core to provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals, building a foundation for more demanding math concepts, procedures and applications which they will address in the middle school years.

Science

McKinney Academy Charter School will align our Science Curriculum with the new North Carolina Common Core and Essential Standards. The process of scientific inquiry and experimentation and technological design will be drawn from the physical sciences, earth sciences, and life sciences. Students will be instructed in science using the scientific method: observation, question, hypothesis, experiment, and conclusion. In order for McKinney Academy Charter School to achieve the above-mentioned strands, we will adopt the Macmillan/McGraw-Hill Science curriculum.

Social Science

Like all key subjects, the Social Sciences program at McKinney Academy will be aligned with the North Carolina Common Core State and Essential Standards. The major strands set forth in the standards provide a framework for studying and analyzing social studies at each grade level. The five organizational strands of the social studies program: 1) history, 2) geography, 3) civics and government, 4) economics and financial literacy, and 5) culture are addressed with increasing rigor and relevance at each grade level. We believe that an effective social studies program will prepare students to be active, informed, and responsible citizens.

Technology Program

McKinney Academy Charter School's goal is to prepare our students to be "Future Ready". In order to make this goal a reality, it is essential that our students receive hands-on, cutting-edge instruction in the area of computer technology. Our technology program will provide our K-12 grade students with 21st Century skills to become proficient and confident in this ever-changing technological age. Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are critical through all grade levels. Our students will have the opportunity to learn the latest and most-up-to-date software and technological advances as they maneuver through the computer world and make technology an integral component of their educational foundation. Our elementary technology program will focus on the strands of sources of information, informational text, technology as a tool, the research process, safety and ethical issues.

Spanish Education

Learning a foreign language opens up a whole new dimension on our quest to global learning. It not only has a positive effect on intellectual growth, but also enriches and enhances mental development. Learning a foreign language is especially effective when introduced in the early years. Studies have shown that learning a foreign language contributes significantly in the development of individual intelligence, which spans beyond the language itself and into other areas of study. McKinney Academy Charter School will enhance our global learning component by providing our students with the opportunity to learn a second language. Spanish will be a part of the students' curriculum beginning in Kindergarten and will carry through all grade levels. It is important that we expose our students to various cultures, but we also want prepare them to communicate with individuals from different parts of our world thus promoting world citizenship and multicultural awareness. As stressed in the North Carolina Common Core State and Essential Standards, students will be able to use the language to engage in interpersonal communication, understand words and concepts presented in the language, use the language to present information to an audience, compare the students' culture and the target culture.

Global Studies

McKinney Academy Charter School will promote learning and preparedness for our emergent global era. To help our students better understand and appreciate the world around them and to cultivate greater awareness, we will help bring our world into focus. We believe we should embrace the ability to understand and relate to other cultures. McKinney Academy Charter School will provide the avenue with which to bring our world into focus for our students by studying different countries/regions. Each grade level will study a specific country. The students will learn about the people, culture, geography and the economy. Developing personal connections via email or pen pal will assist in making the world connection come alive in the hearts of our children.

Music

Studies have strongly indicated that musical training develops the left side of the brain which can actually help physically develop brain areas involved in language and reasoning. It is with these identifiable benefits that McKinney Academy Charter School will build the foundation for its music program. Our students will be exposed to reading, writing and playing music and will be instructed in group piano lessons and theory. Piano lessons will be geared to teaching students how to read music and play the piano. Learning the history of music will be a key component in our music program as well. With a strong foundation from K-5, students will have gained knowledge and skills to move forward into other instruments.

Art

The McKinney Academy Charter School Art Program will enable students to develop their skills in order to create a variety of art media. Our students have the opportunity to explore the different media, as they develop ideas and experiment with varied sources for inspiration for creative work. McKinney Academy Charter School will also include the study of famous artists and their work to learn how they used elements of art to create their own masterpieces. At McKinney Academy Charter School the children will learn to care for, manage and safely use materials and equipment, while developing an appreciation for their art as well as the art of other students.

Dramatic Art

The drama program at McKinney Academy Charter School will be an original program developed specifically to integrate elements of the dramatic arts into life skills that apply far beyond the stage. McKinney Academy Charter School will offer a relevant perspective to the world our children learn and grow which leans heavily on a fast paced, technically advanced form of communication. With that in mind, there will be an emphasis in the drama program on eye-to-eye speaking and the art of verbal expression, oftentimes in front of an audience, but always in front of their peers. There will be an organic introduction to the differences that will be experienced in life through varied backgrounds, races and ethnic/religious origins. The children will learn to listen for colors in classical music, experiment with emotional tone of voice in repeating the same phrase in different “colors”, and the challenging task of accepting that each student will interpret these exercises in his/her own unique way. This is merely a sampling of the treasures that will be found within McKinney Academy’s Charter School Dramatic Arts Program.

Health and Wellness

Part of the school’s educational mission is to improve the health of the entire school community by teaching students and families ways to establish and maintain life-long healthy eating habits. Our mission shall be accomplished through nutrition and physical education, garden and farm-based learning experiences, ecological exposure, lunch period education and connections to the core curriculum of science, math, language arts, history, geography, and social studies.

Middle School Grades 6 – 8

McKinney Academy Charter School

During the middle school years at McKinney Academy Charter School, students will receive instruction in the four core subject areas, guided by the new North Carolina Common Core State and Essential Standards. The emphasis of The Arts will continue to be an integral component of our students' educational experience. Middle school students will be required to participate either in band, orchestra or chorus as part of their music education. Visual Arts and Theater will be a part of elective courses as students continue their exploration of The Arts. Wellness and Nutrition education will remain an essential focus at the middle school level, as this is a critical time for students to develop healthy habits. We will continue to practice, model and educate our students on this front.

English and Language Arts: The McKinney Academy Charter School will build our Language Arts Program in accordance with the North Carolina Standard Common Core State and Essential Standards. The students will have multiple opportunities to deepen their understanding of language by applying skills they continue to learn and build upon. Our students will develop a deep appreciation for literature through their exposure to different authors and all four major genres (fiction, non-fiction, poetry, and drama). Students will be encouraged to participate in literary discussions in order to expand their understanding and experience. Finally, the study of literature will involve the following as set forth in the North Carolina Standard Common Core State and Essential Standards in the five areas of: reading, writing, speaking and listening, language, and media and technology.

Grammar and Language Usage

Grammar and Language usage will be emphasized in all grades. This is done in order to refine student grammar and language usage (written and oral). Students will be expected to increase proficiency in the understanding and control of their language, which will include vocabulary development through stem study and learn the importance and impact of word choice and syntax as well as the development of the English language both in written and oral forms.

Math

Students at the middle school level will continue to build upon the math skills mastered in the elementary school level. They will be immersed in hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8. Students will be encouraged to develop fluency in computation, develop facility with estimation and mental computation as well as use of calculators. Perimeter and area will be expanded to include surface area and volume of prisms and cylinders. Different formulas will be developed for computing these quantities. Congruence, similarity using ratio and proportion and the Pythagorean theorem will be studied. Students will be engaged in conducting experiments and simulations to investigate probability. Students will begin to use language of function, identifying patterns and relationships in context and expressing them algebraically. Our middle school students will receive a coherent and rich preparation for high school mathematics.

Science

McKinney Academy Charter School will align the Science Curriculum with the North Carolina Standard Common Core State and Essential Standards. Students will be instructed in science using the scientific method: observation, question, hypothesis, experiment, and conclusion. We have adopted the Macmillan/McGraw-Hill Science program for the elementary grades. We are presently exploring the adoption for our middle school curriculum. Our faculty will engage the middle school students with hands-on activities that are exemplars of scientific inquiry, experimentation and technological design.

Social Studies/Global Studies

The students of McKinney Academy Charter School will develop concepts taken from history, geography and other social science disciplines as described in the North Carolina Standard Common Core State and Essential Standards. These studies will allow the students to continue to explore and examine other societies in order to

continue to broaden their understanding of people and places in our increasingly interdependent world strengthening our global awareness.

The Arts

At McKinney Academy Charter School, The Arts will continue to be a strong component in our educational program at the middle school level. The Arts discipline appeals to different senses and expresses itself through different media, which will add a special richness to the student's learning environment. We believe that an education in The Arts helps students learn to identify, appreciate, and participate in the traditional art forms of their own communities. A comprehensive articulated arts education program also engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

Technology

Our middle school technology program will focus on four primary strands central to the North Carolina Common Core State and Essential Standards: sources of information, technology as a tool, the research process, safety and ethical issues.

High School Vision for Grades 9-12

The Upper School will offer students an academically rigorous college preparatory program. The curriculum will be designed to introduce all students to the core knowledge disciplines in the humanities and sciences essential to their intellectual and personal development. A strong emphasis on music, visual arts and competitive forensics will be integrated into the academic program to further develop students' creative and critical thinking skills as well as competence in oral and written communication.

Like the curriculum of our elementary and middle school instructional programs, our high school curriculum will be based on the North Carolina Common Core State and Essential Standards. McKinney Academy Charter School students will enroll in a second language class, and continue to participate in music education classes, i.e. band, orchestra, chorus, music theory. Visual Arts and Theatre will be offered as electives.

Our high school program will encourage students to continue to strive for academic excellence and will provide college and career readiness. Students will have the opportunity to be instructed in the area of Latin. The curriculum will provide a foundation in the humanities, sciences and second language while developing critical and creative thinking. Our students will graduate with the knowledge and skills necessary in their post-high school lives.

3. Compliance with Federal and State regulations for serving exceptional children.

McKinney Academy Charter School will offer a full inclusion program that has proved to work effectively with most students identified as exceptional children. Research has shown that students with exceptional needs, whose educational program can be met in a regular classroom setting, benefit from placement in such an environment. It is the goal of McKinney Academy Charter School to seek to offer students the least restrictive environment possible for their optimal learning.

McKinney Academy Charter School will provide this fully inclusive model in conjunction with a special education teacher who will make necessary modifications and supplement curriculum for identified students. The certified special education teacher will be able to co-teach in classrooms to provide an even smaller student/teacher ratio and will provide special education consultative services should a need arise. Our special education teacher will also assist the classroom teacher in making modifications and adjusting the presentation or curriculum as needed so all students are afforded the opportunity to receive a high-quality education with an opportunity to be successful at every level.

4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

In accordance with the high school graduation requirements outlined by the Department of Public Instruction for 9th grade students starting high school, McKinney Academy Charter School will require the following:

Entrance Requirements

Students entering 9th grade will need to have scored a Level III or IV on the EOG (8th grade year).

Exit Requirements

As of November 2011, students entering grade nine for the first time in 2012-13 and beyond shall pass as defined in State Board of Education Policy HSP-L-004 (High School Transcript) the Future-Ready Core course of study, and meet proficiency standards defined in State Board of Education Policy HSP-N-000. McKinney Academy Charter School recognizes and accepts that these exit requirements may change before we begin enrolling ninth graders. We will comply with all exit requirements.

Graduation Requirement

McKinney Academy Charter School will require at a minimum (22 credits) the following for graduation:

- 4 courses of English
- 4 courses of Math
- 3 courses of Science
- 4 courses of Social Studies
- 1 course in Health & PE
- 6 courses in Electives

Two courses of World Languages are not required to graduate HS, but will be required for students to enter a school in the UNC system.

**5. The school calendar (must provide instruction for a minimum of 185 instructional days)
(G.S.115C-238.29F(d)(1))**

McKinney Academy Charter School
2012-13 Elementary School Calendar (proposed)
School Hours 8:30-2:45

First Day of School	August 14, 2012
Labor Day (holiday)	September 3, 2012
Teacher Workdays (conferences)	October 15-16, 2012
Veteran's Day (holiday)	November 9, 2012
Thanksgiving Program & Lunch	November 20, 2012
Thanksgiving Holidays	November 21-23, 2012
Holiday Program	December 19, 2012
Winter Break	December 20, 2012 – January 2, 2013
New Year's Holiday	January 1, 2013
Return to School	January 3, 2013
Martin Luther King, Jr., Holiday	January 21, 2013
Teacher Workday	February 18, 2013
Teacher Workday	March 15, 2013
Spring Break	April 1-5, 2013
Teacher Workday	May 3, 2013
Memorial Day Holiday	May 27, 2013
Last Day of School*	June 5, 2013

*Inclement weather days would be made up at the end of the school year, extending the last day of school, as necessary.

6. A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction.

Students scoring below state proficiency guidelines receive remedial intervention and/or are retained in the same grade. If a student with a disability is being considered for retention, the headmaster or headmistress will make the decision in consultation with the teacher and family. If the student is making satisfactory progress toward the achievement of the educational goals in the IEP, the student can be promoted. If the student is retained, the student's IEP will include a notation indicating the reason for retention and changes in the IEP.

McKinney Academy Charter School will utilize the state mandated tests. McKinney Academy Charter School will be fully aligned with the North Carolina Standard Common Core State and Essential Standards. Performance and growth will be used as our indicators of achievement.

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

Specific Goals

All McKinney Academy Charter School students will receive instruction in three primary areas: the four core academic areas, The Arts beginning with Kindergarten, and nutrition education to foster health and wellness.

Our school's academic program will allow us to enable more than 80% of students to obtain and maintain proficiency against grade-level standards as measured by state assessments. Each year we will be able to demonstrate that students below proficient are moving to higher performance levels and that students who are already scoring proficient or advanced are maintaining or improving their rates of growth.

We will measure growth annually on state criterion-referenced tests and supplement, where appropriate, student progress measures with results from formative assessments that measure interim progress against annual targets.

Beyond state assessments, student progress will be tracked through multiple methods, including in-class assessments, arts event participation, and projects related to art and language portfolios.

8. An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan accordingly.

When a student is not performing as expected, they will be referred to a student assistance team. This team will recommend appropriate interventions, such as, but not limited to the following: tutoring, counseling, mentoring, and family outreach. More frequent assessments with these students may be used to ensure achievement and growth.

9. Details of the proposed charter plans to involve parents and community members in the school.

McKinney Academy Charter School will establish partnerships with parents and with the community. We believe that everyone gains if school, home, and the larger community work together to promote high achievement by our children.

Parent involvement:

Our parents and guardians play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way. Years of research point to the numerous benefits of parent involvement in education for not only students but also for the parents involved, the school and the wider community.

Our Parent Partnership Plan includes the following:

McKinney Academy Charter School

- At least two parents will be represented on our governing board in any given year. One of these individuals will be a Parent Liaison to serve as a parent facilitator and ensure that parental participation is recognized as an asset to the school.
- The school plans to coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home. The school will provide materials and assist parents through various sources such as parent letters, fliers, website and email messages, progress reports and report cards.
- Throughout the year, parents and teachers meet or speak to discuss their child's academic progress so that the students' strengths and weaknesses can be addressed. There will be a minimum of two formal parent-teacher conferences each year. Parents will have teachers' contact information so that they can reach them when problems or concerns arise during other times of the year.
- Part of our commitment to the parent partnership includes, but is not limited to: providing full opportunities for the participation of parents with limited English proficiency and parents with disabilities.
- Professional development for faculty will be designed to enhance understanding of effective parent involvement strategies and the importance of creating a climate conducive to parental participation.
- At the beginning of each semester, teachers will provide parents with a list of ways families may volunteer in the classroom and in the larger school community. For families who are unable to be present on a regular basis in the school building, due to other obligations, will be provided with other ideas and opportunities for involvement.

Community involvement:

McKinney Academy Charter School recognizes the wealth of our local community resources and wishes to form partnerships in order to best utilize them. We will reach out to Arts organizations to provide enrichment within the school building as well as events taking place in the community. We will see what needs our community may have that would allow for our students to participate in a community service programs. Each year we will plan a performance program and invite local community leaders, businesses, and not-for-profit agencies. An each year, we will host a student art show.

10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students. Includes details of the school's process for identification and service of these students.

For students identified as at-risk or academic failure - these students will be exposed to learning their core curriculum in the regular classroom setting through the integration of The Arts. Students with an Individual Education Plan (IEP) who are capable of participating in a full-inclusion program, benefit from being instructed in such an environment. Students who are at risk or having an IEP will be provided instruction in whole group small group and when needed on a 1:1 basis with evidence-based strategies. Direct instruction has also been proven to be particularly effective with at-risk students. Students identified as at-risk with an IEP will have the advantage of experiencing our educational program, implementing The Arts within the regular classroom and will also have the benefit of a resource specialist aid that will help the teacher fulfill mandates of the IEP.

Students identified as academically gifted will enhance learning and growth by participating in-group discussions and projects based on the subject content. The project-based learning model accesses the

McKinney Academy Charter School

multiple intelligences of a student; therefore, allowing these students to produce in-depth research projects. The academically gifted students will be able to present their projects to their peers, allowing all students to engage and learn from one another.

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

In our desire to welcome and educate a diverse student population, McKinney Academy Charter School will not discriminate against any student on the basis of ethnicity, national origin, gender or disability, and the school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

McKinney Academy Charter School believes that every child can succeed in ways that reflect his or her own strengths and interests. Our goal is that every child will learn to his/her greatest individual potential while still being a part of his/her class. The following works for gifted children and all other children.

- Students are appropriately grouped in clusters
- Teachers match their instructional strategies to the individual and group needs
- Students will receive an appropriate individual curriculum plan to meet their needs

The goal is to meet the instructional needs of all children in a regular classroom while creating a learning environment in which all students can fully develop their abilities and interests without losing their sense of unity in the classroom.

At McKinney Academy Charter School, we are concerned with the development of the total child including the cognitive, social, emotional and physical wellness. We believe that a balanced educational program will assist children in becoming happy, confident, well-balanced and successful individuals. Although a child might excel in one of these areas, we are committed to a well-rounded plan for each child that includes goals in all areas.

McKinney Academy Charter School will seek to use an inclusion program. Existing Individual Education Plans (IEP's) will be implemented or revised based on new environmental advantages at the school with the help of a certified special education teacher. The special education teacher will consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications. IEP's will be developed, revised and implemented only in accordance with Individuals with Disabilities Education Act (IDEA) and North Carolina law and regulations. We expect that, as required by the State, at least 65% of special needs students will be inside their regular class for 80% or more of the day. At least 25% of special needs students will be inside their regular classroom for between 40-80% of the day.

McKinney Academy Charter School will fully comply with federal laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act.

We anticipate that 100% of the students with special needs will participate in state assessments.

Student Conduct and Discipline (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Classroom Management is one of the crucial elements in the classroom setting that directly impacts student learning. Managing student behavior and creating an atmosphere for learning is a foundation implemented at McKinney Academy Charter School at the beginning of every school year and will be maintained throughout the year. Teachers will be trained and equipped with various techniques to maintain and enhance student conduct and discipline in the academic environment where learning takes place.

Inappropriate behavior impedes the learning environment for all; therefore, it is critical that the tone of each classroom is concise and conducive for all students to learn. Once the atmosphere and environment are established the student finds trust and stability in and around the classroom and is poised for learning to his/her greatest potential.

School policies for student conduct and discipline at McKinney Academy Charter School, include the following:

Character

McKinney Academy Charter School will have a strong focus on character education. We believe that students learn about character from their role models, curriculum, through opportunities for service learning activities as well as following basic virtues such as respect, honesty, perseverance, compassion, giving, responsibility, and self-discipline. We strongly believe that these will promote excellence in living as well as learning.

Behavior and Discipline

McKinney Academy Charter School will use positive discipline. We believe that our first responsibility in regard to student behavior is to create a classroom this is engaging to the students and to provide instruction in a way that allows students to be appropriately challenged. We anticipate that this first step will help to avoid many discipline issues.

General Rules of Conduct

McKinney Academy Charter School students will be respectful and considerate to other students, McKinney Academy Charter School staff, and visitors. McKinney Academy Charter School students will be expected to respect the property of McKinney Academy Charter School and of other students and staff. No student shall in any way bully or exhibit inappropriate or disrespectful behavior toward other students, staff or any other person. Prohibited bullying can take many forms and can include the following:

- Physical bullying, such as hitting, kicking, pushing, pulling hair, scratching, and tripping
- Verbal bullying, such as teasing, name-calling, starting rumors, taunting and threatening
- Emotional bullying, such as rejecting, excluding, defaming, humiliating, isolating, and ostracizing
- Sexual bullying, such as exhibitionism, propositioning and sexual touching
- Discrimination, such as harassment of a person based on race, color or ethnic origin.

The North Carolina Common Core State and Essential Standards provides the framework but is not limited to for the curriculum at McKinney Academy Charter School. Teachers throughout all grades will also include character development and respect towards others into their lesson plans. Classroom discipline will emphasize talking out problems and conflict avoidance. Students will learn how to mediate conflict.

Discipline

McKinney Academy Charter School will adopt a student behavior policy that includes parameters for discipline. The policy is not intended to set forth a rigid scale of discipline for students involved in bullying incidents or other inappropriate behavior, because it is not feasible to define all possible circumstances and actions in advance. Discipline is determined on a case-by-case basis, subject to certain parameters. This section will define certain levels of offense to provide general guidance as to the level of discipline that can be expected. For purpose of the student behavior policy, the Headmaster or Headmistress or Designee will determine the level of offense.

- *Level One Offense*

Level One Offenses are relatively minor incidents of bullying or similar actions, such as open defiance of a teacher's request, intentional or repeated disruption of class, use of inappropriate or obscene language, lying to a teacher or staff member, or an isolated, minor incident of verbal bullying. The classroom teacher will generally handle discipline for level ONE offense, and the discipline will generally be determined in the discretion of the teacher.

- *Level Two Offense*

Level Two Offenses are more significant incidents of bullying or inappropriate behavior, such as physical bullying, sexual bullying, or repeated or severe incidents of verbal or emotional bullying. Level Two offenses should be reported to the Headmistress or Designee. The Headmaster or Headmistress or Designee will determine discipline in consultation with the classroom teacher. Discipline may range from temporary detention (or in-school suspension) to suspension from school for one to three days.

- *Level Three Offense*

Level Three Offenses are severe incidents or repeated incidents of bullying or inappropriate behavior. Level Three offenses shall be reported to the Headmistress or Designee. The Headmaster or Headmistress or Designee will determine discipline in consultation with the classroom teacher. Discipline may range from suspension from school for one day to exclusion.

McKinney Academy Charter School policies and procedures for discipline of students (including students with disabilities) shall be consistent with state and federal laws and regulations. The student discipline policy sets parameters for addressing inappropriate student behavior. Nothing in the policy is intended to nor does it in any way impose any additional liabilities, requirements or obligations on the school beyond those liabilities, requirements and obligations imposed by applicable law.

Weapons and Dangerous Instruments

No student shall knowingly possess, handle, or transmit on school property any weapon as defined by North Carolina law. Violation of this rule results in immediate suspension for at least the remainder of the school year.

Prohibited Substance

McKinney Academy Charter School

The possession, use, sale, exchange, or distribution of any prohibited substance on educational property will not be tolerated. "Prohibited Substances" include, but are not limited to, the following: tobacco products, alcoholic beverages, illegal drugs and controlled substance.

Discipline of Children with Disabilities

McKinney Academy Charter School would comply with Article 27 of Chapter 115C of the General Statutes, except as otherwise provided by law or as may be provided by contract entered into with the local board of education. The school would comply with all applicable federal and state laws and regulations governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8). If we had to suspend a student with special needs, we would provide to the student all continuing education services to the extent mandated by federal and state laws and regulations.

Suspension and Expulsion

McKinney Academy Charter School would comply with state and federal due process requirements both in notifying students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the school.

In a situation that required us to suspend or expel a student, we would promptly notify local officials in the school district to which the student would otherwise be assigned (notification would include the student's name, special education status, length of suspension/expulsion and the circumstances giving rise to the suspension or expulsion). At the beginning of each academic school year, we will notify all parents/legal guardians and students that: "[T]he local board may refuse to admit any student who is suspended or expelled from a School due to actions that would lead to suspension or expulsion from a public School under G.S. 115C-391 until the period of suspension or expulsion has expired." (G.S. 115C-238.29B(b)(11)).

Timelines

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

Because McKinney Academy is a successful school in a operational facility, our timeline may be truncated in comparison to new start-up charter schools.

Task	Responsible Entity(ies)	Date
Approval of application for McKinney Academy Charter School	North Carolina State Board of Education	February 2012
Charter contract defined and executed	North Carolina State Board of Education and Governing Board of McKinney Academy Charter School	February 2012
Curriculum alignment with NC Common Core State and Essential Standards	Staff and Governing Board of McKinney Academy Charter School; consultants as needed.	February-May 2012
Run community outreach and marketing program, including Open Houses	Staff and Governing Board of McKinney Academy Charter School	February 2012-July 2012
Process enrollment applications. Hold April 1 st Lottery if needed. If no lottery, enrollment is to be based on date application is complete and compliant.	Staff and Governing Board of McKinney Academy Charter School	April 2012
Family and student orientation	Staff and Governing Board of McKinney Academy Charter School	May 2012
Teacher and administrator training	Staff and Governing Board of McKinney Academy Charter School	June 2012-August 2012
School opens	Staff and Governing Board of McKinney Academy Charter School and students and families	August 2012

BUSINESS PLAN

Projected Staff:

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

Also include the following information for the proposed charter school:

- Process to advertise for and employ staff of the school
- Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

Personnel Type	2012-2013 Count	2013-2014 Count	2014-2015 Count	2015-2016 Count	2016-2017 Count
GS 115C-238.B(b)(5)	K-6 7 classes	K-7 8 classes	K-8 9 classes	K-9 10 classes	K-10 17 classes
PERSONNEL					
Total # staff	23.5	25.5	32	42.5	60
--Administrator(s)	2	2	3	4	5
--Clerical	3	3	4	6	7
--Teachers	7	8	9	10	17
--Exceptional Children Teacher	1.5	1.5	2	2	4
--Librarians	1 (Volunteer)	1 (Volunteer)	1 (Volunteer)	2 (Volunteer)	2 (Volunteer)
--Guidance		1	1	3	3
--Teacher Assistants	5	5	6	7	12
Contractor Services:					
-- Specials Teachers-					
-- Physical Education	1 (part time)	1 (part time)	1	1	2
-- Spanish	1 (part time)	1 (part time)	1	1	2
-- Music	1 (part time)	1 (part time)	1 (part time)	1	1
-- Drama	1 (part time)	1 (part time)	1 (part time)	1	1
-- Art	1 (part time)	1 (part time)	1	1	1
-- Technical	1 (part time)	1 (part time)	1	1	1
-- Nurse / Dietitian	1 (part time)	1 (part time)	1 (part time)	1 (part time)	1
-- Custodian	1 (part time)	1 (part time)	1 (part time)	2 (part time)	2 (part time)
-- Bus Services					
-- Food Service					

Qualifications Required for Individual Positions: *(G.S.115C-238.29F(e))*

List the qualifications and appropriate licenses that each position must have to perform the job function(s).

Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Since McKinney Academy is an existing school, it is the intent of the Board of Directors that the Headmistress be Mrs. Andrea McKinney. Mrs. McKinney is a highly experienced teacher and administrator. With the support of the Board of Directors, Mrs. McKinney will continue to seek training to further her school Administrator skill set.

Per North Carolina Charter School Legislation, McKinney Academy Charter School will require at least seventy-five percent (75%) of teachers in grades kindergarten through five and at least fifty percent (50%) of teachers in grades six through eight to hold current NC teacher certificates. All teachers will meet the standards for the No Child Left Behind Act and will be classified or will be working towards classification of "Highly Qualified." Teachers will be required to maintain their teacher certificates and renew their certificates.

Teaching Assistants will be required to meet the standards for the No Child Left Behind Act. It is the intent of McKinney Academy Charter School that Teaching Assistants will have or be seeking education beyond a high school diploma.

An Exceptional Children's Teacher will hold NC certification.

Special Area Teachers will be encouraged to hold a current NC teaching certificate. All Special Area Teachers will demonstrate exemplary experience working with children in their field of expertise. Special Area Teachers will include the following positions:

- Physical Education
- Art Education
- Music Education
- Drama
- Spanish Education
- Computer Technology
- Librarian
- Registered Dietician/Nutrition Educator

All our staff who do hold professional valid licenses issued by the SBE will be subject to the rules pertaining to licensed professionals and their licenses may be revoked based on any of the grounds listed in state statute. In addition, licensed administrators are subject to the mandatory reporting requirement if a licensed employee engages in physical or sexual abuse of a child.

Prior to each academic year, and as required by the SBE, McKinney Academy Charter School will report the total number of teachers and the total number of teachers who hold valid licenses who are employees of the school. McKinney Academy Charter School understands and agrees that it will not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students. In the case of a school employee who is on leave from employment with the local board, we will notify the local board if such employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or misconduct.

McKinney Academy Charter School

Non-teaching Staff will demonstrate the abilities to successfully carry out their duties.

Hiring Notifications

McKinney Academy Charter School is committed to employing a cadre of exemplary and high-achieving faculty. When a new employee is needed, we will use websites and listservs often used by public school and independent school teachers. We will cast a wide net statewide and beyond in our desire to attract a diverse and capable faculty body. We will be very transparent about what qualifications are required for teaching and non-teaching staff and characteristics that are desired.

Criminal Background Checks

McKinney Academy Charter School will conduct, at our own expense, a thorough background checks on all of its employees. Refusal by any individual to submit to a fingerprint check or any part of the background check would be grounds for termination of employment.

We recognize that the State Board of Education will conduct criminal history checks as authorized by statute of school personnel responsible for the fiscal affairs of our school. In addition, the SBE may conduct criminal history checks of any school personnel or director when the SBE deems it necessary to protect the financial integrity of the school or when necessary to protect the health and safety of students or employees.

Enrollment

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

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

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

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. Explain the analysis utilized to determine these specific enrollment figures

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

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

Projected Enrollment
2012-13 through 2016-2017

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 – Charlotte-Mecklenburg

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>40</u>	_____	_____
First	1	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>40</u>	_____	_____
Second	2	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>40</u>	_____	_____
Third	3	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>40</u>	_____	_____
Fourth	4	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>40</u>	_____	_____
Fifth	5	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>40</u>	_____	_____
Sixth	6	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____	<u>20</u>	_____	_____

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	—	—	—	<u>20</u>	—	—	<u>20</u>	—	—	<u>20</u>	—	—	<u>20</u>	—	—
Eighth	8	—	—	—	—	—	—	<u>20</u>	—	—	<u>20</u>	—	—	<u>20</u>	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	<u>20</u>	—	—	<u>20</u>	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	<u>20</u>	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		140			160			180			200			340		
Overall Total Enrollment		<u>140</u>			<u>160</u>			<u>180</u>			<u>200</u>			<u>340</u>		

Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
--State ADM Funds	\$4,360.65 * 140 = \$610,491	\$4,360.65 * 160 = \$697,704	\$4,360.65 * 180 = \$784,917	\$4,360.65 * 200 = \$872,130	\$4,360.65 * 340 = \$1,482,621
(State Aid PRC32 Exceptional Children)	\$3,649.02 * 20 = \$ \$72,980.40	\$3,649.02 * 23 = \$ \$83,927.46	\$3,649.02 * 26 = \$ 94,874.52	\$3,649.02 * 28 = \$ 102,172.56	\$3,649.02 * 48 = \$175,152.96
--Local Per Pupil Funds	\$2,332.48*140= \$ \$326,547.20	\$2,332.48*160 = \$ \$373,196.80	\$2,332.48 * 180 = \$ 419,846.40	\$2,332.48*200 = \$ 466,496	\$2,332.48 * 340 = \$793,043.20
--Federal Funds	\$	\$	\$	\$	\$
--Grants*	\$	\$	\$	\$	\$
--Foundations*	\$	\$	\$	\$	\$
--Private Funds*	\$	\$	\$	\$	\$
--Other Funds*	\$	\$	\$	\$	\$
TOTAL INCOME	\$ 1,010,018.60	\$ 1,154,828.26	\$ 1,299,637.92	\$ 1,440,798.56	\$2,450,817.16

*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.

Expenditure Projections 2012-13 through 2016-2017

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GS 115C-238.B(b)(5)					
PERSONNEL					
Total # of staff 52	\$802,400	\$922,672	\$1,069,094	\$1,208,727	\$1,852,276
--Administrator(s) # 3	\$124,000	\$127,720	\$130,274	\$134,769	\$206,940
--Finance # 1	\$30,000	\$30,900	\$31,518	\$31,518	\$32,464
--Clerical # 7	\$48,000	\$49,400	\$67,238	\$98,880	\$121,128
--Teachers # 17	\$280,000	\$339,200	\$378,000	\$420,000	\$720,800
--Librarians* # 2	\$0	\$0	\$0	\$0	\$0
--Guidance* # 1	\$0	\$0	\$0	\$18,000	\$40,000
--Teacher Assistants # 8	\$80,000	\$106,000	\$127,200	\$147,000	\$169,600
--Custodian # 2	\$16,000	\$16,480	\$16,974	\$17,484	\$18,008
--Maintenance # 0	\$0	\$5,000	\$0	\$0	\$0
--Food Service # 0	\$0	\$0	\$0	\$0	\$0
--Bus Driver # 0	\$0	\$0	\$0	\$0	\$0
--Other					
Exceptional Teacher # 4	\$40,000	\$41,200	\$84,872	\$84,872	\$178,231
Special Area Teachers #7	\$64,000	\$67,480	\$69,197	\$69,197	\$71,273
Nurse / Dietitian* # 1	\$0	\$0	\$0	\$0	\$0
EMPLOYEE BENEFITS	\$120,400	\$138,892	\$163,821	\$187,008	\$293,833
STAFF DEVELOPMENT	\$2,800	\$3,200	\$3,600	\$4,000	\$6,800
MATERIALS AND SUPPLIES	\$2,800	\$3,200	\$3,200	\$3,200	\$6,000

McKinney Academy Charter School

OFFICE SUPPLIES	\$4,200	\$4,500	\$4,500	\$4,500	\$6,000
INSTRUCTIONAL EQUIPMENT	\$3,500	\$4,000	\$4,000	\$4,000	\$28,000
OFFICE EQUIPMENT	\$3,000	\$3,000	\$3,000	\$3,000	\$21,000
*Note: librarian, guidance, and nurse/dietician services would be provided by volunteers in the initial years of the school					

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>TESTING MATERIALS</i>	\$5,000	\$5,500	\$6,000	\$6,500	\$10,880
<i>INSURANCE</i>	\$10,000	\$10,300	\$10,609	\$10,927	\$15,000
<i>UTILITIES</i>	\$10,000	\$10,300	\$10,609	\$10,927	\$15,000
<i>RENT</i>	\$140,000	\$160,000	\$160,000	\$160,000	\$340,000
<i>MAINTENANCE & REPAIR</i>	\$5,000	\$5,000	\$5,000	\$5,000	\$12,000
<i>TRANSPORTATION</i>	\$1,000	\$2,000	\$2,000	\$2,000	\$6,000
<i>MARKETING</i>	\$3,000	\$2,000	\$2,000	\$3,000	\$4,000
<i>FOOD/CAFETERIA SUPPLIES</i>	\$13,875	\$14,291	\$14,291	\$14,291	\$25,000
TOTALS	\$1,006,575	\$1,149,963	\$1,297,904	\$1,440,073	\$2,347,956

McKinney Academy Charter School

Working Capital and/or Assets on Date of Application

Cash on Hand	<u>\$10,000</u>
Certificates of Deposit	\$_____
Bonds	\$_____
Real Estate	\$_____
Capital Equipment	<u>\$50,000</u>
Motor Vehicles	\$_____
Other Assets	\$_____
TOTAL	<u>\$60,000</u>

ADDITIONAL NOTES:

Marketing Plan (GS 115C.238.29F(g)(1-7))

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

“...everyone in a school community is a guardian of the institutions mission—from the head of school to the first graders on their journey through learning. As an independent school marketer, your job is to make sure that all of your constituents understand your mission, articulate it eloquently in what they say and do, and take it fully to heart. Your job is to listen, reflect, to communicate, and to enlighten. You, too, are an educator.”

—Catherine Grace O'Neill, Marketing Independent Schools in the 21st Century (2001 NAIS)

At McKinney Academy Charter School, we will carry our focus of 'global learning' from inside school walls out into the community and beyond. Marketing communications is critical to our mission as we strive to give every child the opportunity to learn and grow regardless of ethnic background, income level or locale. Through the asserted effort of our Communications Coordinator, McKinney Academy Charter School will not only 'learn globally', but 'communicate globally'. This means careful attention to segments that may not otherwise have access to programs such as ours. This includes, but is not limited to, direct communications with local

McKinney Academy Charter School

community outreach programs such as the Ada Jenkins Center in Davidson, North Carolina; press materials submitted on a regular basis to local Hispanic print, radio and television stations; information posted at local ethnic churches and synagogues; school performances and workshops at state-funded daycares; flyers and brochures available at lower income summer camps and preschools; among other 'global' communications that would encompass children in hard to reach places.

In addition to communicating globally, it is imperative to communicate 'locally' as well. This includes a more 'mainstream' approach to our marketing communications plan, including:

- Launching a new and improved website that will be the cornerstone of our marketing campaign. Existing families as well as potential ones will have immediate online access to the McKinney Academy Charter School's mission and vision. The website will host a place for both students and parents to find anything and everything they need to know about McKinney Academy Charter School - from a comprehensive activity calendar, grade level program details, homework specifics, teacher bios and contact information, admissions information, downloadable forms, open house dates, etc. The website will be an information gateway to the Academy and will offer up-to-date information and program details for both parents and students, 24 hours a day, seven days a week.
- Open House dates are the backbone of McKinney Academy Charter School marketing and communications. To ensure potential students and their families are aligned with the McKinney Academy Charter School philosophy, parents will be encouraged to attend a 60-minute Open House. We feel strongly that parents and caregivers should understand who we are and what our mission is prior to sending a child to McKinney Academy Charter School.
- A follow-up survey will be offered at the close of every scheduled Open House to identify: (1) how the parent heard about McKinney Academy Charter School; (2) what is the best way to communicate him/her; (3) what the parent likes/dislikes about the program based on the Open House. This will ensure we are communicating properly and offering the best possible information with the time we have.
- Public relations efforts and advertising in local publications (The Lake Norman Herald, The Charlotte Observer, The Citizen, Lake Norman Woman, Charlotte Parent, et al.) and possible television station public relations blitz at school's inception and beyond.
- Brochure and flyer distribution at local businesses, physician's offices, preschools, libraries, churches and other applicable locations
- Share the McKinney Academy Charter School nutrition mission outside of the school by reaching all local children and parents by way of brochures, workshops, seminars, website links and public relations opportunities as we serve as the local school advocate of good nutrition.
- Booths/tables at education job fairs to locate and interview area's finest teachers and staff.
- Co-op with Davidson College to host teaching assistants and internships while communicating with the university about McKinney Academy Charter School programs and services. Work with

McKinney Academy Charter School

Nutrition Education students and staff to communicate on campus and locally about good health and nutrition.

- Work closely with area restaurants to promote healthy food choices for children by hosting McKinney Academy Charter School spirit nights, which will encompass both students and nonstudents.
- Participate in local and regional children's community events including Christmas in Davidson, holiday parades and applicable festivities throughout the year.

Communicating with potential families and the community is very important. We are excited about the prospect of sharing the McKinney Academy Charter School spirit and vision: locally, globally and everywhere in between.

School Audits

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

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

The Board of Directors at McKinney Academy Charter School will establish an Audit Committee to monitor the following:

- Student records (cumulative files)
- Exceptional Children files assuring compliance with state and federal guidelines
- Evaluation of IEP Students' Progress
- Teacher/Staff Performance

The faculty at McKinney Academy Charter School will review the following:

- Student Performance on all Standardized Tests (EOG's)
- Student classroom performance as it relates to academic progress

A committee will be established by the Board of Directors to assess the school's overall performance as relates to its goals and educational plans. This committee will review the following:

- Family survey
- End of year teacher survey

The family survey will address the school climate, academic program, communication between school and home, and family satisfaction.

The faculty members will complete a similar survey about the school year. The information gathered will be addressed in planning meetings in preparation for the upcoming school year.

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

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

The Board of Directors will negotiate the details of an audit contract with the regional offices of at least the following:

Tinsley & Terry, CPA
19109 West Catawba Ave,
Cornelius, NC 28031
Phone: 704-895-7400

Dixon and Hughes, PLLC
P.O. Box 2108
Greensboro, NC 27402-2108
Phone: 336-275-4578
Fax: 336-275-4742

Health and Safety Requirements (G.S. 115C-238.29F(a))

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

McKinney Academy will adhere to all applicable federal, state, and local health and safety laws and regulations. We will provide access to local health and fire department officials for inspection of premises or operations of our school for purposes of ensuring the health, safety and welfare of students and employees.

Safety

McKinney Academy Charter School is committed to the health and safety of all students and employees. The staff will be educated on all requirements. The school will comply with all applicable health and safety laws and regulations, whether federal, state, or local. All staff will be part of an Emergency Plan Team and will be trained in safety policies.

Daily school safety will be enhanced by:

- Uniform dress code for students will identify persons who do not belong on campus
- Visitor sign-in and identification badges will identify school guests
- Students and employees will wear identification name badges
- Small class sizes will ensure faculty familiarity with enrolled students

Immunization of Students

Kindergarteners must have completed their immunizations and must have a physical examination by the first day of the school year.

Immunization Plan:

- Upon enrollment, the immunization record will be requested for review.
- If the record is available, an appropriate school staff member will review it. If the student is in full compliance, the record will be copied and filed with the appropriate agency.
- Students who are exempt will provide a state approved exemption and will be considered in compliance.
- If the student is in partial compliance, the parent/guardian will be given a checklist of necessary immunizations the child must complete prior to attending class. They will then be referred to their medical care provider or the County Health Department. If non-compliance persists, follow-up phone calls and/or cards will be made/sent to the student's caretaker. One week before the beginning of classes a final notice will be sent.
- Non-compliant students who can provide neither a complete record nor sufficient documentation from a recognized agency or practitioner will be denied admittance to the school.
- Parents/guardians will be strongly urged to complete the full, recommended immunization.

Fire and Safety Regulations

McKinney Academy Charter School will meet the building (fire extinguishers, fire alarm system and/or sprinkler system) and furnishings code for fire and safety regulations. McKinney Academy Charter School will conduct Fire Drills every month, organized by the Safety Committee, according to the following guidelines:

McKinney Academy Charter School

- The staff and students will be notified that a fire drill will occur within a few days, to reduce emotional disturbance.
- The staff responsible will notify the fire department immediately prior to the drill.
- A designated employee will then set off the alarm, reset the alarm system and monitor the drill.
- When the alarm sounds, staff will follow the procedures in the Fire Plan.
- A fire drill evaluation will be compiled by the Director and submitted to the Safety Committee.
- All fire drill evaluations will be kept in the Safety file.

In the event of fire these guidelines will be followed:

- Report a fire by activating a fire alarm.
- Take account for all students, staff and visitors that are in your care.
- Evacuate all persons from immediate danger and follow the Evacuation Plan.
- Report your situation to the Director and be prepared to follow his/her instructions.
- Upon activation of any fire alarm, the secretary or administrative staff will notify the fire department; and the remainder of the staff and students will follow the evacuation plan.
- Once the previous steps have been completed, if the fire can be extinguished without danger to anyone, steps may be taken to extinguish the fire.

Food Inspections

McKinney Academy Charter School will comply with the regulations set by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products. The school will meet with the local health inspector if necessary to discuss the school's food service plans and ensure steps to compliance. The school will cooperate to correct any food service issues found during the inspections.

Hazardous Chemicals

McKinney Academy Charter School will educate and provide training and assistance when handling hazardous chemicals. It is the goal to have limited contact with these items. The school's intent will be that no students would come in contact with these chemicals. The storage of these chemicals would be in a locked cabinet and only used by trained staff members. If chemicals are used to support educational activities it will be under the direct supervision of a trained staff member, students will be given the proper training and protective equipment. The chemicals will be appropriately stored after use. The school will comply with OSHA's Hazard Communication Standards.

Bloodborne Pathogens

McKinney Academy Charter School will comply with the Occupational Safety and Health Administration Blood borne Pathogens Standard, 29 CFR 1910.1030. Bloodborne Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

Classrooms will be provided with protective equipment including latex gloves, non-latex gloves (non-allergenic gloves) and a resuscitation mask. All employees will be given the appropriate training and given opportunities to ask questions.

McKinney Academy Charter School

Diabetes care plans

McKinney Academy Charter School is aware that an increasing number of children are being diagnosed with diabetes and that schools are required to be part of the diabetes medical management plan. We would create an "individual diabetes care plan" at the written request of a student's parent or guardian. This plan would involve the parent or guardian, the student's health care provider, the student's classroom teacher, the student if appropriate, the school nurse if available, and other appropriate school personnel. The diabetes care plan would include the responsibilities and appropriate staff development for teachers and other school personnel, an emergency care plan, the identification of allowable actions to be taken, the extent to which the student is able to participate in the student's diabetes care and management, and other information necessary for teachers and other school personnel in order to offer appropriate assistance and support to the student. We would ensure that the diabetes care plans meet or exceed the American Diabetes Association's recommendations.

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

At the beginning of each school year, we would provide information about North Carolina's safe haven laws to our high school students. This information would explain the procedures on how to safely abandon an unharmed newborn baby.

Providing parents and guardians with information about:

- Meningococcal meningitis and influenza and their vaccines at the beginning of each year***
- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases***

At the beginning of each school year, we will provide information about the transmission and potential consequences of meningococcal meningitis, influenza, cervical cancer, cervical dysplasia, and human papillomavirus. We will inform families of the vaccines available to prevent these diseases and give them information where they can receive more information and receive vaccines for their children (such as clinics provided by the local health department, etc.)

Additional Safety Procedures Unique to McKinney Academy Charter School

Because of our school location, we would implement two additional safety procedures

Tornado

McKinney Academy Charter School will be equipped with a National Weather Service Radio (provided by Duke Power) with an audible alarm, which helps us to monitor during threatening weather conditions. The National Weather Service conducts weekly radio tests. In the event a tornado warning is issued during school hours, children and staff will be moved to interior rooms with structural supporting walls.

Nuclear Power Plant Emergency Plan

McKinney Academy Charter School may be within the ten-mile radius of the McGuire Nuclear Station. Therefore, we may be registered with Duke Power, which will provide us with the "Midland Weather Monitor" radio. In the event of an alert, sirens sound and local radio stations inform the public of what to do. McKinney Academy Charter School is in Zone H; their reception center is South Iredell High School. If evacuation is ordered, all attempts will be made to keep the students safe until all students can be transported to the designated reception area in private cars.

McKinney Academy Charter School

Each student will receive the “Emergency Planning Information Summary” issued by Duke Power for McGuire Nuclear Station.

Civil Liability and Insurance (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 (per claim)
Officers and Directors/Errors and Omissions	\$1,000,000 (per claim)
Property Insurance	appraised value of the building and contents
Motor Vehicle Liability	\$1,000,000 (per claim)
Bonding	
Minimum amount:	\$250,000
Other	
Workers’ compensation:	as specified by Chapter 97 of the General Statutes.

Note: We would agree to indemnify and hold harmless the SBE, DPI, the constituent institutions of the University of North Carolina, and local boards of education, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney’s fees, arising out of or resulting from any action of McKinney Academy Charter School caused by any intentional or negligent act or omission of the School, its officers, agents, employees, and contractors.

See Resource Manual for Minimums required by SBE Policy.

Transportation (G.S. 115C-238.29F(h))

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

Because it is critical to our students to be able to get to and from school on a daily basis, we will establish a committee comprised of administrators and parents to address any transportation issues that arise during our enrollment process. We will be asking parents to indicate, during enrollment, if there is a need of transportation for their child. The board of directors and administration will address any additional transportation services once we have captured all of the transportation needs of the students. The McKinney Academy Charter School will

McKinney Academy Charter School

facilitate voluntary car-pooling among students' parents by asking parents upon enrollment if they are interested in car-pooling and if so, having them indicate the point of origin car-pooling would begin. (Example: Specific strategic locations or neighborhoods.) This information would be gathered and then shared with parents that indicated interest in developing car pool arrangements.

McKinney Academy Charter School

Facility (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Name of the facility): Liburdi Building

Address: 412 Armour Street

City/State/Zip: Davidson, NC 28036

Description of the Facility:

Total square feet: 16,080

Number of Classrooms: 9

Number of Restrooms: 6

Other Rooms: 4

Auditorium: 1

Gymnasium: 1

Music Room: 1

Art Room: 1

Laboratory: _____

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: Current lease expires July 31, 2012 and may be renewed

(b) Type of Lease: Yearly

(c) Rent: \$ 9,000 per month

Name of Landlord: 404 Armour Street, LLC

Address: 404 Armour Street

City/State/Zip: Davidson, NC 28036

Phone: 704-892-2028

Fax: 704-895-6001

Document inspections for the following:

(a) Fire: Completed

(b) Safety: Completed

(c) Handicapped accessibility? Completed

McKinney Academy Charter School

Describe how the maintenance will be provided for the facility.

The Board of Directors will negotiate building maintenance services to amend beyond current building services where needed.

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

The current facility can support our student population until at least 2016-17. Upon granting of a charter, we would provide evidence from local government inspection authorities that our current school facilities are safe.

Should we need to expand beyond the limitations of our current facilities, the Board of Directors would initiate the planning process of locating a space that can support our growth projections within the Huntersville/Cornelius, NC area (south of Davidson). We have had previous discussions with a landowner/developer who is willing to construct a school on property they currently own. Start of construction of the new school facility would begin in the spring prior to the school year needed. Should we need to move out of our current facility, we would provide to the State Board of Education a description of the planned facility, the financing for the facility and evidence from local government inspection authorities that the facilities are safe (e.g., Certificate of Occupancy for Educational Use).

LEA Impact Statement

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

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

Appendices

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

Andrea McKinney

16103 Greenfarm Road, Huntersville, North Carolina 28078 (H) 704.895.3206 (C) 704.661.0156
a.mckinney@mckinneyacademy.com

Professional Experience

August 2007-Current

McKinney Academy

Davidson, NC

Headmistress

Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

Supervise the instructional programs of the school. Establish a professional rapport with students and with staff that have their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same. Conduct meetings, as necessary, for the proper functioning of the school. Maintain positive, cooperative and mutually supportive relationships with students, staff and parents. Attend required committee meetings (e.g.: fund-raising, curriculum, etc.) and extra school sponsored functions instructionally and spiritually.

August 2001 to Current

McKinney Care Academy

Davidson, NC

Headmistress/Teacher

Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.

Awards and Honors:

1995 Teacher of the Year

Beulah Payne Elementary, Inglewood, CA

1998 Ben Craig Teacher of the Year

Blythe Elementary School, Huntersville, NC

1993 Harris Teacher of the Year

Blythe Elementary School, Huntersville, NC

Education Bachelors in Business Administration University of Central Oklahoma Edmond, Oklahoma – May 1984

McKinney Academy Charter School

501(c)3 Letter – Page 1 of 2

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

DEPARTMENT OF THE TREASURY

Date:

FEB 26 2010

THE MCKINNEY ACADEMY SCHOOL INC
16103 GREENFARM RD
HUNTERSVILLE, NC 28078

Employer Identification Number:

26-4210012

DIN:

17053282325009

Contact Person:

JACOB A MCDONALD

TD# 31649

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

February 17, 2009

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

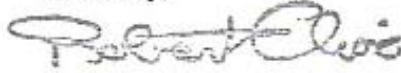
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

McKinney Academy Charter School

501(c)3 Letter – Page 2 of 2

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi". The signature is fluid and cursive, with the first name "Robert" and last name "Choi" clearly distinguishable.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

SIGNATURE PAGE

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

Print/Type Name:

Position:

Signature: _____ Date: November 8, 2011

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires _____, 20_____.