

McKinney Academy Charter School

**McKinney
Academy
Charter School**



creative learning globally



February 15, 2010

McKinney Academy Charter School

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McKinney Academy Charter School

I. Basic Information For The Proposed Charter School

Primary Contact Person: Mr. Brian Hines

Mailing Address: 9624 Bailey Road, Suite 265,

City/State/ Zip: Cornelius, NC 28031

Phone Number: 704-507-4877

Email: brian@lenoxland.com

Fax: 704-765-4193

Name of Proposed Charter School: McKinney Academy Charter School

Location Proposed Charter School (LEA): Charlotte Mecklenburg

Proposed Grade Levels:

2011-12: K-6	2012-13: K-7	2013-14: K-8	2014-15: K-9	2015-16: K-10
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Projected Enrollment:

2011-12: 200	2012-13: 640	2013-14: 720	2014-15: 800	2015-16: 880
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Targeted Population: K-12

Conversion: Yes: ☒ If so, Public ☐ or Private: ☒ McKinney Academy

Summary of Educational Mission:

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 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.

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II. GOVERNANCE

PRIVATE NONPROFIT CORPORTATION (*G.S.115C-238.29E*)

Name of Private Nonprofit: The McKinney Academy Incorporated - Upon charter preliminary 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

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.

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)

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

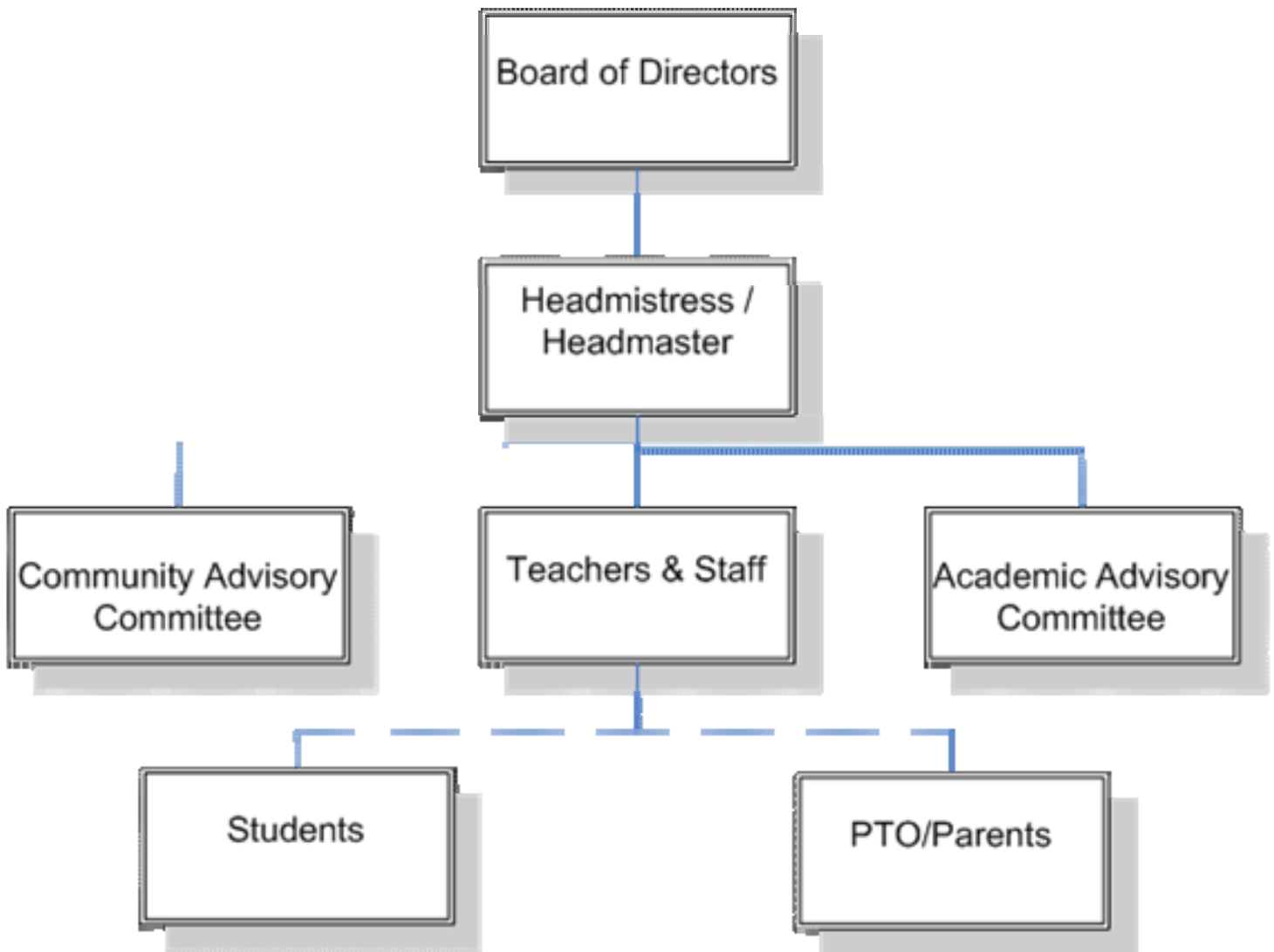
McKinney Academy Charter School has an interest in and is researching the capabilities of Educational Management Organizations to better understand the risks and benefits provided for accounting, payroll and benefits, financial and legal services. McKinney Academy would welcome observations and recommendations by the State of NC, should charter status be granted.

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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.

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.



2. Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.

McKinney Academy Charter School

Brian K. Hines

Phone: 704-507-4877

Address: 9624 Bailey Road, Ste 265, Cornelius, NC 28031

Email: brian@lenoxland.com

PROFILE SUMMARY

Energetic self-starter with ample experience in facilitating projects and overseeing to successful completion. Over 10 years experience in real estate brokerage and development. Current projects consist of developing for a national retailer in North & 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 1,000 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 present
- Chairman, 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

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Michael A. Owen

Cell: 704-604-1478

Address: 16024 Covington Point Lane, Huntersville, NC 28078

Email: maowen@roadrunner.com

PROFILE SUMMARY

Accomplished Senior Manager with over eighteen years experience in Information Technology, Manufacturing & Process consulting. Strong background in planning and delivering strategic Technology & Operations initiatives. Proficient in Business Planning, Business Process Management, Process Reengineering, Technology Delivery and Outsourcing Enablement. Proven record of building diverse teams & delivering value to Fortune 50 Banking, Financial Services & Manufacturing Firms.

Core Competencies:

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| • Strategic & Tactical Planning | • Program & Project Management | • System Development & Design |
| • Resource Development | • Conflict Management | • Process Management |
| • Communication | • Leading & Directing | • Teamwork |

TIAA-CREF – Charlotte, NC

October 2007 - Present

TIAA-CREF is a \$385 billion financial services, investment and insurance firm that provides investment products and services to those in the academic, medical, cultural and research fields.

Project Manager

Responsible for providing Change Management leadership to Tier 2, 3 & 4 Executives to improve division-level operations, reduce operating risk and enable the firm to grow while controlling operating costs.

- Re-engineering Brokerage Operations with \$2.1 million budget to scale business for anticipated high volume growth. Developing strategic vision and leading cross-functional business & technology teams to implement tactical plans & deliver improvements using Six Sigma, Process & Technology expertise.
- Successfully built and leading the Outsourcing Center of Excellence vendor governance practice for the Asset Management division. Currently partnering with key Executives to deploy across the company.
- Lead Mortgage Operations process improvement initiative. Partnered with key executives to reorganize the operation, improve workflow, provide customer request visibility and enhance governance for vendor partnerships. Streamlined servicing request by 50% and reduced overall costs by 10%.
- Partnered with Product, Division and C-level Executives to launch new mutual fund, reduce fund management risk and bring clarity to market risks for various Mutual Fund Operating committees. □□

Pegasystems, Inc – Cambridge, MA

October 1998 – October 2007

Pegasystems (NASDAQ: PEGA) is a \$150 million technology leader of rules-based software solutions using Business Process Management (BPM) technology.

Engagement Leader (Program Management)

Held increasing levels of Project & Program Management leadership positions in the Global Services division. Developed business cases, planned, managed & delivered simultaneous software initiatives in a matrix environment with a team of up to 32 consultants.

- **Continuous Improvement** – Partnered with Corporate Development Executives in Continuous Improvement & Thought Leadership initiatives that improved operations that had organization-wide impact.
- **Business Development** – As the Professional Services lead, provide support to the Sales organization to drive new business, determine improvement opportunities, cost and tactical implementation steps.
- **Program Management & Governance** – Responsible for managing the company's largest engagements. Managed multiple-million engagements to ensure software projects were delivery with high satisfaction.

Awards:

- Service Commitment & Delivery Award, 2006; Caduceus Excellence Award, 2002.
- Chairman's High Achiever Award Nominee, 2002; Chairman's High Achiever Award Recipient, 1999.

Education

Queens University, McColl Graduate School of Business, Charlotte NC

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)

Activities: Vice-Chairman, McKinney Academy Board of Directors, Davidson NC

McKinney Academy Charter School

Dr. Marla Morton-Brown

160 Carson's Place
Mooresville, NC 28117

704.895.0392 (home)
704.619.0429 (cell)
marlabrown@mac.com

PROFILE SUMMARY

Twelve years as an instructor in academia, developing and teaching curricula for a variety of college courses. Strong background in the nonprofit sector, creating arts programs from the ground-up. Proficient in grant applications, strategic networking, community building and outreach.

EDUCATION

Ph.D. - Communication Studies Dept, University of Texas at Austin – May 2001

Master of Arts, University of Texas at Austin – December 1992

Bachelor of Arts, University of North Carolina, Chapel Hill – May 1990

The Warehouse PAC – Founder, Artistic Director

October 2008 - present

Launched a new, nonprofit 501(c)(3) performing arts venue in North Mecklenburg. Organized corporate backing for upfitting & start-up, created alliances with area organizations such as Charlotte Writers Club North, Lake Norman Charter School as well as individual artists to develop arts education curriculum, launched a performance season with critical success, created successful marketing campaign to keep the organization growing.

Entrepreneurial Artist

May 2004 - present

Created and facilitated arts workshops through the support of Mecklenburg County's Arts & Science Council. Workshop participants generated creative material that was edited into performance works done in community organizations: ie: *Sharing Grace*—cancer survivors created works that were performed in hospitals and other community venues; *Mother Journeys*—mother stories were performed in area churches to honor Mother's Day; *BodyTrials/Body Triumphs*—workshops for young women to explore issues of body image.

University of North Carolina, Charlotte - Instructor

August 1997 – May 2005

Developed and taught courses for both the Communication Studies Department & The Women's Studies Department: *Public Speaking, Gender and Performance, Perspectives on Motherhood, Gender and Communication, Changing Realities of Women's Lives, Feminist Thought, & Intro to Women's Studies*.

List of Publications, Conferences & Performances available upon request.

AWARDS

Project Grants for Mother Journeys, Creative Capital Participant, Media's Choice Award, Marjorie Davisson Parker Award, VFW Fellowship, Paul Green Award

AFFILIATIONS

- Lee Street Theatre, Salisbury – Board Member
- Charlotte Writers Club, North – Board Member
- McKinney Academy – Board of Directors

McKinney Academy Charter School

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

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LaWanda D. Williams
8824 Hatton Court
Charlotte, NC 28277
Home: (704) 752-8792
Cell: (704) 449-6475
Lawandawilliams08@yahoo.com

OBJECTIVE

To enrich the lives of students by providing leadership that offers every child under my supervision a quality education

EXPERIENCE

Elementary School Principal, 2005 to present:

Allenbrook Elementary School, Charlotte, NC.

To provide leadership and oversight for total school program

Elementary School Assistant Principal, 2001-2005:

Hornets Nest Elementary – Principal Intern, Charlotte, NC

Paw Creek Elementary, Charlotte, NC

Mountain Island Elementary, Charlotte, NC

Assisted the school principal with day-to-day operations of the school, helping oversee staff, students, and activities.

Elementary School Support Positions, 2000-2001:

Blythe Elementary – Literacy Facilitator, Huntersville, NC

Development of quality literacy programming and coaching teachers regarding the successful implementation of best practices

Elementary School Teacher, 1984-2000:

L. B. Yancy Elementary School, Henderson, NC

Parkwood Elementary School, Durham, NC

Lebanon Road Elementary School, Charlotte, NC

Nathaniel Alexander Elementary School, Charlotte, NC

Provided effective classroom instruction for all students

Education

Ed. D, Curriculum and Instruction

University of North Carolina at Charlotte, Current, Charlotte, NC

MSA, Educational Leadership

University of North Carolina at Charlotte, 2001, Charlotte, NC

M. A., Elementary Education

North Carolina Central University, 1997, Durham, NC

B. A., Elementary Education

North Carolina Central University, 1983, Durham, NC

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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*)

1. The McKinney Academy Charter School agrees to be subject to the Open Meetings law (Article 33C of Chapter 143 of the General Statutes).

2. The following Conflict of Interest Policy was adopted by unanimous resolution of the McKinney Academy governing board:

Conflict of Interest

Article I

The purpose of the Conflict of Interest Policy is to protect the McKinney Academy Charter School (hereinafter "the Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

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

a. An ownership or investment interest in any entity with which the organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

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

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Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

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

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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Article IV

Records of Proceedings

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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

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

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and

Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

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Article VII

Periodic Reviews

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

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

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

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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.

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

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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.

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.

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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.

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

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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

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.

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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.

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

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

MISSION:

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 their highest academic potential. 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 also will prepare the students for 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.

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 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 a true debate. 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 particular 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.

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 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 behavior in the academic environment where learning takes place. Inappropriate behavior impedes the learning environment; 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.

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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:

A 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. 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

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

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develops imaginative, flexible and tough-minded thinking," said Education Secretary Richard Riley. "The Arts powerfully nurture the ability to think in this manner." McKinney Academy Charter School will support interdisciplinary learning through the integration of music education, drama, and visual arts. "Education without the Fine Arts is fundamentally impoverished and subsequently leads to an impoverished society." (Florida Music Educators' Association) 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.

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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 on-going 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. Arts education can help develop imagination, cognitive skills, problem solving skills, language and social skills. Art education can also 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

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- Foreign Language
- Global Studies
- Wellness/Physical Education
- Latin (high school)

McKinney Academy Charter School will offer college preparatory courses during the high school years. 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. All state-mandated testing will be given as well as end-of-grade tests for reading comprehension and mathematics in grades 3-8, science tests for grades 5 and 8, and technology assessments at grade 8. Writing tests will be given at grades 4 and 7. Rubrics and other assessment tools will be used to measure our performance-based accountability systems and teacher effectiveness. Alternate assessments are 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 must 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.

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. At McKinney Academy Charter School, students will be encouraged to reach high academic expectations and will be challenged at the appropriate level. This will be accomplished through a strong liberal arts curriculum that supports interdisciplinary learning through the integration of music education, drama, and visual arts.

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

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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 grade 5.

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.

IV. EDUCATION PLAN

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

*“When someone is taught the joy of learning,
It becomes a life-long process that never stops.”
Marva Collins*

The North Carolina Standard Course of Study will be the primary educational plan for McKinney Academy Charter School. The adoption of our core curriculum is closely aligned with our standards and will serve to meet our state requirements. The teacher will further enrich the student learning experience by developing units of study using the various innovative methods as addressed in “Purposes of Proposed Charter School”. Each student at McKinney Academy Charter School will be afforded the opportunity to experience the four core academic subjects through art, music, drama, or nutrition. Integrating The Arts will expand our teaching methods and, thus, accommodate the diverse learning styles and academic strengths of our students; this, in turn, will increase the percentage of student success.

The following will enrich the McKinney Academy Charter School academic program:

- Integration of The Arts (Art, Music, Drama)
- Foreign Language (Spanish) (Latin in high school)
- Nutrition/Wellness Education
- Physical Education

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-Technology Education

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

1. Educational theory and foundation of the model.

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. Lastly, wellness of the whole student will be improved through student and family educational programs that develop knowledge on personal health, nutrition and wellness.

We are of the Paideia Group philosophy that “all children can learn”. 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. Our present programs are comprised of the following:

2. Teaching approach and curriculum design and instructional methods, courses of study, etc.

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.

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 standards of North Carolina 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 Carolina standards; thus, the adoption of Scott Foresman.

Science

McKinney Academy Charter School will align our Science Curriculum with the North Carolina Standard Course of Study. The major strands stipulated under the NC Standards for grades K-8 are: 1) Nature of Science 2) Science of Inquiry 3) Science and Technology 4) Science in Personal and Social Perspectives. Students will be instructed in science using the scientific method: observation, question, hypothesis, experiment, and

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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

The Social Sciences at McKinney Academy will be aligned with the North Carolina Standard Course of Study. The major strands set forth in the standards provide a framework for studying and analyzing social studies at each grade level. The strands are as follows:

- Individual Identity and Development
- Cultures and Diversity
- Government and Active Citizenship
- Historical Perspectives
- Geographic Relationships Economics and Development
- Global Connections
- Technological Influences and Society

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. 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.

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.

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

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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

During the middle school years at McKinney Academy Charter School, students will receive instruction in the four core subject areas using the North Carolina Standard Course Study as a guide. 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 Course of Study. The students will have multiple opportunities to deepen their understanding of language by applying skills they continue to learn and build upon. The ultimate goal of the middle school English Language Arts curriculum (according to North Carolina) is to foster personal, social, and civic literacy. Our students will be encouraged to develop a deep appreciation for literature

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through their exposure to different authors and all four major genres (fiction, non-fiction, poetry, and drama). Students will also 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 Course of Study:

- Making connections between literature and personal experiences.
- Making connections between features of different pieces of literature.
- Connecting themes and ideas in literature.
- Making connections between literature and historical and cultural significance.

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. We will continue to use the hands-on approach in order to develop a deeper understanding of math concepts. Students will extend their understanding of place value, numerical comparisons and problem solving. 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. The students will begin to use language of function, identifying patterns and relationships in context and expressing them algebraically.

Science

McKinney Academy Charter School will align the Science Curriculum with the North Carolina Standard Course of Study. The major strands stipulated under the NC Standards for grades K-8 are: 1) Nature of Science 2) Science of Inquiry 3) Science and Technology 4) Science in Personal and Social Perspectives. 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 have adopted the Macmillan/McGraw-Hill Science for grades K-5. We are presently exploring the adoption for our middle school curriculum.

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 Course of Study. 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

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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.

High School Vision for Grades 9-12

The Upper School will offer students an academically rigorous college preparatory program. The curriculum is 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.

McKinney Academy Charter School students will be required to enroll in a second language class. Students will continue to participate in music education classes, i.e. band, orchestra, chorus, music theory. Visual Arts and Theatre will be offered as electives.

McKinney Academy Charter School will offer college preparatory courses during the high school years. This program will encourage students to continue to strive for academic excellence. 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.

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).

According to the State of North Carolina the following will be in place for McKinney Academy Charter School:

Entrance Requirements:

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

Exit Requirements:

The year a student enters grade nine for the first time determines the graduation course requirements. According to State Board of Education policy GCS-N-004, students entering grade nine for the first time in 2009-10 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.

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Graduation Requirement:

College University/Prep - English I, II, III, IV, Math - Algebra I, Algebra, II, Geometry, and higher level math course with Algebra II as prerequisite **OR** Integrated Mathematics I, II, III, and a credit beyond Integrated, Mathematics III, **3 Credits** A physical science course, Biology, Earth/Environmental Science, Civics and Economics, US History, World History (*2 courses to meet UNC minimum admission requirements - US History & 1 elective*) **Second Language 2 Credits** in the same language The Arts: Recommended: at least one credit in an arts discipline and/or requirement by local decision.

5. The school calendar (must provide instruction for a minimum of 180 instructional days);
(G.S.115C-238.29F(d)(1))

McKinney Academy Charter School 2011-2012 Elementary School Calendar (proposed) School Hours 8:30-2:45

First Day of School	Thursday, August 18, 2011
Labor Day (holiday)	Monday, September 5, 2011
Teacher Workdays (conferences)	Monday, October 10, 2011
	Tuesday, October 11, 2011
Veteran's Day (holiday)	Friday, November 11, 2011
Thanksgiving Program & Lunch	Tuesday, November 22, 2011
Thanksgiving Holidays	November 23-25, 2011
Holiday Program	Wed., December 21, 2011
Winter Break	December 22, 2011 – January 3, 2012
New Year's Holiday	January 1, 2012
Return to School	Wednesday, January 4, 2012
Martin Luther King, Jr., Holiday	Monday, January 16, 2012
Teacher Workday	Monday, February 20, 2012
Teacher Workday	Friday, March 16, 2012
Spring Break	April 6-13, 2012
Teacher Workday	Friday, May 4, 2012
Memorial Day Holiday	Monday, May 28, 2012
Last Day of School	Friday, June 1, 2012

Conferences to be held the week of October 10, 2011

<u>Mid-term Progress Reports</u>	<u>End of Trimester</u>
1 st Trimester – October 10, 2011	November 22, 2011 (65 days)
2 nd Trimester – January 27, 2012	March 2, 2012 (59 days)
3 rd Trimester – May 3, 2012	June 1, 2012 (56 days)

6. A concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests.

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 parent. If the student is making satisfactory progress

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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 use the state mandated tests. McKinney Academy Charter School will be fully assigned with the North Carolina Standard Course of Study. The ABC's assessment 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.

Specific Goals

- All McKinney Academy Charter School students will receive instruction in the four core academic areas
- All students will receive instruction in The Arts beginning with Kindergarten.
- All students will receive nutrition education that will help to foster health and wellness in order to maintain healthy eating habits.

Student progress will be tracked by various measuring methods throughout the years of McKinney Academy Charter School. An assortment of in-class assessments, arts event participation, and projects related to art and language portfolios will be a part of the tracking process.

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

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

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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.

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

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 Lottery Process

Application Period:

The Application Period for McKinney Academy Charter School will only begin after receiving preliminary charter status possibly in mid-March 2011. To apply to McKinney Academy Charter School a parent or guardian is encouraged to attend a one-hour Open House presentation. A minimum of two Open House Programs will be made available during the application period. At the appropriate time after receiving preliminary charter status, applications will be provided for consideration and completion. 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 shall 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 lottery.

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

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exceeds the capacity of the program, class, or grade level to which they are seeking enrollment, then acceptance of enrollment 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 2012-2013 school year and beyond, siblings must be identified 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 2011-2012 school year, beginning only after receiving preliminary charter status possibly in mid-March 2011. 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.

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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, notwithstanding any law to the contrary per NC State Statute.

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.

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 Course of Study provides the framework but is not limited to for the curriculum at McKinney Academy Charter School. Teachers will also include character development and respect towards others into their lesson plans. Classroom discipline will emphasize talking out problems and conflict avoidance.

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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

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.

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VII. 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).

Personnel Type	2011-2012 Count	2012-2013 Count	2013-2014 Count	2014-2015 Count	2015-2016 Count
GS 115C-238.B(b)(5)	<i>K-6</i> <i>10 classes</i>	<i>K-7</i> <i>32 classes</i>	<i>K-8</i> <i>36 classes</i>	<i>K-9</i> <i>40 classes</i>	<i>K-8</i> <i>44 classes</i>
<i>PERSONNEL</i>					
<i>Total # staff</i>	<i>26.5</i>	<i>76</i>	<i>92</i>	<i>105.5</i>	<i>108.5</i>
<i>--Administrator(s)</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>3</i>	<i>3</i>
<i>--Clerical</i>	<i>3</i>	<i>5</i>	<i>7</i>	<i>10</i>	<i>10</i>
<i>--Teachers</i>	<i>10</i>	<i>32</i>	<i>36</i>	<i>41</i>	<i>44</i>
<i>--Exceptional Children Teacher</i>	<i>1</i>	<i>1</i>	<i>3.5</i>	<i>5</i>	<i>5</i>
<i>--Librarians</i>	<i>(Volunteer)</i>	<i>1</i>	<i>1.5</i>	<i>2</i>	<i>2</i>
<i>--Guidance</i>		<i>1</i>	<i>1</i>	<i>2</i>	<i>2</i>
<i>--Teacher Assistants</i>	<i>7</i>	<i>17</i>	<i>17</i>	<i>17</i>	<i>17</i>
<u>Contractor Services:</u>					
<i>-- Specials Teachers-</i>					
<i>-- Physical Education</i>	<i>1 (part time)</i>	<i>2</i>	<i>3</i>	<i>3</i>	<i>3</i>
<i>-- Spanish</i>	<i>1 (part time)</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>-- Music</i>	<i>1 (part time)</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>-- Drama</i>	<i>1 (part time)</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>-- Art</i>	<i>1 (part time)</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>-- Technical</i>	<i>1 (part time)</i>	<i>1</i>	<i>1.5</i>	<i>2</i>	<i>2</i>
<i>-- Nurse / Dietitian</i>	<i>1 (part time)</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>-- Custodian</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>3</i>	<i>3</i>
<i>-- Bus Services</i>					
<i>-- Food Service</i>		<i>7</i>	<i>7.5</i>	<i>7.5</i>	<i>7.5</i>

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and 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.

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

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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 are 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

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

Criminal background checks will be required for all personnel.

ENROLLMENT

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.

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 10% per year based on the previous year’s enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

McKinney Academy Charter School

PROJECTED ENROLLMENT 2011-12 through 2015-2016

NAME OF PROPOSED CHARTER SCHOOL: McKinney Academy Charter School

LEA#1 – Charlotte Mecklenburg

GRADES	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kinder- garten K	<u>40</u>			<u>80</u>			<u>80</u>			<u>80</u>			<u>80</u>		
First 1	<u>40</u>			<u>80</u>			<u>80</u>			<u>80</u>			<u>80</u>		
Second 2	<u>40</u>			<u>80</u>			<u>80</u>			<u>80</u>			<u>80</u>		
Third 3	<u>20</u>			<u>80</u>			<u>80</u>			<u>80</u>			<u>80</u>		
Fourth 4	<u>20</u>			<u>80</u>			<u>80</u>			<u>80</u>			<u>80</u>		
Fifth 5	<u>20</u>			<u>80</u>			<u>80</u>			<u>80</u>			<u>80</u>		
Sixth 6	<u>20</u>			<u>80</u>			<u>80</u>			<u>80</u>			<u>80</u>		

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PROJECTED ENROLLMENT 2011-12 through 2015-2016 (continued)

NAME OF PROPOSED CHARTER SCHOOL: McKinney Academy Charter School

LEA#1 – Charlotte Mecklenburg

		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA	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>80</u>			<u>80</u>			<u>80</u>			<u>80</u>		
Eighth	8							<u>80</u>			<u>80</u>			<u>80</u>		
Ninth	9										<u>80</u>			<u>80</u>		
Tenth	10													<u>80</u>		
Eleventh	11															
Twelfth	12															
LEA Totals		<u>200</u>			<u>640</u>			<u>720</u>			<u>800</u>			<u>880</u>		
Overall Total Enrollment		<u>200</u>			<u>640</u>			<u>720</u>			<u>800</u>			<u>880</u>		

McKinney Academy Charter School

Budget: Revenue Projections 2011-12 through 2015-2016

INCOME: REVENUE PROJECTIONS

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

Year 1

\$4,216.90 x 200 = \$ 843,380 State Operating Income
\$3,545.42 x 25 = \$ 88,636 State Exceptional Children Income
\$2,332.48 x 200 = \$ 466,496 Local Operating Income – Mecklenburg
\$ 1,398,512 Total Operating Income

Year 2

\$4,216.90 x 640 = \$2,698,816 State Operating Income
\$3,545.42 x 80 = \$ 283,634 State Exceptional Children Income
\$2,332.48 x 640 = \$1,492,787 Local Operating Income – Mecklenburg
\$ 4,475,237 Total Operating Income

Year 3

\$4,216.90 x 720 = \$ 3,036,168 State Operating Income
\$3,545.42 x 90 = \$ 319,088 State Exceptional Children Income
\$2,332.48 x 720 = \$ 1,679,385 Local Operating Income – Mecklenburg
\$ 5,034,641 Total Operating Income

Year 4

\$4,216.90 x 800 = \$ 3,373,520 State Operating Income
\$3,545.42 x 100 = \$ 354,542 State Exceptional Children Income
\$2,332.48 x 800 = \$ 1,865,984 Local Operating Income – Mecklenburg
\$ 5,594,046 Total Operating Income

Year 5

\$4,216.90 x 880 = \$ 3,710,872 State Operating Income
\$3,545.42 x 110 = \$ 389,996 State Exceptional Children Income
\$2,332.48 x 880 = \$ 2,052,582 Local Operating Income – Mecklenburg
\$ 6,153,451 Total Operating Income

McKinney Academy Charter School

Budget (continued): Expenditure Projections 2011-12 through 2015-2016

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GS 115C-238.B(b)(5)	<i>K-6</i>	<i>K-7</i>	<i>K-8</i>	<i>K-9</i>	<i>K-10</i>
	<i>10 classes</i>	<i>32 classes</i>	<i>36 classes</i>	<i>40 classes</i>	<i>44 classes</i>
	<i>(200</i>	<i>(640</i>	<i>(720</i>	<i>(800</i>	<i>(880</i>
	<i>students)</i>	<i>students)</i>	<i>students)</i>	<i>students)</i>	<i>students)</i>
<i>PERSONNEL</i>	<i>\$883,000</i>	<i>\$2,656,520</i>	<i>\$3,354,916</i>	<i>\$3,852,829</i>	<i>\$4,203,214</i>
<i>Total # staff</i>	<i>26.5</i>	<i>76</i>	<i>92</i>	<i>105.5</i>	<i>108.5</i>
<i>- Administrator(s)-</i>	<i>\$48,000</i>	<i>\$52,000</i>	<i>\$53,820</i>	<i>\$53,820</i>	<i>\$55,435</i>
<i>senior</i>					
<i>- Administrator –</i>	<i>\$0</i>	<i>\$50,000</i>	<i>\$51,750</i>	<i>\$103,500</i>	<i>\$106,605</i>
<i>junior</i>					
<i>(Middle & Senior</i>					
<i>High)</i>					
<i>- Finance</i>	<i>\$30,000</i>	<i>\$81,500</i>	<i>\$84,353</i>	<i>\$136,103</i>	<i>\$140,186</i>
<i>- Clerical</i>	<i>\$36,000</i>	<i>\$105,000</i>	<i>\$108,675</i>	<i>\$154,102</i>	<i>\$158,725</i>
<i>- Teachers</i>	<i>\$436,000</i>	<i>\$1,477,200</i>	<i>\$1,734,729</i>	<i>\$1,950,729</i>	<i>\$2,241,250</i>
<i>- Exceptional</i>	<i>\$39,000</i>	<i>\$42,000</i>	<i>\$152,145</i>	<i>\$225,000</i>	<i>\$231,750</i>
<i>Children Teacher</i>					
<i>- Librarians</i>	<i>\$0</i>	<i>\$18,000</i>	<i>\$27,945</i>	<i>\$27,945</i>	<i>\$28,783</i>
<i>- Guidance</i>	<i>0</i>	<i>\$46,000</i>	<i>\$47,610</i>	<i>\$95,220</i>	<i>\$98,076.6</i>
<i>- Teacher Assistants</i>	<i>\$154,000</i>	<i>\$392,700</i>	<i>\$402,346</i>	<i>\$383,543</i>	<i>\$395,049</i>
<i>- Custodian</i>	<i>\$20,000</i>	<i>\$47,400</i>	<i>\$49,059</i>	<i>\$76,383</i>	<i>\$78,674</i>
<i>- Maintenance</i>	<i>\$10,000</i>	<i>\$32,000</i>	<i>\$36,000</i>	<i>\$40,000</i>	<i>\$44,000</i>
<i>- Transportation</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>- Special Area</i>	<i>\$100,000</i>	<i>\$252,000</i>	<i>\$478,170</i>	<i>\$478,170</i>	<i>\$492,515</i>
<i>Teachers</i>					
<i>- Nurse</i>	<i>\$18,000</i>	<i>\$18,720</i>	<i>\$19,375</i>	<i>\$19,375</i>	<i>\$19,956</i>
<i>- Technical</i>	<i>\$20,000</i>	<i>\$42,000</i>	<i>\$86,940</i>	<i>\$86,940</i>	<i>\$89,548</i>
<i>- Dietitian/Nutrition</i>	<i>\$0</i>	<i>\$0</i>	<i>\$22,000</i>	<i>\$22,000</i>	<i>\$22,660</i>
<i>Educator</i>					
<i>- EMPLOYEE</i>	<i>\$185,750</i>	<i>\$566,100</i>	<i>\$671,343</i>	<i>\$787,990</i>	<i>\$869,630</i>
<i>BENEFITS</i>					

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- STAFF DEVELOPMENT	\$4,360	\$14,772	\$17,347	\$19,507	\$22,413
- MATERIALS AND SUPPLIES	\$40,000	\$128,000	\$124,000	\$110,000	\$110,000
- OFFICE SUPPLIES	\$13,000	\$35,200	\$39,600	\$44,000	\$48,400
- INSTRUCTIONAL EQUIPMENT	\$48,000	\$284,500	\$107,000	\$75,000	\$101,000
- OFFICE EQUIPMENT	\$10,000	\$230,000	\$105,000	\$47,500	\$85,000
TESTING MATERIALS	\$5,000	\$16,000	\$18,000	\$20,000	\$22,000
INSURANCE	\$10,000	\$48,000	\$54,000	\$60,000	\$66,000
UTILITIES	\$10,000	\$32,000	\$36,000	\$40,000	\$44,000
RENT	\$145,000	\$256,000	\$288,000	\$320,000	\$352,000
MAINTENANCE & REPAIR	\$10,000	\$32,000	\$36,000	\$40,000	\$44,000
TRANSPORTATION	\$0	\$0	\$0	\$0	\$0
MARKETING	\$6,000	\$10,000	\$10,000	\$10,000	\$10,000
FOOD/CAFETERIA	0	\$165,900	\$172,845	\$167,000	\$175,350
	<u>\$1,398,110</u>	<u>\$4,474,992</u>	<u>\$5,034,051</u>	<u>\$5,593,826</u>	<u>\$6,153,006</u>

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WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	<u>\$50,000</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$0_____
TOTAL	<u>\$50,000</u>

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.

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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 that will conduct the audit (must be approved by the State of North Carolina). 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))

Address how the proposed charter school will meet the requirements for the following:

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

- 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-

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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:

- 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

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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.

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.

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 - one million dollars (\$1,000,000) per occurrence;

Officers and Directors/Errors and Omissions - one million dollars (\$1,000,000) per claim;

Property Insurance - the appraised value of the building and contents;

Motor Vehicle Liability - one million dollars (\$1,000,000) per occurrence;

Bonding - no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;

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.

The school 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 they are in 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 facilitate voluntary car-pooling among students' parents by asking

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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.

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, 2010

(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

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(c) Handicapped accessibility? Completed

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.

The current facility can support student population of 200 for the 2011-2012 school year. At the time of being awarded a Charter, The Board of Directors will continue the planning process of locating a space that can support our growth projections within the Huntersville/Cornelius, NC area (south of Davidson). The Board of Directors will be open to the best options for facilities. We have had preliminary 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 of 2011 with a completion date prior to 2012-2013 school year, if this plan is deemed the best opportunity for McKinney Academy Charter School.

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 you will develop, a five year minimum, market plan to specific populations (including various community and 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 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:

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- 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 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.

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Communicating with potential families 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.

VIII. LEA IMPACT STATEMENT

McKinney Academy Charter School will send a confirmation of the LEA Statement by fax within seven days.

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of the Board of Directors of McKinney Academy. 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 and other applicable laws.

Print/Type Name: Mr. Brian Hines

Position: Board Chairman

Signature:

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires _____, 20_____.