

2022 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

MINA Charter School of Onslow County

Telephone

2526710472

Fax

Address

3125 Hickory Hill Drive

Unit/Suite

Zip Code

27330

City

Sanford

State

North Carolina



2022 NC CHARTER APPLICATION
NC Public Charters





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NC Public Charters



Primary Contact Name *

Dr Shawn Williams

Opening Year *

2024

Is Management Organization Used

Yes No

Management Organization Name

Primary Contact Relation To Board *

President

Primary Contact Email *

shawn.williams@minacs.org

Management Organization Contact Name

Management Organization Phone

Primary Contact Phone *

2526710472

Management Organization Email

PrimaryContact Address *

3125 Hickory Hill Drive

Unit/Suite *

Zip Code *

27330

City *

Sanford

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

The name of the proposed charter school is MINA (More is Now Achievable) Charter School of Onslow County (MCSOC).

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

The primary contact for this Application is Dr. Shawn Williams.

Q3. Geographic County in which charter school will reside

MINA Charter School of Onslow County will reside in Onslow County.

Q4. LEA/District Name

The LEA/District name is Onslow County School District.

Q5. Zip code for the proposed school site, if known

The zip code for the proposed school site is 28540.

Q6. Was this application prepared with the assistance of a third party such as a consultant or [Charter Support Organization \(CSO\)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiQQ%3d%3d&secid=lyc2NIzPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiQQ%3d%3d&secid=lyc2NIzPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

Q7. Give the name of the third-party consultant or CSO:

The name of the third-part consultant is Katy Ridnour, MEd, GPC with KLR Partners.

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

The fees for KLR Partners were raised independently of MINA Charter of Onslow County's operating budget. The fees paid reflected 30 hours of work provided by KLR Partners.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

KLR Partners provided writing, research, project management, document management, revision assistance, and interview preparation. Assistance will end once the board has participated in a mock CSAB interview with KLR Partners.



Q10. **Projected School Opening Month**

MCSOC's projected school opening month is July.

Q11. **Will this school operate on a year-round schedule?**

- Yes (Year-Round)
- No

Q12. **Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources


Enrollment Summary Table.x...

Applicant Evidence :


Enrollment Summary Table - ...

Uploaded on **4/29/2022** by
Katy Ridnouer

Q13. **Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources


Enrollment Demographics Ta...

Applicant Evidence :


Enrollment Demographics Ta...

Uploaded on **4/29/2022** by
Katy Ridnouer

Q14. **Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.**



Enrollment Rationale:

MCSOC developed the number of students and grade levels in Years One through Five based on a number of factors. MCSOC will be a school of choice that targets Educationally Disadvantaged students who are not performing well in comparison to their Educationally Advantaged peers. The number of students that MCSOC is targeting reflects only 1.3% of the Onslow County Schools' enrollment for students in grades K-8, thereby reducing the impact on the local school district's budget.

In addition, while MCSOC's enrollment numbers reflect a small school, the corresponding ADM for these enrollment numbers provides sufficient State and local funds for the school to operate with the programming and services that will make our program successful.

The MCSOC board has seen this model implemented successfully at MINA Charter School of Lee County in building a strong school culture that reflects the school's mission and creating momentum in the community around supporting the school.

Small schools are better for students because they are all about relationships and connection. Children can't fall through the cracks, and their social and emotional needs are met because each child is known by the teaching, support, and administrative staff.

In addition, small schools can closely monitor and track the learning development of each child so that the school can tailor instruction to each child's needs. Small schools can partner more easily with parents, developing trusting relationships that benefit each child in the school.

Q15. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q16. Explanation (optional)

This section is an amended version of the MINA Charter School of Lee County application submitted in 2018.



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

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



Q17. Organization Type

- Non-Profit Corporation
- Municipality

Q18. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q19. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No

Q21. Name of Registered Agent and Address:

The name of the Registered Agent is Dr. Shawn Williams, and the street address of the initial registered office of the Corporation is 3125 Hickory Hill Drive, Sanford, NC 27330.

Q22. Federal Tax ID

The Federal Tax ID is 99-2054915.

Applicant Evidence :


EIN NUMBER CP575 Notice - ...

Uploaded on **4/29/2022** by
Katy Ridnouer



3. Acceleration

Per State Board of Education policy CHTR-013 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-013&Sch=10399&S=10399&C=CHTR&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q23. Do you want your application to be considered for acceleration?

- Yes
- No



4. Conversion

Q38. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



5. Replication

Per SBE policy CHTR-016 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-016&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

Q55. Is this application being submitted as a replication of a current charter school model?

- Yes
- No



6. Alternative

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

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q84. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q86. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

- Yes
- No



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q101. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Mission Statement:

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

Q102. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.

Vision Statement:

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

Q103. **Educational Need and Targeted Student Population of the Proposed Charter School** Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Educational Need and Targeted Student Population:

MCSOC will target Black and Brown scholars to provide them with high school readiness skills and experiences that will ensure that they are proficient in all core subjects and be prepared to enroll in and be successful in Advanced and Advanced Placement courses.

Currently, only 14% of Onslow County Schools' total enrollment is comprised of Black or African American students, and 11% is Hispanic. According to the latest NC Report Card (2018-2019), only 15.47% of Black students and 11.33% of Hispanic students are enrolled in AP classes compared to 61.77% of White students. This disproportionate enrollment of Black and Brown students in AP classes results in a decreased number of Black and brown students who can enjoy the benefits of AP courses, which include developing college-level academic skills, impressing college admission officers, saving money on college tuition, and potentially graduating earlier from college. When students are not given a chance to critically think in core subjects, especially those for which they have a passion or skill, then it is less likely that they will have the knowledge or the competitive edge to enter into that field after graduation. MCSOC wants to equip all students with the skills and experiences they need to create a fulfilling adult life and serve the community. That starts with ensuring they have access to coursework that will provide the knowledge, skills, and discipline that they will need to excel.

MCSOC also believes that a school's culture and discipline practices impact scholars' chance of success. Researchers Bacher-Hicks, et al., stated in their 2020 report that "Schools that suspend more students see a host of negative outcomes later in life." These adverse outcomes included lower educational achievement, lower graduation rates, lower college enrollment rates, and higher involvement in the juvenile and adult criminal justice systems. They also found that "Across just about every outcome, the harmful effects of suspensions were greatest for Black males." The county suspension rate for All students per 1,000 students is 142, but it is over twice that much for Black students at 292. MCSOC's No Suspension Policy and its implementation of Restorative Practices will ensure that all students, including Black and Brown students, are in school every day, thereby increasing their chance of receiving a high-quality education that will increase the likelihood of a successful adult life.

To ensure that the school attracts scholars who might not have access to school choices within Onslow and surrounding counties. MCSOC will offer a weighted lottery that reserves 85% of its available seats to Educationally Disadvantaged students. The board has decided to offer such a large proportion of its seats available to low-income students because research shows us that students from middle- and high-income homes have obstacles that prevent them from enrolling at public charter schools even though all students are welcome and legally able to enroll. Targeting our marketing and outreach efforts to low-income families and giving them an advantage in the enrollment process will ensure that all students have a fair opportunity to win a seat at MCSOC.

Reference: http://conference.nber.org/conf_papers/f143527.pdf (http://conference.nber.org/conf_papers/f143527.pdf)

Q104. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



Enrollment Trends and Academic Performance Outcomes:

In Onslow County, the school system is growing by 300 scholars each year, mainly in the elementary grades, due to military restructuring. The county is funding construction projects to keep pace with the projected increase in enrollment. In its first year of operation, MCSOC will enroll 252 scholars, which represents less than 1% of their population as reported for the 2020-2021 school year.

MCSOC will target scholars residing in Onslow County and nearby Pender and Jones Counties. While all three of these counties have an average student to teacher ratio that is an impressive 16:1 or lower, and their high school graduation rates are better than the state average of 87%, their Math and Reading proficiency scores indicate that they are grappling with finding effective instructional strategies for their student population, especially for the subgroups that MCSOC will target.

As detailed in the table below, Black and Hispanic students are underperforming in both Math and Reading when compared to the county averages and their White counterparts. For the three counties, the average proficiency rate in Math is 40%; however, the average rate for Black students is 20.2%, and for Hispanic students, the average rate is 37.3%. In Reading, the average proficiency rate is 45.7% for the three counties; however, the average rate for Black students is 28.8%, and for Hispanic students, the average rate is 43.6%.

While Hispanic students fared better than Black students, neither subgroup is achieving at the same level as their White counterparts, which proficient at a rate of 47.5% for Math and 52.1% for Reading, levels that are higher than the average for all counties except for Math in Pender County by .5%.

	Onslow County	Pender County	Jones County
Attribute	Number, Percentage, or Ratio		
Total number of Students K-12	25,804	9,374	953
Student/Teacher Ratio	16.35 : 1	16 : 1	13.5 : 1
County Math Proficiency Rate: Grades 3-8	40%	48%	32%
State Math Proficiency Rate: Grades 3-8	40%	40%	40%
Black Student Math Proficiency Rate: Grades 3-8	19.7%	20%	20.9%
Hispanic Student Math Proficiency Rate: Grades 3-8	38.5%	34.3%	39.2
White Student Math Proficiency Rate: Grades 4-8	46.2%	56.7%	39.7%
County Reading Proficiency Rate: Grades 4-8	46%	49%	42%



State Reading Proficiency Rate: Grades 4-8	46%	46%	46%
Black Student Reading Proficiency Rate: Grades 4-8	29.1%	26.5%	30.9%
Hispanic Student Reading Proficiency Rate: Grades 4-8	44.3%	36.4%	50%
White Student Reading Proficiency Rate: Grades 4-8	52%	56.9%	47.5%
County English Learner Progress	35.9%	41.9%	53%
County Graduation Rate	89.5%	93.2%	89.3%
State Graduation Rate	87%	87%	87%
Percentage of families with income below the poverty level	16.9%	16.9%	33%
Percentage of Students with Disabilities	10.1%	6%	8.4%

Charter Schools:

ZECA School of Arts and Tech is the only charter school in Onslow. They currently enroll 171 students and have a 21:1 student-teacher ratio. Minority enrollment is 91%; Math proficiency rates are 3%, and Reading proficiency rates are 27%.

Pender and Jones Counties don't have a charter school within their boundaries, so there is a need for school choice, especially for Black and Hispanic students, given their current rates of grade-level proficiency attainment.

Meeting the Needs of the Targeted Student Population:

MCSOC will loop students in grades K-3 to build a solid foundation so that students are prepared to take the NC EOGs in the third grade successfully. The School also employs rigorous curricula to motivate and challenge our students. Curricula include Book Worms and Zearn. In addition, our teachers use strategies from Doug Lemov's *Teach Like a Champion*, which has shown to be successful in reaching and teaching Black and Brown students in New York and New Jersey.

The School target skills that English Learners possess upon entering the school through our dual language program. This program equips students to build fluency and master social skills by removing communication roadblocks.

Implementing the Restorative Justice model and our No Suspension policy equips students with conflict resolution strategies. It keeps them in school, where they are given a chance to make good choices and become habits that they will use for the rest of their lives.

Relationship building is a cornerstone to success for all students, especially students in our Exceptional Children's department. All teachers continuously develop relationships with students to meet their social-emotional needs better and develop lesson plans that are high-interest, developmentally appropriate, and offer a good mix of challenge and success.



Q105. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

Total Projected Enrollment:

MCSOC will enroll 252 scholars in Year 1, representing 1.3% of Onslow County School's Average Daily Membership, which was reported as 19,631 students in grades K-8 in the Month One ADM report for the 2021-2022 school year.

Q106. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

The MCSOC Difference:

MCSOC has an education plan that differs from Onslow County Schools in the following ways:

- MCSOC will strongly focus on science, technology, reading, engineering, arts, and math (STREAM). Our scholars will be engaged in a blended learning environment utilizing technology and teacher instruction. All students at MCSOC will have access to technology in the classroom for individual use. The devices will be kept at school because every student does not have access to the internet at home. In addition to State, local, and federal find, MCSOC will seek outside grant opportunities and donations from different corporate sponsors to ensure that our students have access to innovative technology. The teaching components used at MCSOC will incorporate technology to enhance the skills learned via teacher-led instruction.
- MCSOC will be a dual language school, teaching Spanish to English-speaking scholars and English to Spanish-speaking students starting in kindergarten. The goal is that students starting with MCSOC will be fluent in two languages by the time they get to Middle School, and in Middle School, they will be introduced to a third language.
- MCSOC will have a strong commitment to cutting-edge educational programming that enhances scholars' individual and personalized learning plans, allowing teachers to create more customized learning paths than what is offered in traditional public schools.
- MCSOC will utilize the Next Generation Science Standards (NGSS) that are shown to prepare scholars for the 21st-century global society.
- MCSOC will emphasize critical-thinking and problem-solving; collaboration, agility, and adaptability; effective oral and written skills; individual initiative; accessing and analyzing information; and curiosity and imagination.
- MCSOC has a non-traditional approach in that scholars in grades K-3 will be "looped" with their teachers to develop strong personalized educational plans for each student. Looping is the process where the teachers will stay with their individual students for a minimum of two years. They will teach across a variety of grade levels and will enhance their teaching skills, but they will develop a much broader relationship with the students they teach.
- MCSOC will ensure that each classroom has a teacher-to-scholar ratio no greater than 1:18 across all grade levels.
- MCSOC will implement a more flexible & scholar-friendly classroom learning environment. MCSOC will have traditional desks and lounging chairs, sofas, and collaboration tables.
- MCSOC will be one of few public charter schools in NC that will promote a No Out-of-School Suspension Policy for its scholars (unless they violate one of the 16 reportable criminal offenses per NCGS 115c-288). In addition, MCSOC will implement a multi-tiered version of intervention strategies to help teachers and staff identify which discipline offenses can be handled within the classroom before a referral by the teacher to the school administration.

Q107. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Relationships Built for MCSOC:

The MCSOC organization includes board members and volunteers with extensive life experience and relationships in Onslow County and surrounding communities. As educators, civic leaders, businesspersons, and service volunteers, they know the area well and have established connections with numerous organizations and community leaders. This market knowledge provides MCSOC with a significant foundation and exceptional opportunities to build awareness and affinity for the school, which we are already beginning to cultivate.

Specifically, our organization is in the process of building relationships with area youth service organizations, churches, and houses of worship, pre-school and before/after school program operators, social service organizations, local business operators, non-profit organizations, as well as elected officials, government employees, and agencies. In addition, we are building a database of community contacts that will allow MCSOC to distribute updates about our school and the progress we experience throughout the process. At the MINA Charter School of Lee County, we have developed a strong following and an extensive group of supporters by sharing our story on an ongoing basis.

We will be distributing collateral materials in English and Spanish, such as brochures, rack cards, flyers, posters, and lawn signs, to interested parties. MCSOC will undertake a systematic series of contacts with leaders of all types in the coming months to generate awareness and solicit feedback and recommendations.

Because the mission of MCSOC includes particular emphasis on Educationally Disadvantaged families, we recognize the importance of focusing a good deal of our resources on communities of color in the area. African-American churches and Greek organizations are among the entities that can provide pathways to this segment of area residents.

We also understand the inherent challenges facing any organization interested in building a lasting, credible reputation with the Hispanic population. This outreach will be a crucial part of our efforts in the coming months. Specifically, we anticipate establishing strong relationships with notable Spanish language houses of worship in the area, such as Iglesia Adventista del Séptimo Día Hispana de Jacksonville, Iglesia De Dios Pentecostal Church Pentecostal, and Infant of Prague Catholic Church. In addition, we anticipate drawing on the market knowledge and expertise of organizations, such as the Onslow Hispanic Latino Association and the Hispanic Outreach Advocate Office at Onslow Women's Center. Part of our outreach into the Spanish-speaking community will include recruiting at least one Hispanic board member and volunteers, which will provide MCSOC with a much greater ability to earn credibility and understanding with this important and valued segment of our potential student population.

Although MCSOC is relatively early in the process, the response and feedback our board members and volunteers have received to date have been very positive. We are actively beginning to spread the word to people in the region we contact. Among persons of color, in particular, there appears to be significant anticipation for the arrival of a school with MCSOC's mission and mindset. Individuals that we speak with about MCSOC seem to immediately grasp its value and its role in offering more differentiated methods of learning in Onslow County and surrounding communities.

At present, MCSOC is conducting an anonymous online survey of area residents. The early indicators from this research project strongly suggest a longing for more school choice and a good amount of interest in the types of academic focuses that we anticipate offering at MCSOC, such as the STREAM curriculum, dual language learning, and an emphasis on the arts. We will continue to survey the community throughout the coming months to assess the educational components they value most.

Q108. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.



- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix A (5) (1).pdf

Uploaded on 4/29/2022 by

Katy Ridnouer

8.2. Purposes of the Proposed Charter School

Q109. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

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

Q110. Provide a brief narrative to coincide with each applicable legislative purpose(s).



Legislative Purpose 1:

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

A survey will be conducted during year one to determine staff development needs. Staff development will primarily focus on teacher knowledge and understanding of the school's curricula compared to the state's expectations. Any standards not included in our curricula but included in state assessments will be added to MCSOC curricula and learning expectations through curricula comparisons.

Staff development needs will be developed as determined by leadership and peer observations. Our primary focus is effective classroom instruction focusing on curricula delivery, school culture, and student/parent/teacher relationships.

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

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

Individual Teacher Professional Development Plans (PDPs) and regularly scheduled teacher classroom observations will allow the school administrator to monitor and provide feedback on teacher performance regarding the implementation and fidelity of strategies provided through staff development.

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

Legislative Purpose 3:

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

MCSOC will actively reach out and encourage parents to become active partners in the choices and implementation of educational programs to enhance students' learning experiences. The school's easy-to-navigate website will be available to parents. In addition, teachers and staff will provide biweekly updates of their children's progress through PowerSchool and other digital platforms convenient to parents. Consistent communication between parents and the school will be a goal of the school and reinforced from day one.

8.3. Goals for the Proposed Charter School



Q111. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

MCSOC Goals, 2024-2029:

- Operations:
 - MCSOC will maintain a student-teacher ratio of no more than 18:1 for the entire five-year period while utilizing an unbiased enrollment process.
 - MCSOC will provide professional development opportunities for staff to pursue additional expertise in areas of need and/or interest. Each teacher and teacher assistant will be expected to complete a minimum of 3 to 8 hours of professional development per school year, depending on years of experience: Those with zero-three years of experience shall complete a minimum of 8 hours; those with 4-10 years of experience shall complete a minimum of 4 hours and those with over ten years experience shall complete a minimum of three hours.
 - MCSOC will achieve a retention rate of staff members:
 - 2024-2025: 75%
 - 2025-2026: 80%
 - 2026-2027: 85%
 - 2027-2028: 90%
 - 2028-2029: 90% by seeking to hire individuals who have a thorough understanding of MCSOC philosophy and by creating a nurturing, supportive workplace where staff members will be encouraged to grow and utilize creative methods of educating students.
 - MCSOC will communicate weekly with parents/community. This will include contact through PowerSchool and other electronic, telephonic, or written communication.
 - Recognizing the importance of parental involvement, MCSOC expects at least 90% of the parents to be involved in the education of its students. Therefore, MCSOC will give parents opportunities to participate in the education of their children by scheduling open houses each grading period for student report card pick-up and parent-teacher conferences; by encouraging membership in the school's Parent-Teacher-Student Organization (PTSO), and by hosting quarterly after-school functions to celebrate student academic successes.
- Academics:
 - MCSOC students will outperform Onslow County School elementary students by five percent (5%) by the end of the 2024-2025 school year on EOG testing.
 - MCSOC students will outperform the statewide averages on reading, math, and science EOG testing by the end of the first five years.
- Finances:
 - MCSOC will have an independent audit done each year and receive no significant findings.
 - There will be a yearly fundraising campaign to raise at least \$5000.00 per year.
 - MCSOC will manage the annual budget not to exceed 95% of the total state and county funding levels.
- Governance:
 - The board will meet 11 times per calendar year and have special call meetings. Board attendance will exceed eighty percent (80%) at each meeting.
 - Board members will attend/participate in professional development for at least 16 hours per calendar year. The topics may include open meeting laws, board responsibilities, school/education law, and charter school board best practices.
 - During each year of their term, all board members will participate on at least one subcommittee: Finance, Facilities, Governance, Policy, or Curriculum.

Q112. How will the governing board know that the proposed public charter school is working toward attaining their



mission statement?

Board Assurances:

At MCSOC, the goal is to prepare our students for meeting high school graduation requirements and prepare them to be lifelong learners, innovative thinkers, and good citizens in a global, diverse, and technologically advancing world. Therefore, the Lead Administrator/Principal will provide accurate and timely analysis and reporting of the academic, financial, and personnel activities to the Board as part of the annual School Improvement Plan reporting and updating process. At the start of each academic school year, the school's Administrator will submit a School Improvement Plan to the Board of Directors that will include academic achievement goals for the current school year as well as areas within the plan for administration to provide an update on the progress of meeting these academic and operational goals each nine-week student grading period.

MCSOC's Academic Goal is to improve student academic performance in both math and reading. By the end of the 2024-2025 school year, MCSOC will exceed, by 5%, Onslow County Schools in grades three through five in student academic performance on both NC End-of-Grade Tests. MCSOC will meet this goal by maintaining small student class sizes and implementing new and innovative online learning programs. In addition, the school will provide a variety of pedagogical approaches that will meet the needs of diverse student learners. By the end of the first five years of student enrollment, MCSOC students will exceed state performance on student reading, math, and science EOG Testing (grades three through eight). MCSOC Attendance rate for all enrolled students will be at or above 93% for the entire school year.



9. Educational Plan

9.1. Instructional Program

Q113. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



Major Instructional Methods and Assessment Strategies:

MCSOC will be a non-traditional school serving the scholars of Onslow County. Each class size will not exceed 18 scholars, which will allow the teachers to develop a strong personalized educational plan. Each classroom will fit a flexible model. Each scholar will have an electronic device issued to them. Technology will be integrated across the curriculum. The school will have a strong focus on science, technology, reading, engineering, arts and math (STREAM) and be a dual language. The scholars will be engaged in a blended learning environment using technology and classroom teacher instruction. No more than 1/3 of their day will be on technology.

Based on scientific research on blended instruction, no more than 30% of a day will a scholar be on an electronic device (<https://www.educationnext.org/ideal-blended-learning-combination-instructional-computer-time/> (<https://www.educationnext.org/ideal-blended-%20learning-combination-instructional-computer-time/>)). Most of the instructional day is done by a classroom teacher. All of the core components will have the ability to accelerate or scaffold scholars as they work through the modules of the curriculum. Each scholars will take a diagnostic test that will set their individualized path in their core curriculum. As they progress, they will be assessed on each module. Scholars who master the concept will move on; those who need remediation can be pulled and worked with individually or in small groups with the teacher. The Standard Course of Study will be used for ELA, math, and social studies, and Next Generation Science Standards (NGSS) for the science curriculum.

MCSOC will be able to accomplish this through partnerships with I-Ready for ELA; I-Ready and Zearn for Math; and DiscoveryEd for science. Both programs are adaptive and personalized, which will give scholars the ability to create a learning path uniquely designed for them. Scholars who need help in a module will receive help immediately to learn the concept. The data dictates when a scholar is struggling and automatically scaffold content in real-time, providing the scholars with the prerequisite concept knowledge.

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

Meeting the Needs of the Targeted Student Population:

Restorative Circles will be used through the school's Restorative Justice Practices to provide scholars and teachers with conflict resolution skills. These practices give scholars opportunities the opportunity to experience a harmonious learning environment, build empathy, awareness, and responsibility, see the benefit of respectful relationships and think in a reflective way (Kehoe, Bourke-Taylor, and Broderick, 2017). Building these skills within our scholars not only helps reduce negative scholar behavior but also gives scholars the necessary focus for academic achievement. These interventions and looping will help MCSOC meet the needs of all scholars: academically gifted, mainstream, learners with disabilities, and exceptional children. Every scholar will be on an individualized path for success.

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

Reference: Kehoe, Michelle; Bourke-Taylor, Helen; and Broderick, David (2017) Developing student social skills using restorative practices. Springer Science + Business Media, Published online: 17 October 2017.



Q114. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q118. **Curriculum and Instructional Design** Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Basic Learning Environment, Class Size, and Class Structure:

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

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

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

In addition to looping, MCSOC organizes the instructional day through block scheduling. This allows scholars to work with, learn from, and develop relationships with more than one teacher, thereby creating a committee of professionals who are monitoring and responding to each child's individual needs.

Even though we believe looping is beneficial, we understand that every scholar may not succeed with the assigned teacher. Therefore, if there is a conflict in the teaching style or personality, the parent may request to change to another teacher in writing to the school administrator.

Scholars will also be engaged in a blended learning environment that includes technology, group interaction, and teacher-facilitated instruction. MCSOC desires that all scholars be engaged while working on their career learning paths. Therefore, a high level of scholar time on task is an expectation. Scholars' assessments are expected monthly. The assessments will be in ELA, math, and science. These assessments will be non-intrusive, so scholars do not feel the stress of being tested. Data from the monthly assessments will help teachers and parents develop strategies for the scholars' individualized learning paths. In addition, there will be informal assessments daily and long-term. With these tools, the teacher and the parents will be able to concentrate on the weakest areas of the standards for each scholar. These assessments will show the scholars' success in meeting and exceeding EOG expectations, which further drives all instruction.



Q119. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

Curriculum Alignment:

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

Teachers will prepare our scholars to be globally competitive by using NGSS within our STREAM approach of infusing Science, Technology, Reading, Engineering, Arts, and Math into our daily lessons. (<https://www.nextgenscience.org/international-benchmarking>) (<https://www.nextgenscience.org/international-benchmarking>).

MCSOCs focus on a technology-driven curriculum will give our scholars the foundational knowledge to compete in an advancing technology-driven world. With the constant changes in technology, exposing our scholars to the daily use of technology will prepare them for further education and work. The STREAM approach will be a win-win factor for all of our scholars' individualized needs and learning capabilities. The STREAM approach enables our scholars to become problem-solvers, innovative thinkers (through cutting-edge technology), good citizens, and positive contributors to our society. By using interactive technology, scholars can excel within the classroom and collaborate freely with other scholars inside our non-traditional classroom learning environment. The interactive technology helps to address the different learning styles of our scholars as a result of the innovative thinking modules within our technological learning programs.

The online learning modules will allow our scholars to work independently with individualized scholar lessons tailored to each scholar's learning needs. This technological approach within the classroom will empower our scholars to be innovative thinkers and good citizens who can compete globally within this technological society. scholars will initially be assigned and assessed in a classroom in Discovery and I-Ready. Based on the pre-assessment results, scholars will be provided individualized learning modules to work at their own pace. Upon the results of benchmark assessments during the year, scholars may move forward into other learning modules that will present lessons based on prior knowledge from previous lessons. Interactive technology within our classrooms promotes innovative thinking as our scholars progress through different modules. Scholars at MCSOC will be challenged to find solutions and not simply regurgitate answers. Scholars will learn the process of solving problems through real-world situations and hands-on learning both inside and outside the classroom. This will inspire good citizenship.

Our STREAM approach to scholar learning in the classroom aligns with the accountability model for the State to increase scores on the End-of-Grade Tests. MCSOC will emphasize critical thinking and problem-solving, collaboration, agility & adaptability, effective oral & written skills, individual initiative, accessing & analyzing information, and curiosity and imagination. These are critical components of skills our scholars will need to become contributing citizens in this global society.

Q120. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



Primary Instructional Strategies:

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

- Cooperative Learning with Flexible & Strategic Grouping: Scholars in small, heterogeneous groups will take on roles and learn to share knowledge and insights with other scholars with the teacher as facilitator and learning coach. Teachers will be encouraged to implement grouping strategies to meet curricular goals, engage scholars, and respond to scholars' individual learning needs. Teacher-led and scholar-led groups will contribute to learning, as research has shown that scholars retain a higher percentage of information presented by their peers.
- Adapting to Learning Styles/Multiple Intelligences: Teachers at MCSOC will understand that scholars learn differently at multiple levels of ability and intelligence. Learning styles include musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, and bodily-kinesthetic and will be assessed to assist instruction. Teachers will foster scholars' interests and provide variety and differentiated instruction within the classroom.
- Discovery & Inquiry-Based Learning: Knowledge is constructed from experiences and processes. Inquiry-based learning and discovery will allow teachers to facilitate learning activities (inside and outside the classroom) to foster scholar inquiry. Scholar inquiry utilizes higher thinking skills because scholars will develop questions, stimulate their natural curiosity, seek answers by explaining evidence, and support findings by collaborating with others. MCSOC will emphasize the importance of scholars being exposed to such learning opportunities as Science Technology Reading Engineering & Math (STREAM) is integrated into the daily curriculum.
- Hands-On Learning & Project-Based Learning: The scholars will have abundant learning opportunities as teachers encourage them to be exposed to more hands-on and project-based learning opportunities. Our scholars will learn more by simply doing. All learning at MCSOC will stimulate different regions of the brain, especially for scholars in the earlier grades or from homes where English is not the first language. Research shows that increased hands-on activities are crucial for learning and retaining knowledge.
- Modeling: Modeling will be a critical instructional strategy whereby the teacher or a scholar can demonstrate a new concept or skill, and the class can learn by observing and emulating. Task and performance modeling within the classroom facilitates task demonstrations, thinking aloud, and conveying one's enthusiasm, interest, or commitment. This learning strategy can effectively take place at all grade levels.
- Mastery Learning: Mastery learning applies the principles of individualized instruction and tutoring to whole-class learning. Rather than wait until the end of a lesson to gauge scholar comprehension, teachers will design ongoing checks and diagnostic processes to offer individual feedback. The norm will be personalized diagnosis of scholar learning and prescribing specific remediation for scholars who need additional support. This approach within the classroom allows teachers to honor the idea that scholars indeed learn at different levels and that the pace of learning may need to be adjusted for others in the classroom. Research shows that students in mastery classrooms reach higher levels of academic achievement.

Q121. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.



Ensuring Student Readiness:

At MCSOC, the goal is to prepare our scholars for meeting high school graduation requirements and prepare them to be lifelong learners, innovative thinkers, and good citizens. Scholars will be assessed on content and the scaffolding of knowledge and skills to promote long-term retention and growth. The instructional plan will promote critical-thinking and problem-solving, collaboration, adaptability, effective oral and written skills, individual initiative, accessing and analyzing information, and curiosity and imagination. These are critical components of skills scholars will need to become contributing citizens in this global society.

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

Q122. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Yearly Academic Calendar's Connection to the Mission and Education Plan:

In keeping with the mission of the MCSOC, the school calendar will consist of 185 days of instruction as a year-round school. MCSOC has a non-traditional approach in that scholars in grades kindergarten through three will be "looped" with their teachers to develop strong, personalized educational plans. Looping is a process where the teachers will stay with their scholars for a minimum of two years. They will teach across a variety of grade levels and will enhance their teaching skills and develop a much broader relationship with the scholars they teach. The scholars will be engaged in a blended learning environment utilizing technology and teacher-led instruction that promotes inquiry-based learning and mastery learning within the classroom.

Teachers will have many opportunities to participate in professional staff development, both onsite and online, throughout the school year. In addition, with the potential allotment of staff development funding, scholar intercession may allow teachers to participate in professional development while scholars are away from the building during that time.

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

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

Q123. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school



day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

A Day at MCSOC:

- Before 7:40 am: Contracted Before School Care
- 7:40 am - 8:10 am: On-site Supervision and Breakfast
- 8:10 am - 8:15 am: Attendance, Announcements, and Character-Building Activities
- 8:15 am - 11:00 am: Core Instruction/Enrichment Rotation
- 11:01 am - 1:00 pm: Lunch / Scholars not at lunch are in Core Instructional Activities
- 1:01 pm - 3:10 pm: Core Instruction/Enrichment rotation
- 3:10 pm - 3:15 pm: Return to Beginning Core Teacher and Dismissal

Instructional Notes:

- Core Instruction includes: Science, Reading, Engineering and Mathematics.
- Art is in the enrichment rotation and will be integrated into core curriculum activities.
- Technology will be integrated into each core class daily.
- Enrichment includes: Health, Physical Education, the Arts (e.g., Music, Art, Drama, and Dance), and Language Proficiency.

Q124. Describe a typical day for a teacher and a student in the school's first year of operation.

Typical Day:

Teachers are at Threshold from 7:40 a.m. - 8:00 a.m. to receive scholars with a positive affirmation. The scholars will go through their day with positive affirmations given to them. They will learn math, ELA, and science. Grades 1-5 will rotate between their teachers, while K-1 will be self-contained. EC and ELL services will be provided for all qualifying scholars, and all scholars will have thirty minutes of recess per day.

Q125. Will this proposed school include a high school?

- Yes
- No

Q131. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :

Appendix B - Curriculum Out...

Uploaded on **4/26/2022** by
Katy Ridnauer



Q132. **Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Evidence :


Appendix D Yearly Academic ...

Uploaded on **4/26/2022** by

Katy Ridnouer

Q133. **Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 15

Applicant Evidence :


Appendix E Daily and Weekly...

Uploaded on **4/26/2022** by

Katy Ridnouer

9.2. Special Populations and "At-Risk" Students

Q134. **Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.**



Identifying and Meeting the Needs of Students:

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

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

If the performance issues and concerns of the scholar persist, then a formal referral to the special services may be needed to implement an IEP, 504 Plan, or another special provision to meet the academic needs of the student.

Q135. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Board Experience with Special Populations:

Six MCSOC Founding Board Members have extensive experience working with special populations, including the following:

- Ciera Dixon is a licensed school counselor.
- Dr. Shawn Williams is the Lead Administrator/Principal at MINA Charter School of Lee County and a former SRO.
- Dr. Ed Bell is a retired educator and school counselor.
- Artheresa Best is a CTE teacher.
- Michelle Whaley and Deloris Wells are retired teachers.

Q136. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

1. Methods for identifying EL students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
4. Means for providing qualified staffing for EL students.



Meeting the Needs of English Learners:

1. Methods for Identifying EL Students:

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

2. Specific Instructional Programs, Practices, and Strategies:

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

3. Plans for Monitoring and Evaluating:

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

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

4. Means for Providing Qualified Staffing for EL Students:

1. The School Administrator and the ESL teacher will monitor the program to ensure that each identified student receives the required services. They will also monitor service providers by reviewing their lesson plans each week and by requiring each service provider to provide a summary of the activities used with their scholars, indicators of student mastering and/or progress. Scholars who have transitioned to the regular program will exit the ELL program once they determine that they no longer need the service provider's assistance.

Q137.Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.



1. Research-Based Instruction for Gifted Students:

1. MCSOS will employ the following programs, practices, strategies, and opportunities for gifted scholars:
 1. MCSOS will seek to promote and support gifted behaviors of all scholars before formal identification with a nurturing K-3 academic program. Academic Intelligently Gifted (AIG) screening for scholars will begin with emphasizing the Primary Education Thinking Skills (PETS) program in grades K-3. PETS is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3. The program aligns with the higher levels of Bloom's Taxonomy.
 2. The PETS program will enable MCSOC to help build a behavioral portfolio for talented and gifted scholars to adequately support a differentiated learning approach within the classroom with flexibility within the existing curriculum.
 3. Careful observation of our teachers will include the training of our teachers in the use of the TOPS (Teacher Observation of Potential in Students) portfolio to enable teachers to more adequately identify the exhibiting of gifted behaviors among scholars in grades K-2. In addition, other student performance data, such as regular classroom assessments in math and reading and quarterly benchmarks, will add to the recognition of potentially gifted scholars.
 4. The Test of Cognitive Abilities (CogAT) will be administered to scholars in grades 3 and 5 in the fall of each school year to assist MCSOC in identifying potentially gifted scholars. The CogAT provides three subtest scores in the areas of verbal, quantitative, and nonverbal (spatial). After grade 2, the EOG and other benchmarks in grades 3 to 5, along with teacher referrals, will continually be reviewed to ensure that potentially gifted scholars are identified.
 5. MCSOC will maintain an AIG Team of certified and trained AIG Teachers to create personalized plans for each identified student within the school's AIG Program.

2. Monitoring and Evaluation Plan:

1. In providing specific instructional programs and practices for meeting the needs of gifted learners, MCSOC will create and implement the 6 Standards AIG Plan as utilized across the state by other LEAs. The standards are as follows:
 1. Standard 1: Student Identification - The formal outlining of the MCSOC plan and effort in screening and identifying potential AIG scholars.
 2. Standard 2: Differentiated Curriculum and Instruction - MCSOC will employ challenging, rigorous, and relevant curricula to accommodate the range of academic, intellectual, and emotional needs of gifted learners. Each student's AIG plan will provide teachers with evidence-based strategies and learning programs that meet the student's needs.
 3. Standard 3: Personnel & Professional Development - MCSOC will recruit and retain highly qualified teachers and staff to develop effective professional staff concerning AIG scholars' academic and emotional needs. Professional staff development in this area will be continuous, developed from research-based criteria for meeting the school's AIG plan.
 4. Standard 4: Comprehensive Programming within Total School Community - MCSOC will provide a variety of learning programs and services to the total school community in meeting the diverse academic, intellectual, and emotional needs of gifted scholars.
 5. Standard 5: Partnerships - MCSOC will ensure ongoing and meaningful participation of stakeholders in the planning and implementation of the AIG program.
 6. Standard 6: Program Accountability - MCSOC will implement, monitor, and evaluate the AIG program to ensure that it effectively meets the needs of gifted scholars.

9.3. Exceptional Children



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

Q138. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

Identifying Students:

MCSOC will implement policies and procedures to ensure that all children with disabilities, regardless of the severity of their disability, are located, identified, and adequately evaluated. MCSOC will provide child Find for scholars ages three through twenty-one years who are suspected of having an educational disability and who may be eligible for special education. Scholars will be screened and the data reviewed within 45 days of entering our school. All services will be provided at no cost to the families.

Special services will be available to scholars as defined in the Individuals with Disabilities Education Act (IDEA), including the following:

- Autism
- Orthopedic Impairment
- Hearing Impairment
- Deafness
- Other Health Impairment
- Deaf/Blindness
- Specific Learning Disability
- Developmental Delay
- Speech or Language Impairment
- Emotional Disturbance
- Traumatic Brain Injury
- Visual Impairment
- Intellectual Disability
- Multiple Disabilities.

Q139. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



Process for Identifying Eligible Students:

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

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

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

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

MCSOC will communicate with the counselors and other support personnel from the child's previous school to acquire student records confidentially and securely to ensure Family Educational Rights and Privacy Act (FERPA) compliance.

Q140. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**

Student Records:

MCSOC will include a records transfer request form in the enrollment packet. Once a student is fully enrolled in MCSOC, the school will submit the transfer request form to the student's previous school.

All student records will be secured in a locked room designated for securely housing all student records in a locked fireproof file cabinet that is only accessible with the permission of members of the administration and counselors.

Q141. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



Meeting the Learning Needs in the Least Restrictive Environment Possible:

MCSOC will open enrollment to all children, regardless of disability status. This complies with the regulation that states that “a free appropriate public education is available for exceptional children.”

This includes making available assistive technology devices or assistive technology services, or both, to a child with a disability if required as a part of the child's IEP, Related Services, or Supplementary aids and services.

Exceptional children will be placed in the least restrictive environment and have an Individualized Educational Plan (IEP) and IEP team. An initial evaluation and reevaluation activities will be conducted after parental consent is obtained, and the school will provide parents of exceptional children with annual notices.

Children with special needs will be placed in the appropriate special program within 90 calendar days of receiving a referral unless the parent refuses to give consent for evaluation or placement.

Curricula for exceptional children will follow the curricula adapted for non-exceptional scholars. However, MCSOC will focus instruction depending on the needs of the individual scholars, emphasizing exceptional scholars’ cognitive, affective, motor, and vocational development within the curriculum.

To ensure that exceptional children reach their learning outcomes, MCSOC will provide accommodations as needed, depending on the types of exceptionally. This includes but is not limited to the following:

- Highly qualified personnel and Professional Development.
- School Year Extended Day Programs and Summer Camps.
- Challenging Instruction.
- Advanced Curriculum Opportunities.
- Individualized Student Instruction.
- Extended Time.
- Preferential Seating.
- One-on-One Teaching.
- Individualized Instructional Strategies.
- Small-Group Instruction.
- An Individualized Curriculum for Students with Severe Disabilities.

MCSOC will ensure that all scholars are admitted to the school regardless of intellectual ability, achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Each child with special needs will have an Individual Educational Program (IEP), and an IEP team will be assigned for each child that consists of the parents of the child, a regular education teacher of the child, a special education teacher of the child, the child if appropriate, a representative of the public agency, and other individuals as needed.

MCSOC will carry out the IEP plan and accommodate the children with special needs in the least restrictive environment. When appropriate, children with special needs will be mainstreamed with children who are not disabled. Children with special needs will be in special classes or removed from the regular educational environment if their education cannot be accomplished satisfactorily in regular educational settings due to the nature of the child's disability.

Q142. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students’ access to the general education curriculum?



Ensuring a Full Continuum of Services:

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

Special Education Law requires that the first consideration for placement of scholars is the least restrictive environment (LRE). Thus, the first consideration for any student with special needs is placement in the general education classroom. MCSOC's commitment to inclusive practices means that the school will work hard to team with general education to provide the support and instruction needed to maintain scholars in the general education environment as much as possible.

Q143. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Ensuring FAPE:

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

Q144. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

Monitoring and Reporting for IEPs:

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

Q145. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



Plan for Related Services and Adequate Qualified Staffing:

Each child identified as an Exceptional Child will have an EC teacher assigned as their IEP Chair, along with regular education teachers of that same child working collaboratively as the IEP Team for that child. The rest of the IEP Team for the child will include the child's parent and the school administrator.

It will be the responsibility of the IEP team to develop the IEP for the child that consists of the child's present level of academic performance and functional performance, annual learning goals the child, the child's progress, special education or related special services to be provided to the child, program modifications, and other accommodations for the child to help them meet the academic goals for the school year. Such related services for the exceptional child may include special transportation services and visual or hearing aids that may benefit the child inside the classroom.

MCSOC has budgeted for Occupational and Physical Therapy, Speech and Language Services, and a school psychologist's testing services. In addition, we will provide adequate space within the building so that service delivery can occur seamlessly and optimize all scholars' time at school.

9.4. Student Performance Standards

Q146. Describe the student performance standards for the school as a whole.

Student Performance Standards:

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

MCSOC's promotion and retention standards will be reinforced each 9-week grading period throughout the school year as the teachers communicate progress reports every week and report cards once each 9-week grading period. MCSOC will use this to measure success by exceeding Onslow County schools in overall math, reading, and science within its first five years. MCSOC's academic goal is to improve student academic performance in math and reading annually. By the end of the 2024-2025 school year, we will exceed, by 5%, OCS in grades 3-5 in student academic performance on both NC End-of-Grade Tests.

MCSOC will meet this goal by implementing small student class sizes and new and innovative online learning programs. The school will provide a variety of pedagogical approaches that will meet the needs of our diverse student learners. By the end of the first five years of student enrollment, MCSOC scholars will exceed state performance on student reading, math, and science EOG testing (grades 3-8). MCSOC will show, in accordance with the mission statement, that its scholars' test results are equal to or exceeding national scores.

Q147. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



Assessments and Data-Driven Instruction:

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

Q148. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Promotions:

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

Q149. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

Exit Standards:

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

9.5. School Culture and Discipline

Q150. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

School Culture:

At MCSOC, we will not only call our students "scholars." We also call them "friends." The goal is to encourage all scholars to call each other peers, and the teachers, staff, and administrators all serve as a model to help us achieve this goal. Although simple in nature, how we address one another will serve as a foundation for building a culture of care at MCSOC. We don't want scholars to feel alone and feel as if they don't have friends in the building. Because scholars will feel supported, they will feel comfortable attempting work that is challenging and even willing to fail, a vital part of the learning process. Once scholars know that they can fail and not face ridicule or scorn, they will more readily commit to their studies, support one another, and develop as classmates and scholars.



Q151. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

Creating and Implementing MCSOC Culture:

The MINA difference is that MCSOC is a family, and while there is great respect for them as professionals, there is also great care given to them as people. So we will support them on their most challenging days and celebrate them at their best.

The goal is for MINA always to be a welcoming place from the moment you drive on the campus. We want parents and scholars to have "The Disney Experience." Once teachers are given their roster for the school year, the expectation is for the teacher to make a phone call personally inviting parents and scholars to the open house. When they arrive on campus for an open house, they are greeted with a big smile and a warm welcome. Relationships are formed, and a culture of care is expressed from that moment.

When scholars are enrolled at MINA mid-year, the same applies. Teachers are expected to welcome scholars into their classes and share the class norms and the school's culture with them. In addition, scholars are given a class friend to help them navigate the new school, such as finding the nurse's office or the Lost and Found box.

Q152. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

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



Student Conduct:

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

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

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

MCSOC will implement a multi-tiered version of intervention strategies. Discipline offenses will be handled within the classroom before a referral to the school administration. If interventions prove unsuccessful, a scholar may be removed from the classroom and directed to a mindset/sensory room. There the scholar may talk with a school counselor, examine his behavior, de-escalate, and learn strategies for classroom success. Reflection and self-discipline will be the focus in the mindset room. If this is unsuccessful, the staff will have the option of in-school suspension.

A PBIS system and universal screening tools within the school's counseling department will allow for early recognition of scholars identified as being at-risk. Upon identifying at-risk scholars, teachers and counselors will work closely with the school principal to develop strategies for the scholar's success within the regular school setting. Intervention strategies will be available to parents, scholars, and other stakeholders electronically and in print. Behavioral scholar success increases the opportunities for academic school success. In addition, academic school success helps reduce juvenile delinquency and the scholar dropout rate.

The grievance process will be detailed in the scholar handbook. For scholars classified as Exceptional, disciplinary actions will be directed by State and Federal laws, policies, and practices as described within the Individuals with Disabilities Education Act (IDEA), including holding a manifestation determination hearing to discuss whether or not the behavior was brought about because of the scholar's exceptionality.

9.6. Certify

Q153. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
 No

Q154. **Explanation (optional):**



The Education Plan is a modified version of the Education Plan submitted with the MINA Charter School of Lee County application submitted in 2018.



10. Governance and Capacity

10.1. School Governing Body

Q155. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

N/A.

10.2. Governance

The private nonprofit corporation or municipality 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.

Q156. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of the Nonp...

Applicant Evidence :


Initial Members of the Nonp...

Uploaded on **4/29/2022** by
Katy Ridnauer

Q157. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.



MCSOC Governance Structure:

The Board shall have a supervisory role with respect to the school's lead administrator. The Board has not selected the Lead Administrator; however, they are committed to selecting a leader dedicated to the MCSOC mission and vision, serving students, and ensuring the model is delivered with fidelity.

For all future hires, recruitment of the lead administrator will include federal, state, and area job postings online, educational printed publications, and classified advertising with the Employment Security Commission. Qualified applicants will be interviewed, undergo reference and background checks, and demonstrate leadership, experience, and education. The Board will focus its search on applicants with combinations of education, prior school administration experience, and/or appropriate instructional experience. The Board will hire/fire, evaluate and determine the compensation for the Lead Administrator. The Lead Administrator hires, supervises, evaluates, and makes compensation decisions within the board's budgetary parameters.

Q158. Describe the size, current and desired composition, powers, and duties of the governing board.

Governing Board Overview:

The Board of Directors for MCSOC will consist of a minimum of five (5) and a maximum of thirteen (13) board members. The current Board has six members, of which approximately 54.5% are educators. Board members have been chosen and represent diverse backgrounds in Education, Social Work, Logistics, Service, Pastoral Care, Business, Law, Parks and Recreation, and Leadership.

The power of the MCSOC Board lies in its individual and collective voting power. As the governing body of the school, it is the Board's responsibility to make decisions that impact the school's mission, set goals for the school leader to implement, ensures the school's financial viability, partners with and evaluates the school leader, and the educational program and supports provided to scholars, teachers, and families.

The duties of the Board include their fiduciary duties of care, loyalty, and obedience as defined in the response to Q160.

Q159. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



Founding Board's Individual and Collective Qualifications:

The founding board is comprised of professionals from in and around Onslow County. They have firsthand experience with the Onslow County School District and working with families in the community. They share a deep commitment to the development and success of all scholars. They have joined the board to bring school choice to Onslow County that will provide scholars with the knowledge, skills, and enthusiasm for their future that will help them create a successful future.

Board membership includes the following committed members:

- **Dr. Edward Bell:** Dr. Bell is a North Carolina State University lecturer and teaches courses in the School of Social Work. He is also a professor for Capella University and teaches students in graduate and doctoral studies in the School of Social and Behavioral Sciences. With over thirty years of experience, he is a licensed school counselor and teacher for Social Studies and English Language Arts. He's been a widely published and sought-after speaker in education, social work, parenting, and the African-American boys' experience in the classroom. He has received awards and recognition for his work with the New Bern Housing Authority, Accelerating Men, Inc., Craven County NAACP, Alpha Kappa Alpha, and Omega Psi Phi. He's also a successful grant writer, receiving over \$500,000 in funding, and has served as a Program Administrator for the 21st Century Community Learning Center, where he monitored multi-million dollars in funding.
- **Ms. Artheresa Best:** Ms. Best is a Career and Technical Education/STEM Teacher with Duplin County Schools. She helps students learn to work independently and collaboratively, think creatively, problem-solve, and utilize technology. She is also an Instructor at Wayne Community College, assisting adult learners in computer skills, resume preparation, and other soft skills needed once they graduate.
- **Mr. Claude Crews:** Mr. Crews served as a Park Ranger for the State of North Carolina for thirty-three years. In that role, he enforced laws and regulations within the parks, educated visitors on area wildlife and regional history, and patrolled all areas on foot and vehicle to assess park conditions. From 1988 until 2020, he worked for Onslow County Parks and Recreation, and his latest role as a District Coordinator. He provided ongoing direction and leadership for program operations. He's also been a volunteer with the Swansboro high and middle school athletic programs since the early 1980s, and in December 2021, the Swansboro Middle School annex gym was named after Mr. Crews for his dedicated service as a scorer, serving food to players, painting lines on fields, and overseeing the basketball program.
- **Ms. Cierra Dixon:** Ms. Dixon is the Dean of Scholars at MINA Charter School of Lee County and has served in that capacity since July 2020. She is a licensed school counselor with a Master of Arts degree in School Counseling from North Carolina Central University and served as a School Counselor for Northwood High School for four years.
- **Mr. George Griffin:** Mr. Griffin is a Senior Acquisition Specialist for Fleet Readiness Center East, Naval Air. He is an expert in procurement and currently manages over 130 procurement packages without gaps. He served in our nation's Marine Corps for twenty-three years, and his last role was Logistics Chief. He has a Bachelor of Science in Interdisciplinary Studies and a Master of Arts in Human Service Counseling from Liberty University.
- **Ms. Michele Halley:** A retired educator, Mrs. Halley served as a teacher for twenty-two years, beginning as a Science teacher for Richlands High School. She also served on the State Assistance Team for UNC Wilmington's Watson School of Education and was the Coordinator of Professional Development and Academic Enrichment for Onslow County Schools. She holds a Masters's in School Administration from East Carolina University and earned her National Boards.
- **Ms. Doris Harris:** Ms. Harris is a Magistrate with the State of North Carolina Judicial System, serving there since 1997. She was also the Deputy Clerk of the Court for the State of North Carolina in Jones County from 1983 until 1997. She is a motivated professional who collaborates well and meets tight deadlines.
- **Dr. Dietra Hicks:** Dr. Hicks is a skilled coach in theater, voice, and acting and has been active in this field for over thirty years. She has her doctorate in sacred music.
- **Ms. Dora Taylor:** Mrs. Taylor is a Broker/Owner of Devine Realty Group, LLC in Jacksonville. She has been a broker since 2013, and in that role, she provides guidance and assistance to sellers and buyers alike in marketing and purchasing a property. She is a skilled negotiator, maintains knowledge of current market conditions, and operates a successful business. Her business acumen will serve the MCSOC Board well.
- **Ms. Deloris Wells:** Ms. Wells is a retired teacher who served students for thirty-four years. She was named Teacher of the Year three times and Outstanding Teacher once during her tenure and served in the capacities of ELA Department Chairperson, Beginning Teacher Mentor, Dinner Theater Coordinator, School Speech Coordinator, and Middle School Coordinator. She also worked as a teacher-on-loan with the



Department of Public Instruction's State Assistance Team for four years and tutored students with Onslow County Schools. She is a member of the Jacksonville Alumnae Chapter of Delta Sigma Theta Sorority and a lifelong resident of Onslow County.

- Mrs. Joyce Williams: Mrs. Williams has worked in the service industry for thirty-five years. Working in various roles throughout that time, she currently serves Lee County Schools as a Custodian and a Bus Driver. She ensures the health and safety within the school and on the bus. She has also served as an Assistant Manager at MCAS Cherry Point and as a Custodian/Housekeeper at Craven Regional Hospital, Days Inn, and Camp LeJeune.

- Dr. Shawn Williams: Dr. Williams currently serves as the Lead Administrator for MINA Charter School of Lee County. He is skilled in organizational leadership, operations management, administration, staff development, and program development. As the founder of MINA Charter School of Lee County, he has demonstrated these skills as he brought his vision to fruition by completing the charter application process and leading every step of the process to full implementation. He also serves as a Pastor at God's Promise in Sanford and has worked in the International Resolution Department for American Airlines. He was the founder of the 21st CCLC Program in Sanford, NC, and was the Police Chief for Jones County Schools Special Police. He served in our nation's Marine Corps for thirteen years and was a supervisor in his last role. He currently serves as Secretary for the NC Association of Public Charter Schools and has served as Chair of the Lee County School Board from 2007 to 2012.

Q160. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



Governance Structure and Composition:

The MCSOC Executive Committee will be comprised of a Chairperson, a Vice-Chairperson, a Secretary, and a Treasurer. The remaining members will be Directors with voting privileges. Each founding member of the board brings expertise and skill to ensure that the school has completed all aspects of the Ready to Open process, has hired a motivated, committed, and accomplished school leader, faculty, and staff, and will be fully enrolled on Day One. During the Ready to Open process, the MCSOC board may elect to increase the number of current board members to ensure that Board has all of the requisite skills and experiences to govern a public charter school. Community members, including parents of potential scholars, will be welcome to apply for board membership.

The MCSOC Board of Directors understands that their primary responsibilities are:

- To ensure that the school's academic program meets all enrolled scholars' needs, MCSOC will measure the program's success by internal and external assessments.
- To ensure that the school operates in alignment with the mission and vision outlined in the school's charter is compliant in all ways and is continuing to monitor and assess the success of operational processes and procedures.
- To ensure the school's viability, especially regarding financial solvency; meeting the needs of Exceptional Children, English Learners, Educationally Disadvantaged Students, and otherwise at-risk scholars; and employing highly qualified, committed, and caring staff and teachers.

During the Ready to Open process, the Board will complete all requirements outlined by the Office of Charter Schools, hire a school leader, conduct marketing and outreach efforts, and secure an appropriate, safe, and accessible facility. The board will also begin the recruitment process for staff and teachers, create committees outlined in the MCSOC bylaws, develop partnerships within the Onslow County community, and establish internal controls to ensure financial viability.

As the school opens its doors, the board will move from a founding board to a governing board, allowing the school leader to operate the school in accordance with the policies developed and approved by the board. The board's primary functions at this point will include evaluating the school leader, establishing policies that allow for a smooth and compliant operation of the school, approving vendor contracts that exceed the school leader's limit, develop goals for the school in the short- and long-term, and continue the board recruitment process to ensure that board viability continues.

Board members have a fiduciary duty to the school, and these involve the duties of care, loyalty, and obedience. The concept of care consists of taking the necessary measures to ensure that the school's governance will serve scholars and bring the school's mission to fruition. Loyalty involves placing the needs of the individual behind the needs of the organization and staying true to the concept that a board speaks with one voice. Members will work in the school's best interest and not use information related to the school to benefit themselves personally. Obedience involves the basics of attending all meetings. It also includes actively participating in committee and board-level work in the individual's area of expertise to ensure that the school leadership, operations, finances, and school safety are compliant and reflect the school's mission.

Q161. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?



Board Recruitment and Selection:

The founding board members for MCSOC were recruited through a series of informational discussions of the vision, Board responsibilities, need for diversity, and an evaluation of skill sets needed for the successful realization of MCSOC. Board Members were subsequently chosen predicated on their individual skill sets and commitment to the vision and mission of MCSOC. Directors shall hold office for three years. They will be eligible for re-election to the office; however, a director will hold the office until his/her successor has been elected to assume the responsibilities.

In the event of a vacancy, the vacancy may be filled by a majority vote of the directors then in office pursuant to Article 3 section 4 of MCSOC bylaws. This vacancy must be filled within one calendar year or the next annual meeting of the MCSOC Board of Directors. In addition, the Board of Directors will develop a training and induction manual for new board members.

Q162. Describe the group's ties to and/or knowledge of the target community.

Community Knowledge and Ties:

The MCSOC Board is comprised of members who have lived and worked in and around Onslow County and have dedicated their lives to making life better for the youth and adults in the community. They include the following:

- Mr. Crews has dedicated over thirty years of his life to youth sports in Onslow County, ensuring that the little details are attended to so that children can play and learn together. As a founding member of the Swansboro Century Club, he has committed his time and energy to volunteering at fundraising events to ensure that money will never be a reason that a child doesn't play sports.
- Mrs. Halley and Mrs. Wells are both retired educators who worked in Onslow County Schools, serving students and colleagues alike.
- Mr. Griffin and Mrs. Taylor both work and live in Onslow County.

Q163. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

Strategic Board Calendar:

The Board of Directors for MCSOC will meet regular monthly meetings and hold committee work sessions between meetings to do the board's deep work of research and analysis work. In addition, we will develop a calendar for board training to ensure that all Board members know and live their roles and responsibilities. Trainings will be conducted internally, as a part of the North Carolina Association of Public Charter Schools' annual conference, and through third-party contractors.

Q164. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Board Member Training:

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

Q165. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved;



discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Ethical Standards and Procedures:

The Conflict of Interest Policy for MCSOC defines a conflict of interest as a transaction or relationship that presents a conflict between a Board member's obligations to MCSOC and the Board member's personal, business, or other interests. Each member of the Board of Directors for MCSOC has a fiduciary responsibility to the school and its mission. If a board member is unable to contribute to the mission of MCSOC, he/she will be expected to contribute via in-kind service. This service may include but is not limited to community involvement, voluntary assistance at MCSOC, mentoring, or other administrative activities.

A comprehensive Conflict of Interest policy has been adopted that requires board members to avoid or disclose conflicts of interest and act ethically that credits the board, Minas Place, and the staff. Each board member will sign a conflict of interest statement, which requires disclosure of any conflicts or potential conflicts. If a conflict of interest occurs or appears to occur, the affected board member shall advise the board before any discussion or vote is taken on the issue. Board members have an obligation to advise the board of any potential conflicts that may exist involving other board members and themselves. The board shall decide if a conflict exists and determine if the member involved can participate in the discussion and/or vote.

Q166. Explain the decision-making processes the board will use to develop school policies.

Decision-Making Processes:

MCSOC recognizes the importance of ensuring that the school adheres to all North Carolina State Laws for Charter Schools. Therefore, the Board of Directors of MCSOC will oversee the development of all policies related to teacher licensure, scholar admissions, charter renewal, and employee and relevant Board member screening. New board policies, or revisions of existing policies, will start with the appropriate board committee. If the policy does not originate in the Governance Committee, the recommendation will be forwarded to the Governance Committee for its review. The Governance Committee will then forward its recommendation to the full board as to the viability of the recommendation. However, day-to-day decision-making power will be the purview of the Lead Administrator.

The Lead Administrator and her designated team will develop policies to be outlined each year in faculty and family handbooks. The MCSOC Board will vote on and approve these policies annually. The Board will also vote on addendums or changes to the policy handbooks as needed throughout the year. The implementation of those policies will be delegated to the Lead Administrator. Policies that affect school outcomes, scholars, and family experiences related to achieving desired outcomes, and/or the resources/finances required to achieve those outcomes will remain the focus of Board policy-making.

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

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

Q167. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.



Advisory Teams:

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

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

Q168. Discuss the school's grievance process for parents and staff members.

Parent and Staff Grievance Process:

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

The grievance process aims to establish a fair and timely resolution of issues that may arise at MCSOC. A complainant cannot be discriminated against or retaliated against for using this grievance process. However, if an individual has a reasonable fear of retaliation or retribution by the offending party, they may bypass Step 1 and begin the grievance process in Step 2.

Grievance Process:

• Step 1:

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

• Step 2:

◦ If the two sides cannot reach a mutually agreed-upon solution, then the complainant may submit his/her complaint in writing to the school administrator (or designee). The school administrator (or designee) will provide a copy of the complaint to the alleged offending party within 48 hours.

◦ The written complaint should include the following: a) A clear and concise statement of the problem; b) possible solutions to the problem c) Resources, if any, required to resolve the problem d) A suggested timeline for actions and follow-up.

• Step 3:

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

• Step 4:

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



Q169. Attach Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix G - Organizational ...

Uploaded on **4/26/2022** by
Katy Ridnouer

Q170. Attach Appendix H Charter School Board Member Information Form and Resume

- A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources


Charter School Board Memb...

Applicant Evidence :


Appendix H Board Member I...

Uploaded on **4/29/2022** by
Katy Ridnouer

Q171. Attach Appendix I

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Resources


Charter School Board Memb...



Applicant Evidence :


Appendix I Board Backgroun...

Uploaded on **4/29/2022** by
Katy Ridnouer

Q172. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Applicant Evidence :


Appendix J Proposed Bylaws ...

Uploaded on **4/26/2022** by
Katy Ridnouer

Q173. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix K Articles of Incorp...

Uploaded on **4/26/2022** by
Katy Ridnouer

10.3. Staffing Plans, Hiring, and Management

Q174. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10



Resources



Staffing Chart Template.xlsx

Applicant Evidence :



Staffing Chart - MCSOC.xlsx

Uploaded on **4/26/2022** by

Katy Ridnouer

Q175. **Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.**

Plan for Recruiting and Retaining High-Performing Teachers:

The board's goal is to recruit and maintain teachers who meet the standards for licensure requirements in North Carolina. School administration will actively pursue highly qualified teaching candidates from surrounding NC colleges and universities and from outside NC. MCSOC will post positions with job descriptions and salaries on the school's webpage. Social media formats will be used to recruit actively. MCSOC will also use virtual job fairs. Many universities use these job fairs as a cost preventive alternative for interviewing candidates by taking away the cost of travel.

MCSOC has the goal of recruiting, retaining, and supporting high-performing teachers. Therefore, all Beginning Teachers (BT) within their first 3 years of teaching on a state-issued Standard Professional (SP) 1 License will be assigned a mentor/buddy teacher at MCSOC. A mentor teacher will be identified as a full-time or part-time teacher on an SP-2 Teaching license with at least an Above Standard rating (or Accomplished rating under the NCEES evaluation program). The role of a mentor will be to promote the growth and development of the beginning teacher to improve scholar learning. When new teachers are hired, they are given a full program and are expected to impact scholar learning immediately without the benefit of any period of apprenticeship.

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

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

Q176. **If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.**



Lead Administrator Selection:

For all future hires, recruitment of the lead administrator will include federal, state, and area job postings online, educational printed publications, and classified advertising with the Employment Security Commission. Qualified applicants will be interviewed, undergo reference and background checks, and demonstrate leadership, experience, and education. The Board will focus its search on applicants with combinations of education, prior school administration experience, and/or appropriate instructional experience. The Board will hire/fire, evaluate, and determine the compensation for the Lead Administrator. The Lead Administrator hires, supervises, evaluates, and makes compensation decisions within the board's budgetary parameters.

Q177. Attach in Appendix O the School Leader's Resume If the school leader has been identified, include the school leader's one-page resume in Appendix O.

Applicant Comments :

MCSOC has not yet identified a school leader.

Q178. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

Board - Employee Relationship:

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

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

Q179. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Procedures for Hiring and Dismissal:

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

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

MCSOC employees will be employed as at will and may be non-renewed at the end of the year with or without cause. Employees of MCSOC may decline to continue in their position the following year if they so choose to resign. Dismissal before the end of the contract year for poor performance is only a last resort after the school administrator has consulted with the employee and provided substantive written feedback. Other related and supportive evidence includes the Professional Development Plan for certified teachers and classified employees' written evaluation feedback mid-year and end-of-year. Violations of laws and policies pertinent to employment are cause for immediate dismissal, including drug/alcohol abuse, criminal activity, or other related violations identified within (G.S. 115C-325).



Q180. Outline the school's proposed salary range and employment benefits for all levels of employment.

Proposed Salary Range and Employment Benefits:

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

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

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

Q181. Provide the procedures for handling employee grievances and/or termination.



Procedures for the Grievance Process:

The grievance process aims to establish a fair and timely resolution of issues that may arise at MCSOC. A complainant cannot be discriminated or retaliated against for using this grievance process. If an individual has a reasonable fear of retaliation or retribution by the offending party, they may bypass Step 1 and begin the grievance process in Step 2.

Grievance Process:

- Step 1:
 - The complainant should notify the allegedly offending party in writing or orally. MCSOC prefers that the complaint be resolved at this level and that each party make a good faith effort towards resolution.
- Step 2:
 - If the two sides cannot come to a mutual solution, the complainant may submit their complaint in writing to the school administrator (or designee). The school administrator (or designee) will provide a copy of the complaint to the alleged offending party within 48 hours.
 - If applicable, the written complaint should include the following: a) Clear and concise statement of the problem; b) possible solutions to the problem c) resources if any, required for resolution of the problem d) a suggested timeline for actions and follow-up.
- Step 3:
 - Upon receiving the written complaint, the school administrator (or designee) shall convene both parties for a conference within five (5) working days. The school administrator (or designee) will hear both sides and issue a written decision to the parties within five (5) business days. The decision by the school administrator (or designee) shall become final unless appealed within five (5) business days.
- Step 4:
 - Appeals of the decision of the School Administrator (or designee) must be in writing and made to the Chairperson of the Board of Directors. The Board shall consider the appeal at its next regularly scheduled meeting or within 15 days, whichever occurs earlier. The Board shall render a decision within five business days of their meeting. The decision by the Board shall be final and cannot be appealed further.

Q182. Identify any positions that will have dual responsibilities and the funding source for each position.

Roles with Dual Responsibilities and Funding Sources:

- One EC Teacher will serve in a dual role of EC Facilitator who will oversee all of the IEPs for our EC scholars and keep our school in compliance with all state & federal EC guidelines.
- One Counselor would be needed in a dual position as this person will perform counseling duties and perform the duties of an Alternate Test Coordinator.
- One Teacher Assistant will serve as the ISS coordinator.
- The custodian position is part-time in the kitchen and part-time custodian.

Funding for each of these positions will be taken from State funds.

Q183. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.



Plans to Have Adequate Qualified Staffing:

In anticipation of the potential twelve percent enrollment of Exceptional Children (EC) scholars, MCSOC will employ at least one qualified EC teacher. If the potential EC scholar enrollment increases, MCSOC will add at least one additional EC teacher to meet scholar needs, as well as maintain a minimal EC scholar caseload.

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

Q184. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

Roles and Responsibilities, Qualifications, and Appropriate Licenses:

- The Principal/School Administrator is responsible for carrying out the day-to-day operations of the school and managing staff, and maintaining the educational environment as mandated by the state of NC, and is fully licensed in compliance with state law.
- The School Counselor will work together with the Principal as a part of the school leadership. The counselor's role is primarily focused on counseling services; the counselor supervises scholar 504 plans, assists with the scheduling of scholars, facilitates parent conferences, and works with administration in developing PD, particularly related to ELL, AIG, and SST. Qualifications for counselors include appropriate licensure, a master's degree, experience in the classroom, and being a school counselor.
- Our Electives/Specialty Teachers (3) will work with the school's leadership team to implement and evaluate arts & specialty integrated lessons into the STREAM (Science, Technology, Reading, Engineering, Arts, & Math) curriculum. Responsibilities will include:
 - participating in the planning of PD for the staff to ensure the quality of arts and STREAM integration, assessment, and curriculum mapping;
 - creating awareness for the arts & STREAM programs in our school's PLC community and beyond;
 - networking with other outside specialists and other arts programs in the area; working directly with parents to support the arts;
 - acting as a resource person for the faculty; and
 - supporting arts-related cross-curricular activities.
- Teachers are responsible for delivering appropriate instruction that follows the NCSCOS (NC Standard Course of Study), guiding their scholars' learning, ensuring the safety of their scholars, and following the program outlined by MCSOC that results in scholar achievement. Additionally, teachers are required to adhere to all State and Federal laws related to the performance of their duties as outlined in, but not limited to, G.S 115C- 307. Finally, teachers will communicate regularly with parents on the academic progress of our scholars.
- Our EC Teacher will ensure that services to scholars with IEPs will be provided and that MCSOC complies with all State and Federal laws relative to IDEA and adheres to all scholar IEPs. This position requires certification and licensure as an EC teacher, a master's degree, and related experience.

Applicant Evidence :


Roles and Responsibilities, Q...

Uploaded on **4/29/2022** by
Katy Ridnouer



10.4. Staff Evaluations and Professional Development

Q185. Identify the positions responsible for maintaining teacher license requirements and professional development.

Maintaining Teacher License Requirements and Professional Development:

Teachers and staff responsible for maintaining a North Carolina licensure and attending professional development are:

- Principal
- Counselors
- All Classroom Teachers (i.e., Regular Ed, EC, Specialty, etc.).

Q186. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Mentoring at MCSOC:

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



Q187. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Core Components of MCSOC's Professional Development Plan:

At MCSOC, the goal is to prepare our scholars for meeting high school graduation requirements and prepare them to be lifelong learners, innovative thinkers, and good citizens in a global, diverse, and technologically advancing world. Our instructional plan promotes critical- thinking and problem-solving, collaboration, agility and adaptability, effective oral and written skills, individual initiative, accessing and analyzing information, and curiosity and imagination. These are critical components of skills our scholars will need to become contributing citizens in this global society. In addition, MCSOC will provide a more significant opportunity to share experiences and best practices among teachers and staff that allow for higher quality education for all scholars.

Within the instructional plan, MCSOC will allow teachers to find the knowledge and skills that scholars should have to ensure their smooth transition and readiness from one academic grade level to the next. The goal for the school is to have scholars both college and career-ready upon the completion of high school. MCSOC prides itself in providing scholars the application of knowledge through higher-order thinking that coincides with the instructional strategies already mentioned in the previous section of this proposal. Therefore, the school's focus will be on the academic preparedness for all scholars and the real-life application of that knowledge.

Q188. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



Schedule and Explanation of Professional Development Opportunities:

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

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

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

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

- An Individual Teacher Self-Assessment using the same evaluation instrument that the school administrator will use within the State's NCEES system.
- Three identified Teacher Performance Goals (one of which is the school's overall adopted goal within the School Improvement Plan). For each of the three adopted goals, the teacher will develop strategies, actions, and measurements, which he or she will implement and follow to meet the goals by the end of the school year.
- Each quarter, the teacher and the principal will meet to discuss the teacher's goals within their PDP, with the principal and teacher discussing progress and strategies for accomplishing the goals. Each adopted goal for the teacher within their PDP must be SMART Goals (Specific, Measurable, Action-oriented, Realistic, and Timely). In addition, the overall goals of a teacher's PDP should align with the goals within the School Improvement Plan for MCSOC.
- Individual Teacher PDPs and regularly scheduled Teacher Classroom Observations with post conferences will allow the school administrator to both monitor and provide feedback on teacher performance regarding the implementation, fidelity, and facilitation of the strategies and programs provided through professional teacher staff development.

Q189. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.



Expected Number of Days/Hours of Professional Development:

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

More intense Professional Staff Development will take place at least once each quarter (Scholar nine-week grading period). This will consist of a professional staff development consisting of at least five hours during the scheduled teacher workday for which the teachers can receive at least .5 Continuing Education Units (CEU) Credits that go toward to the required number of teacher CEUs (15 over five years) for teaching license requirements.

The goal at MCSOC is to create and to implement a teaching schedule that will allow for a common planning period for which teachers each day will have a minimum of 30-40 minutes to collaborate as a PLC. MCSOC will implement an exciting and rewarding professional learning community for which teachers will work as active participants in the instructional planning for scholars. Teachers will have many opportunities to participate in professional development throughout the school year, both onsite and online.

Educational partners specializing in new and innovative learning programs will allow for teachers to select and to provide individualized learning programs for diverse scholars MCSOC will serve. MCSOC will be using new and innovative learning programs, and the school will provide a variety of pedagogical approaches that will meet the needs of scholars. The school's smaller class sizes will allow for teachers to create and to implement inspiring lessons that offer differentiated instruction to address the academic needs of each scholar. The technological platforms selected by teachers will motivate and empower them to further improve their professional development and to remain on the cutting edge of curriculum development for enhancing the scholar's learning experience inside the classroom.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining 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 115C-218.45 carefully.

Q190. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



MCSOC's Marketing Plan:

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

Phase I of our website at www.MINACharterSchoolOfOnslowCounty.org (<http://www.minacharterschoolofonslowcounty.org>) is now visible to the public. Our website provides greater detail about the school for interested parties and families of prospective scholars, including our mission, value proposition, and unique curriculum offerings. Within a year of opening our doors, the MCSOC website will also offer opportunities for scholar and teacher applications. We will continue to add content to the website, as we conduct school information programs, attend community activities, set deadlines for specific activities, and have accomplishments and benchmarks to share with the community in the months leading up to school opening.

We are in the early stages of building an online following in social media, primarily on Facebook. On a consistent basis, we will post new content about the school's progress, as well as community activities and information of academic value and appeal to future MINA scholars. In doing so, MCSOC will begin to engage with prospective school families, other community and business leaders, as well as residents as a whole. We will start to establish relationships and engagement with those we look forward to serving. MCSOC board members and supporters will play a role in extending the viral impact of MCSOC social activities, by liking and sharing posts.

In the months leading up to school opening, MCSOC will undertake additional activities, such as public information sessions to be held at various locations in the region, as well as online activities. One such program will be #MeetMINAMondays, an ongoing Facebook Live program that introduces various aspects of the MCSOC concept, timelines and progress. Each MeetMINAMonday event will be archived and made available on our website. We will create an introductory brochure, for distribution to interested parties throughout the community. We will diligently also collect email addresses from interested parties and will send out newsletter updates to our database on a regular basis.

MCSOC also plans to use advertising channels to heighten awareness and encourage application to the school. At MINA Charter School of Lee County we have experienced considerable success in scholar recruitment, even in the face of the COVID-19 pandemic. Our deployment of targeted Facebook advertising – supported by messaging on Instagram, YouTube and via outdoor advertising has proven to be very effective. Heading into year #1 of operation, MINA Charter School of Lee County recruited just under 500 applicants and easily reached our ADM objective of 252 scholars. In year #2, the Sanford-based school was one of a very small number of charter schools in North Carolina to surpass its ADM numbers for the year. Our attendance for year #3, beginning in July 2022 appears equally promising.

We anticipate customizing our advertising campaign to address the specific dynamics of the greater Jacksonville community. A significant advantage of Facebook advertising is the ability to target consumers based on their specific demographic profiles and online behavior. We will be able to provide specific messages for native Spanish speakers, as well as for parents of scholars of specific ages. We will be able to identify other audience characteristics and can utilize this information to target specific racial/ethnic populations for MCSOC. MCSOC will also make use of online research sources to identify neighborhood household income levels, which will assist further in developing plans for geo-targeted marketing activities.

This combination of initiatives will lay a solid foundation for more extensive marketing. MCSOC board members and volunteers are actively engaged in many organizations and aspects of Onslow County life. Many are natives or life-long residents who are committed to the success of MCSOC and the impact our school can have for many traditionally disadvantaged segments of our population. In many cases, our board members and volunteers have developed strong connections with organizations and leaders who specifically serve in these communities. We are also methodically building active relationships with area churches, pre- and after-school programs, service organizations, pediatric care providers and social groups, who are interested in working with us.



Several organizations are eager to help spread the news and to promote specific activities we will undertake from the moment we receive our charter.

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

MCSOC has retained the services of Media Integrations, to assist in our marketing strategies and execution. This branding and marketing strategies firm is based in Raleigh and is an active partner with a handful of NC charter schools, including MINA Charter School of Lee County. Media Integrations has proven to be an effective marketing partners with client schools throughout the state. Media Integrations is providing nearly all of its services on a pro bono basis in the time leading up to the school's anticipated opening in fall 2024.

Q191. Describe how parents and other members of the community will be informed about the school.



Steps to Informing the Public about MCSOC:

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

- Parent Survey: MCSOC has already reached out to Onslow County parents through an online and printed Parent Survey to gauge the concerns and opinions of parents regarding how the school can better meet the needs of their children.
- Parent & Community Forums: Between approval and school opening, the school administrator and members of the MCSOC Board of Directors will schedule a series of open community forums around Onslow County to educate and inform parents of the mission and vision of MCSOC. This will assist in the application process for parents to enroll their child in MCSOC.
- School Webpage, Social Media, and Electronic Newsletters: Creating a user-friendly webpage for MCSOC will allow for the dissemination of more information that will keep parents and other community stakeholders informed and engaged prior to the opening of MCSOC. The website will include links informing parents of future community forums/meetings, instructions on how to apply for scholar enrollment, a description of the school's mission and vision, and a link to communicate with the school's principal and staff. Monthly electronic newsletters will keep parents and the community informed and updated. Along with updates via the school's webpage, MCSOC will also use social media such as Facebook, Instagram, and Twitter to keep parents and the community updated on the development of MCSOC prior to opening for scholar in fall 2024.

Once MCSOC is open in the fall of 2024, the school will continue to engage parents and the community as a Professional Learning Community for input on improving scholar learning. MCSOC will engage the parent community and other community stakeholders in the daily life of the school:

- PTSO (Parent-Teacher-Scholar Organization): This will be parent-led with an opportunity for parents to provide feedback in the development of the annual School Improvement Plan for setting and meeting the goals of the school and offering support.
- Quarterly Parent Nights/Open Houses: Each grading period, MCSOC will schedule an Open House for parents to come after school hours to meet with their child's teachers and to see displays of scholar work throughout classrooms and hallways within the school.
- Parent Report Card Pick-Up: MCSOC will provide parent report card pick-up at the school as another opportunity for parents to receive their child's grades and to participate in parent/teacher conferences at that same time. During this time, parents can learn whether their child is on track in his or her grade level and discuss any academic interventions that can be put into place.
- Ongoing Parent Surveys: Quarterly, parents will be given an opportunity to participate in online parent surveys to provide ongoing feedback so that they can be engaged in their child's learning experiences.
- Quarterly Parent Workshops: There will be workshops with teachers and counselors in assisting parents on how to improve grades and study skills for their children. These workshops will also provide parents with valuable tools and resources to provide the necessary support at home for their child's academic improvement.
- Parent Resource Center: A portion of the main office or media center will include a Parent Resource Center (PRC). The PRC will offer a welcoming and engaging environment for parents, educators, and community members to access information and resources to support the success of all scholars, including those with learning challenges, special needs, and disabilities.

Q192. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



Student Recruitment Plan:

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

MCSOS will begin its open enrollment period from the time of notification from the State Board of Education of the Charter through April 2024. During that time, the Administrator and the Board will be engaging the community through neighborhood events, block parties, pool parties, and an array of other efforts to solicit scholars to attend MCSOS. Every year thereafter the enrollment period will be from January 3rd to March 31st. MCSOS will have applications for admission to be picked up at the school or filled out and returned on the school website. Throughout the year, in addition to the open enrollment period, MCSOS will participate in community events and sponsor events that will allow scholars to enroll during that time.

At the close of the open enrollment period the first year, if a grade level is not full, all scholars will be admitted. If there are more than 72 scholars for a grade then a lottery will be conducted. The lottery will be held in accordance with the NC Open Meeting Law and will be announced on the website, social media, local news outlets, and any other viable means. Every parent who has signed their child up will receive a text or phone call notification with the date of the lottery. At the lottery, every scholar will be assigned a number and a computer program will randomly pick the number to be posted for all to see. Once the 72 slots are filled, the remaining scholars will be placed on the waiting list.

The numbers will continue to be pulled until all scholars are placed on the waiting list in the order they are selected in the lottery. In accordance with the statute, there will be a 15% exception to the lottery for those scholars who are under legal custody or legal guardianship of sitting board members, and staff members of the school. Those identified scholars would have preference over all other scholars for admission. If there are siblings that applied, then only one of the names of the siblings will be placed in the lottery and if drawn, then all siblings, regardless of grade level, will be admitted. A scholar enrolling in kindergarten who has a sibling in the school will be accepted and will not have to go through the lottery process.

If a scholar withdraws from the school and enrolls in a study program overseas, that scholar will be accepted back into the school upon his or her return. If a scholar withdraws and attends another public school and then comes back to enroll, that scholar would be subject, if needed, to the lottery process. Any scholar that requests to withdraw from the school will have to fill out a form stating the next school they will attend, if known, so that school records could be forwarded. If possible, that scholar and parent will have an exit interview either with the School Administrator or designee.

Q193. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



Providing an Equal Opportunity:

As an essential part of our mission and our reason for submitting this application, MCSOC is fervently dedicated to serving traditionally underserved scholars and families. Our weighted lottery that allocates 85% of our seats to Educationally Disadvantaged scholars is a clear indication of this commitment. Accordingly, in addition to our general marketing, messaging, and awareness campaigns for the entire region of service, MCSOC will devote specific energy and resources to ensure that these hard-to-reach populations know of MCSOC, understand our academic objectives and mission, and find it easy to learn more and to apply to the school.

MCSOC will utilize online data from government agencies and sites such as bestneighborhood.org (<http://bestneighborhood.org/>) to identify the areas with the lowest household income and lowest rent prices. We will use our intimate knowledge of the area and meet with government service agencies, community leaders, elected officials, and service providers to gain their insights and seek their guidance on the best methods to engage families in poverty, as well as those with scholars with disabilities and English learners. Specifically, we will seek out personnel at organizations such as the Onslow County Department of Social Services, Onslow Hispanic Latino Association, Easterseals UCP, and the Jacksonville Onslow County Chamber of Commerce to gain access to their clients and to share our message.

In addition to distributing collateral materials in English and Spanish to these and similar organizations, MCSOC intends to utilize targeted marketing methods such as direct mail, outdoor advertising, event marketing, and social media messaging to communicate directly with families of scholars at-risk of academic failure. We can utilize services such as Every Door Direct Mail (EDDM) from the United States Postal Service, billboard advertising from companies such as Lamar, advertising campaigns and remote broadcasts with La Pantera 105.5 Radio and 101.9 Kiss FM, and specific audience profile characteristics for Facebook/Instagram users to deliver customized messaging to discrete populations. We also look forward to participating in applicable public events to begin the process of becoming part of the Onslow County community while providing information about our school and easy, immediate access for enrollment. Our information for these populations will speak to the critical specific services MCSOC offers that will be especially valuable to their children.

In our experience with MINA Charter School of Lee County, we have found that incorporating this type of targeted marketing and outreach has proven to be a very effective way to recruit traditionally underserved populations. It has been an essential part of our ability to meet and surpass our ADM numbers in Sanford. We enthusiastically anticipate a similar result in Onslow County.

There are two other essential elements of our model at MCSOC that will help facilitate "better than equal" opportunities for all to attend our school. For many families in poverty especially, access is a critical consideration. Accordingly, MCSOC will provide transportation for all area scholars. Our pick-up/drop-off locations will be primarily focused on low-income neighborhoods to ensure that these families have no transportation barriers to attendance. Families in poverty also often face significant challenges with child care in the daylight hours immediately before and after school. MCSOC will develop before- and after-school services, including adult supervision and provision of healthy snacks, to address these additional issues that low-income families often confront. We recognize that by providing these families with additional logistical services, we can make a significant difference in their quality of life and offer a compelling incentive to attend MCSOC. As an added considerable benefit, increased access to these scholars in hours beyond traditional school can help us in helping the scholars focus on their academic performance.

Q194. What established community organizations would you target for marketing and recruitment?



Community Organizations Targeted for Marketing and Recruitment:

The members of the MCSOC Board of Directors has been in communication with or plans to be in communication with the following Onslow and Pender County churches community organizations in an effort to market the school and recruit future scholars:

• Youth Service Organizations:

- YMCA
- Boy Scouts and Girl Scouts
- Brigade Boys & Girls Club (Various locations throughout the county)
- Belgrade Community Action Association

• Advocacy Organizations:

- The Onslow Hispanic Latino Association
- The Hispanic Outreach Advocate Office at Onslow Women's Center.

• Churches:

- Sandy Run Missionary Baptist Church
- Washington Chapel missionary Baptist Church
- Marshall Chapel Missionary Baptist Church
- Abundant Life Baptist Church
- River of Life Church
- St. Julia AME Zion Church
- JT Kerr Memorial Baptist Church
- Bell Fork Road Church of Christ
- Evening View Baptist Church
- New Beginnings Christian Center
- New Life Family Worship Center
- First Missionary Baptist Church of Kellumtown
- Iglesia Adventista del Séptimo Día Hispana de Jacksonville
- First Missionary Baptist Church of Belgrade
- Myrtle Grove Christian Church
- True Deliverance Family Worship Center
- St Paul Freewill Baptist
- Wailing Wall Ministries
- Iglesia De Dios Pentecostal Church Pentecostal
- Union Missionary Baptist Church
- Haw Branch A.M.E. Church
- St. Louis Missionary Baptist Church
- Catalyst Church
- St. Luke AME Zion Church The Door CFM
- Infant of Prague Catholic Church.
- Living Hope Community Church
- Little Zion AME Zion Church
- Jenkins Chapel Missionary Baptist Church
- Changing Hearts Ministries
- Fraternal Organizations:
 - Eastern Star
 - Omega Lodge #292
 - Richlands Star Chapter #342
 - Greek Letter Organizations
 - Delta Sigma Theta Sorority, Inc
 - Alpha Kappa Alpha Sorority, Inc



- Zeta Phi Beta Sorority, Inc Mu Lamda Zeta Chapter
- Phi Beta Sigma Fraternity, Inc Eta Theta Sigma Chapter

10.6. Parent and Community Involvement

Q195. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Parent Communication and Engagement Strategies:

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

- **Parent Survey:** MCSOC has already reached out to Onslow County parents through an online and printed Parent Survey to gauge the concerns and opinions of parents regarding how the school can better meet the needs of their children.
- **Parent & Community Forums:** Between approval and school opening, the school administrator and members of MCSOC Board of Directors will schedule a series of open community forums around Onslow County to educate and to inform parents of the mission and vision of MCSOC. This will assist in the application process for parents to enroll their child in MCSOC.

School Webpage, Social Media and Electronic Newsletters: Creating a user- friendly webpage for MCSOC will allow for the dissemination of more information that will keep parents and other community stakeholders informed and engaged prior to the opening of MCSOC. The website will include links informing parents of future community forums/meetings, instructions on how to apply for student enrollment, a description of the schools mission and vision, and a link to communicate with the schools principal and staff. Monthly electronic newsletters will keep parents and the community informed and updated. Along with updates via the schools webpage, MCSOC will also use social media such as Facebook, Instagram, and Twitter to keep parents and the community updated on the development of MCSOC prior to opening for students in fall 2024.

Q196. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.



Parent Engagement Plans:

Once MCSOC is open in fall 2024, the school will continue to engage parents and the community as a Professional Learning Community for input on improving scholar learning. MCSOC will engage the parent community and other community stakeholders in the daily life of the school:

- Quarterly Parent Nights/Open Houses: Each grading period, MCSOC will schedule an Open House for parents to come after school hours to meet with their child's teachers and to see displays of scholar work throughout classrooms and hallways within the school.
- Parent Report Card Pick-Up: MCSOC will provide parent report card pick-up at the school as another opportunity for parents to receive their child's grades and to participate in parent/teacher conferences at that same time. During this time, parents can learn whether their child is on track in his or her grade level and discuss any academic interventions that can be put into place.
- Ongoing Parent Surveys: Quarterly, parents will be given an opportunity to participate in online parent surveys to provide ongoing feedback so that they can be engaged in their child's learning experiences.
- Quarterly Parent Workshops: There will be workshops with teachers and counselors in assisting parents on how to improve grades and study skills for their child. These workshops will also provide parents with valuable tools and resources to provide the necessary support at home for their child's academic improvement.
- Parent Resource Center: A portion of the main office or media center will include a Parent Resource Center (PRC). The PRC will offer a welcoming and engaging environment for parents, educators, and community members to access information and resources to support the success of all scholars, including those with learning challenges, special needs, and disabilities.

Q197.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Parent Program:

MCSOC will offer parents, teachers, and scholars the opportunity to participate in MCSOC's PTSO (Parent-Teacher-Scholar Organization). This will be parent-led with an opportunity for parents to provide feedback in the development of the annual School Improvement Plan for setting and meeting the goals of the school and offering support.

10.7. Admissions Policy

Q198.Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

Yes



No

Q199. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Mission Basis for Weighted Lottery:

MCSOC will exist to empower students to be lifelong learners, innovative thinkers, and good citizens who are able to compete globally in our diverse, technologically-advancing world. To ensure that all subgroups have access to MCSOC and to ensure that the school represents Onslow County's demographics for Educationally Disadvantaged scholars, MCSOC will allocate 85% of its seats to Educationally Disadvantaged scholars for a weighted lottery and conduct the weighted lottery before the general lottery.

Q200.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Weighted Lottery Processes and Procedures:

Our weighted lottery will reserve at least 85% of available seats for Educationally Disadvantaged scholars in order to achieve parity within the county.

With each lottery, the Lead Administrator will identify the number of EDS seats to make available per grade level in order to balance scholars admitted across grade levels, total seats available, school resources, and planned annual target.

Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer family and scholar information in order to determine if they are eligible for the purposes of the priority lottery. This supplemental form will ask applicants to consent to verify the status of eligibility in the identified category by MCSOC staff and will state that no specific information will be obtained beyond eligibility status and that the information will not be retained.

Q201.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

Research to Support MCSOC's Weighted Lottery:

Researchers have found that even if schools conduct significant recruiting in areas where Educationally Disadvantaged scholars reside, work, and live, better-resourced parents are still at an advantage in navigating the application and enrollment process (Potter, 2019). The MCSOC board believes that implementing a weighted lottery that gives EDS families an advantage over better-resourced families is a way to provide a balanced and fair enrollment process that gives everyone the opportunity of attending a public charter school.

Q202. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

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



MCSOC's Proposed Policies and Procedures for Admitting Students:

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

MCSOC will begin its open enrollment period from the time of notification from the State Board of Education of the Charter through April 2024. During that time, the Administrator and the Board will be engaging the community through neighborhood events, block parties, pool parties, and an array of other efforts to solicit scholars to attend MCSOC. Every year thereafter the enrollment period will be from January 3rd to March 31st. MCSOC will have applications for admission to be picked up at the school or filled out and returned on the school website. Throughout the year, in addition to the open enrollment period, MCSOC will participate in community events and sponsor events that will allow scholar to enroll during that time.

At the close of the open enrollment period the first year, if a grade level is not full, all scholars will be admitted. If there are more than 72 scholars for a grade then a lottery will be conducted. The lottery will be held in accordance with the NC Open Meeting Law and will be announced on the website, social media, local news outlets, and any other viable means. Every parent who has signed their child up will receive a text or phone call notification with the date of the lottery.

At the lottery, every scholar will be assigned a number and a computer program will randomly pick the number to be posted for all to see. Once the 72 slots are filled, the remaining scholar will be placed on the waiting list. The numbers will continue to be pulled until all scholars are placed on the waiting list in the order they are selected in the lottery. In accordance with the statute, there will be a 15% exception to the lottery for those scholars who are under legal custody or legal guardianship of sitting board members, and staff members of the school. Those identified scholars would have preference over all other scholars for admission. If there are siblings that applied, then only one of the names of the siblings will be placed in the lottery and if drawn, then all siblings, regardless of grade level, will be admitted. A scholar enrolling in kindergarten who has a sibling in the school will be accepted and will not have to go through the lottery process.

If a scholar withdraws from the school and enrolls in a study program overseas, that scholar will be accepted back into the school upon his or her return. If a scholar withdraws and attends another public school and then comes back to enroll, that scholar would be subject, if needed, to the lottery process. Any scholar that requests to withdraw from the school will have to fill out a form stating the next school they will attend, if known, so that school records could be forwarded. If possible, that scholar and parent will have an exit interview either with the School Administrator or designee.

10.8. Certify

Q203. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
 No

Q204. **Explanation (optional):**

This section is an amended version of the MINA Charter School of Lee County charter school application submitted in 2018.



2022 NC CHARTER APPLICATION
NC Public Charters





11. Operations

11.1. Transportation Plan

Q205. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

MCSOC's Transportation Plan:

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

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

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

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

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



11.2. School Lunch Plan

Q206. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

MCSOC's School Lunch Plan:

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

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

Preferred Meals will provide training for the school's staff in the operations, preparation, and distribution of scholar meals. The price of the equipment will be absorbed in the meal prices, so in essence MCSOC will have little or no startup costs with Preferred Meals. One full-time cafeteria manager and one part-time cafeteria worker will be employed to operate the foodservice program. Additionally, teacher assistants will help and provide assistance during meal times.

11.3. Civil Liability and Insurance

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

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q207. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10



Resources



Insurance Coverage Templat...

Applicant Evidence :



Insurance Coverage - MCSOC...

Uploaded on **4/25/2022** by
Katy Ridnouer

Q208. Attach Appendix L: Insurance Quotes

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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Appendix L Insurance Quote...

Uploaded on **4/26/2022** by
Katy Ridnouer

11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.



Q209. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

Shawn Williams

11.5. Start-Up Plan

Q210. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



MCSOC Start-Up Plan:

2nd Quarter 2023 (April - June)

- Board of Directors:
 - Engage the community through community meetings and social media platforms, including a Facebook page and Facebook community group.
 - Work to secure an available property.
 - Provide flyers and brochures to the community and religious institutions with general information about MCSOC and school-related events.
 - Host small group meetings.
 - Begin the search for the Lead Administrator.

3rd Quarter 2023 (July - September)

- Board of Directors:
 - Continue to engage the community by hosting a community meet and greet.
 - Continue to engage the community through grassroots efforts and by attending community back-to-school events and sponsoring supplies.
 - Engage Religious institutions, local non-profits, and youth-centered businesses to build partnerships and advertise to potential families.

4th Quarter 2023 (October - December)

- Board of Directors:
 - Continue to engage the community by hosting another meet and greet.
 - Manage and attend to all Ready to Open requirements and deadlines.
 - Develop a student application form and packet (including establishing an application deadline for the student lottery) and a system for organizing all documents on an ongoing basis.
 - Develop and solidify marketing strategies for 2024.
 - Research grant opportunities and submit applications (with board approval).

1st Quarter 2024 (January - March)

- Board of Directors:
 - Open student application.
 - Ensure that the facility will be ready for school opening in August 2024.
 - Continue to engage the community through grassroots efforts with an emphasis on enrollment.
 - Implement an updated marketing plan.
 - Continue to research grant opportunities and submit applications (with board approval).
 - Plan family engagement activities.

2nd Quarter 2024 (April - June)

- Board of Directors:
 - Conduct lottery.
 - Establish job descriptions.
 - Establish policies and employee handbook and hiring process.
 - Establish employee benefits.
 - Select vendors (including transportation and lunch vendors).
 - Establish fiscal and internal control policies that ensure board oversight over financial management.
 - Hire the Lead Administrator with a start date of July 1, 2024.
 - Hold job fairs for teachers and staff in conjunction.



- Develop student handbook.
- Set up an inventory management system.
- Select samples of textbooks to review.
- Develop a safety plan and emergency procedures.
- Get approval from the board to place orders for curriculum, supplies, furniture, fixtures, and equipment.
- Draft teacher contracts.
- Continue to engage the community by implementing the marketing plan.
- Implement family engagement activities.
- Identify opportunities to partner with other community organizations
- Continue to research grant opportunities and submit applications (with board approval).

3rd Quarter 2024 (July - September)

- Board of Directors:
 - Finalize any contracts.
 - Support the Lead Administrator.
 - Ensure all RTO items are completed, compelling, and compliant.
- Lead Administrator:
 - Hire staff in accordance with the staffing application plan
 - Develop operational procedures that comply with all school policies.
 - Finalize preparation of the school.
 - Hold staff orientation and professional development offerings, including required health and safety training.
 - Continue to engage the community by implementing the marketing plan.
 - Establish the Parent-Teacher-Student Organization.
 - Develop volunteering and fundraising opportunities with the Parent-Teacher-Student Organization.
- All:
 - Celebrate our first day of school!

Q211. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



Anticipated Challenges and Expected Solutions:

There are three areas in which the MCSOS anticipates challenges:

1. Educating parents in and around Onslow County about charter schools and MCSOC's mission and vision will require strategy and patience. To overcome these challenges, the board will implement its robust outreach and marketing efforts, which will include a multi-pronged approach to explaining that public charter schools are tuition-free and open to all scholars whose families are residents of North Carolina and that the MCSOC's STREAM programming will meet the needs of all scholars and prepare them well for high school and beyond in its K-8 school.
2. The board also understands the challenges of providing the services, programs, and facilities outlined in the charter within the limited operating budget provided by local, state, and federal dollars. The board has confidence in Legacy Impact Capital (LIC), its facility service provider. With over twenty years of experience identifying and developing facilities, LIC will support the MCSOC board as they navigate the facility development process. They will ensure that the school makes fiscally sound decisions that allow them to pay competitive salaries and serve all scholars a robust STREAM curriculum.
3. Finally, finding a strong leader will be a challenging obstacle to overcome. Hiring a school leader with the educational leadership experience, business acumen, and people skills required of a charter leader will involve an intense hiring process. However, with over half of the MCSOC board being current or retired educators, the board is confident that we will find the leader who will bring the MCSOC vision to fruition.

11.6. Facility

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

Q212. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



Plan to Obtain a Building:

MCSOC has already identified two buildings for potential acquisition for the campus. The buildings are adequate in size to support several years of growth before additional facilities space will need to be added. We are in discussions with the property owners to determine which property will be most suitable and to work toward putting the properties under contract so that we will have adequate time for design, renovation, and construction.

The board has been working with Howard Sowell with Legacy Funding Services to secure funding for our facility. We've also toured facilities and have found two potential sites. Both are located in the heart of Jacksonville, making either an ideal location for our targeted student population.

Property #1: This 60,000 sq. ft. facility is currently used as a global call and customer service center. Essentially, the facility is a wide-open space that can easily be converted into a school. It was originally built for retail and has over 200 parking spaces. It also has air conditioning, an atrium, central heating, high ceilings, a security system, and storage space. Located on Storage 10.77 acres and built as a 1-story building, it is ideal for a K-8 school and will quickly be brought up to code for a Certificate of Occupancy for School Usage.

Property #2: This 13,524 square feet church facility resides on 12.89 acres. The floor plan includes a reception area, a sanctuary, a nursing room, a ministry support room, a baptistry, a fellowship hall with a full kitchen, two nurseries, four classrooms, a receptionist area, four offices, a copy room, a coffee area, a conference room, two 8-fixture restrooms, one 3-fixture restroom, 2 water coolers, mechanical and storage areas. Paved parking, detached storage building, concrete walks, landscaping, signage and area lighting. This property is for sale and has air conditioning. It can easily be brought up to code for a Certificate of Occupancy for School Usage.

Based on our research, the design team will need approximately ninety days to design the building, and the Onslow County Planning and Development office requires six months for design and site plan approval for a permit to be issued. With an existing building, we estimate the construction timeframe to be six months, which gives the school approximately fifteen months to complete the facility. Once MCSOC receives approval from the NC State Board of Education, which is estimated to be in the Spring of 2023, we will have adequate time to complete the design and construction.

Facility Timeline:

The Facility Committee will manage all aspects of the facility acquisition and build-out of renovated property for the MCSOC board of directors. By Fall 2022, the Facility Committee will develop a detailed plan for facility acquisition, inspection, maintenance, and updates. They will lead safety inspections, including ensuring that the facility is in compliance with all federal, state, and local health and safety regulations. We will be in possession of the required Certificate of Occupancy no later than June of 2024.

Q213. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.



School Facility Needs:

Typically, schools provide sixty square feet per student. The average classroom size for students in grades K-5 will average 625 square feet. With a projected 252 students in Year One, the estimated square feet needed for year one will be 15,120 square feet. The building that the board is considering is 20,000 square feet, which will accommodate the school in the first two years of operation.

In today's market, we would expect costs of approximately \$190 per square foot, which would require the school to fund a \$2.9M facility budget so that the school can grow to accommodate its projected enrollment. This budget will keep the school's rent expense below 18% for the first three years of operations. Typically, facility costs facility rents are between 18% to over 20% during the first years of a charter school's operation. LIC and its partners understand the challenging nature of start-up charter schools and will keep rents on the lower end of the school's budget. Additionally, if the school's budget gets tight in the first few years, MCSOC capital partners are willing to defer rents to allow capital reserves to be built.

Q214. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

School Facility Needs:

In Year One, MCSOC will serve scholars in grades K-5 and grow to serve scholars in K-8 by Year Three. The school will need a facility for classroom space for each designated class and classroom space for Music, Art, Dance, and STEM lab.

As a school that will incorporate technology into every school day, the school will work to ensure that each scholar has access to a laptop or a tablet and that each teacher has access to a dedicated laptop. The school will have a space for presentations and meals, a space called the Gymatorium. As MCSOC expands to serve scholars in middle school, the facility will grow to include increased athletic facilities, both indoors and outdoors. For administrative personnel, the school will have an office space with a minimum of four offices and a conference room.

MCSOC has partnered with a developer, Legacy Impact Capital, that has designed, built, and financed twenty-plus charter schools in the last ten years. The architectural team has designed almost seventy-five charter schools across the country. They will work collaboratively with the MCSOC Board to design a skill that will ensure that the learning environment will meet the needs of both scholars and teachers. At the same time, they understand the limitations of a charter school's budget and will work to ensure to reasonably adhere to all cost estimates.

Q215. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

Breakdown of Facility Costs:

MCSOC is first considering existing buildings to minimize the construction timeframe. Typically, an existing building will cost less per square foot to purchase than it would be to build the same quality building at today's prices. Additionally, existing commercial properties that have been on the market for a long time might negatively impact market trends but will help MCSOC negotiate a good price for the building. We are estimating our Year One leasing costs to be \$250,00 which is approximately \$992 per scholar for 252 scholars.

MCSOC would expect the cost per square foot to average \$190 per square foot, which is typical for construction costs of charter school facilities. The sites that MCSOC is currently considering in Onslow County will ultimately cost the school between \$175 and \$190 per square foot.



Q216. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

Facility Contingency Plans:

If MCSOC finds itself in the position that it is running into facility issues and will not be able to open the school on time in any of the options being considered by the Board, the Board will consider alternative facility options. MCSOC's facility partner, Legacy Impact Capital (LIC), is identifying empty retail space around Onslow County that would support the short-term needs of the school. Given the economic challenges in Onslow County, there are a number of empty retail spaces that would be sufficient for any short-term needs MCSOC may have. LIC and its partners have assisted other charter school partners in this process in the past, and we are confident that they could assist us in this process to ensure on-time school opening in 2024.

Q217. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

MCSOC Board's Experience and Capacity with Facilities:

Mrs. Renee Thomas, a Real Estate Broker, is a board member with facility experience. Dr. Williams has led the opening and operation of MINA Charter School in Lee County and has become adept at facility negotiations, monitoring facility development, and ensuring that a facility is compliant with all access, safety, and health regulations. In addition, the MCSOC has developed a relationship with Legacy Impact Capital who will serve as the school's construction management partner.

11.7. Certify

Q218. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q219. Explanation (optional):

This subsection is an amended version of the MINA Charter School of Lee County charter school application submitted in 2018.



12. Financial Plan

12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q220. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Revenue Assurances:

MCSOC does not have any additional sources of revenue to confirm and does not have an Appendix M: Revenue Assurances to submit.

Q221. Attach Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template.](https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment) (<https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment>)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Appendix N Proposed Budge...

Uploaded on **4/29/2022** by
Katy Ridnouer

12.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q222. How was the student enrollment number projected?



Student Enrollment Projections:

The scholar enrollment number for MCSOC was projected based on the following factors:

- A slow-growth management model that leads to academic success.
- Realistic scholar enrollment growth year-over-year.
- The management model creates an operational budget that is sufficient to meet all operational needs of the school and ensure that all mission-based program and services are fully implemented.

Q223. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Demand for MCSOC:

Due to military restructuring, Onslow County Schools' scholar enrollment is growing by approximately 300 scholars, and the majority of that is in the lower grades. With approximately twenty-seven thousand scholars in Onslow County Schools at present and fifty percent of their population are minority scholars, which are primarily black and brown scholars, MINA believes it is reasonable that it will attract 252 scholars in the first year. This enrollment number reflects less than one percent of the total scholar enrollment for Onslow County Schools and only 1.8% of the total minority scholar population.

In Onslow County, 7% of White residents have not attained a high school diploma, but 12% of Black and 11.7% of Hispanic residents have not attained a high school diploma. This indicates that the Onslow County Schools are not meeting the needs of these two subgroups. Since MINA's program is specifically targeted to meet the needs of these subgroups, we will be able to attract and retain scholars from these subgroups.

In addition, school choice is limited in Onslow County. ZECA, a small charter school serving fewer than 200 scholars, is the only other charter school, and with its low enrollment numbers, we believe the county and surrounding counties will benefit from having an additional school choice.

Q224. Provide the break-even point of student enrollment.



Student Enrollment Break-Even Point:

The scholar enrollment numbers were projected from the population growth over the past few years here in Onslow County, which continues to increase by 300 scholars each year, and Onslow County Schools (OCS) is currently experiencing some over-crowding in grades K-5.

The goal of MINA Charter School is to enroll 252 scholars, which is approximately 1.3% of the scholar enrollment in elementary and middle school in Onslow County. The state's approval for the application charter for MCSOC should help alleviate the current overcrowding of the schools within the district. These figures are compiled and based upon the 2020-2021 NC School Report Cards as presented by the North Carolina Department of Public Instruction.

MCSOC would be a viable alternative to any traditional school within the OCS system since our school will embrace the 21st-century approach to creating a learning environment that is more conducive to preparing scholars for being lifelong learners, innovative thinkers, and good citizens in our global, diverse, and technologically-advancing world. The break-even point would be 249 scholars. Please see the calculation breakdown below.

Break-Even Headcount Calculations:

Dollars Per ADM: \$8,015.28

	ONSLow	JONES	PENDER	TOTAL	SURPLUS	ADM REDUCTION	BREAK-EVEN
Year One	238	7	7	252	\$22,441.84	3	249
Year Two	306	9	9	324	\$55,296.77	7	317
Year Three	374	11	11	396	\$76,312.73	10	386
Year Four	442	13	13	468	\$348,638.86	43	425
Year Five	476	14	14	504	\$312,390.92	39	465

Q225. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Contingency Plans:

If MCSOC is not able to achieve the break-even scholar enrollment number of 216 scholars for the initial school year, then we would reduce our operational budget by reducing the number of teachers across all grade levels by 1 in grades K-5. This reduction will then result in MCSOC having a teacher allotment of 3 teachers/classes per grade level. If necessary, MCSOC will continue to find ways to meet our school's financial needs by reducing the budget allocation for technology and considering either used or refurbished technology devices to meet the immediate technological needs of the school. Other operational reductions may include reducing the allocated costs of instructional supplies, as well as a potential reduction in the funding for online programs that would be used by teachers in classroom lessons.

Q226. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and



those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Other Funding Sources:

MCSOC's budget is based solely on the State and Local funds and federal funds provided for Exceptional Children.

Q227. Provide the student to teacher ratio that the budget is built on.

Student-to-Teacher Ratio:

The budget is built on a student-to-teacher ratio of 18 : 1.

Q228. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

MCSOC Board's Individual and Collective Qualifications:

The board includes individuals who have monitored the implementation of 21st CCLC programs across the state of North Carolina, which includes millions of dollars in federal funding that has to be accounted for and reported regularly in order to remain in compliance and be eligible for ongoing funding. The board also has a business owner and a civilian in charge of procurement packages for Naval Air in Cherry Point, NC. Another board member is the founder and Lead Administrator of a currently operating public charter school, and yet another board member is the Dean of Scholars for that charter school. With their individual and collective qualifications and experiences, they have the capacity to implement the financial plan successfully with the support of their third-party provider Acadia NorthStar.

Q229. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Serving All Students:

The MCSOC board anticipates that the school's scholar population will include scholars with disabilities. The Board recognizes that all scholars must be provided with a free and appropriate public education, including scholars with disabilities. While charter schools might be limited in its ability to create specialized settings, they are legally required to meet the needs of all scholars as established in their IEPs. This requires charter schools to use the flexibility inherit with the charter framework to ensure that it is serving all scholars appropriately.

As outlined previously, the school will have a full spectrum of supports available for scholars, including EC staff, support staff, transportation, Restorative Practices, and other programs and services that will meet scholar's individual needs.

In the event that the school enrolls a scholar with high-needs, the school will work with the IEP team to apply for Emergency Funds from the Department of Public Instruction and/or PRC 029 Funds if appropriate. The school will also adjust the operating budget to ensure that all required services are provided so that scholars has access to a full continuum of services necessary for him or her to access FAPE.

Q230. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.



Financial Management Outsourcing:

The MCSOC Board plans to outsource aspects of financial management, including payroll, benefits, audits, and accounting. When selecting vendors, the MCSOC Board will complete the following process:

- The board will appoint a committee to specifically seek vendors.
- The committee will consist of select board members with financial and otherwise relevant experience related to the product or service that is being considered.
- They will research each service subcontractor and conduct an evaluation of their service history, prices, and experience.
- The committee will make a recommendation to the board for a vote on all third party subcontracts.
- The contracts and performance of each contractor and subcontractor will be evaluated annually to ensure that each contract continues to serve the best interest of the school.

Q231. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

Contractual Services:

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

Q232. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

Budget Alignment:

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

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

Q233. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

General Fund Balance:

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



Q234. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Proposed Financing Structure:

MCSOC is seeking to negotiate the renovation of a building with an ample amount of square footage to house our school. We will be renovating the building for educational purposes in order to secure the required certificate of occupancy. Within our budget, we have set aside the funding for the lease agreement in the following amounts

- \$250,000 for Year One
- \$470,000 for Year Two
- \$484,100 for Year Three
- \$498,623 for Year Four
- \$513,582.00 for Year Five.

Q235. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

Other Sources:

No, the school will not have assets from other sources.

12.3. Financial Compliance

Q236. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

Internal Controls:

MCSOC understands the importance of making sure that the financial procedures are in place and followed. Making sure proper segregation of duties is a major step in internal controls. Different people will have unique functions that are separate and apart from each other that will help mitigate any inappropriate actions. Responsibility for authorizing and accounting will be managed by the school in partnership with Acadia NorthStar, and Acadia NorthStar will reconcile MCSOC's finances.

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

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



Q237. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Related Party Transactions:

There are no known or possible related party transactions with anyone concerning MCSOC.

Q238. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

NC LGC Approved Auditor:

Sharp Patel, CPA will provide financial audits for MCSOC.

12.4. Certify

Q239. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q240. Explanation (optional):

The answers provided have been amended from the MINA Charter School of Lee County charter school application submitted in 2018.



13. Other Forms

Q241. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources


Charter School Required Sig...

Applicant Evidence :


Signature Certification - MCS...

Uploaded on **4/29/2022** by
Katy Ridnouer



14. Third-party Application Preparation

Q242. Was this application prepared with the assistance of a third-party person or group?

- Yes
 No

Q243. Give the name of the third-party person or group:

This application was completed with the assistance of Katy Ridnouer, MEd, GPC with KLR Partners.

Q244. Fees provided to the third-party person or group:

The fees provided to the third-party was a total of \$5,400.00.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 29, 2022, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 29, 2022, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q245.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 29, 2022, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 29, 2022, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources


2022 Payment Form.pdf



16. Signature page

Q246. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources


Signature Page.docx

Applicant Evidence :


Signature Page - MCSOC.pdf

Uploaded on **4/29/2022** by

Katy Ridnour

Q247. Please digitally sign your application here

Signature





Final Status

Reject Approve

Approver Comments

Appendix A:
Evidence of Community/Parent Support
MINA Charter School of Onslow County

MCSOC has conducted a random online survey of Onslow County residents to assess their degree of satisfaction and overall perception of Onslow County Schools. In this research project, MCSOC has also endeavored to evaluate the level of interest in educational options that represent a greater degree of choice than is presently available to area students. Specifically, MCSOC addressed questions involving school choice that provides students with access to

1. STREAM (science, technology, reading, engineering, art, and math) curriculum,
2. An emphasis on the arts, and
3. Dual language (English/Spanish) learning.

Recipients were provided access to our survey by clicking on an online Facebook solicitation targeted specifically to Onslow County residents.

Among our key findings, only 48.6% of respondents agreed with the statement, "The local school system meets my family's academic needs."

In addition to a general lack of enthusiasm for the existing options in Onslow County Schools, was even greater dissatisfaction on the issue of school choices.

Only 43.2% gave a positive response to the statement, "The local school system provides my family with a good variety of educational options to choose from." More pointedly, only 10.8% of the participants strongly agreed with that statement.

When given the opportunity to explore schooling for their children with diverse curriculum elements, there was a generally high degree of interest, particularly for the STREAM Curriculum.

With an overall positive response of 62.1%, interest in STREAM held the most significant appeal. 32.4% of participants had a "Highly Likely" response to the question, "If you had the option to send your child to a free local school with a STREAM curriculum (Science, Technology, Reading, Engineering, Arts, Math), how likely would you be to consider it?" An additional 29.7% said they would be "Likely" to give such a school their consideration.

29.7% of respondents had an overall positive response to the question, "If you had the option to send your child to a free local school with special emphasis on the arts, how likely would you be to consider it?"

37.8% of participants provided an overall positive assessment to the question, "If you had the option to send your child to a free local school with dual language learning (English & Spanish), how likely would you be to consider it?"

Based on these findings, MCSOC is confident there will be interest and enthusiasm for our school's specialized curriculum.



37 responses



Accepting responses

Summary

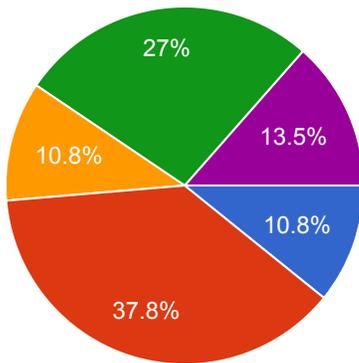
Question

Individual

The local school system meets my family's academic needs.



37 responses

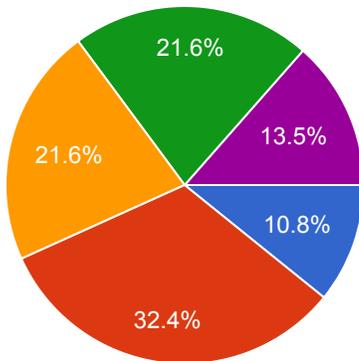


- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The local school system provides my family with a good variety of educational options to choose from.



37 responses

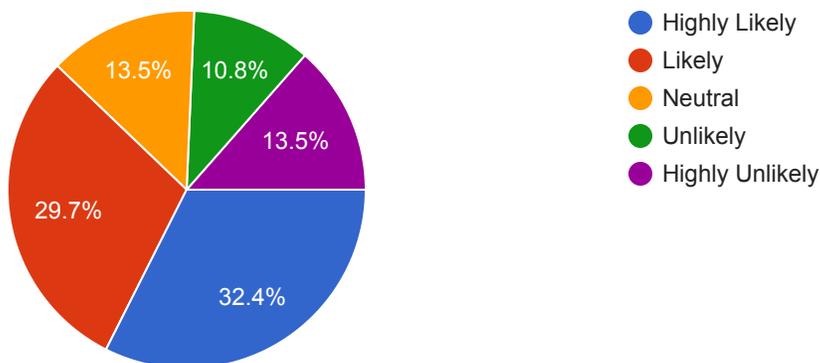


- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

If you had the option to send your child to a free local school with a STREAM curriculum (Science, Technology, Reading, Engineering, Arts, Math) how likely would you be to consider it?



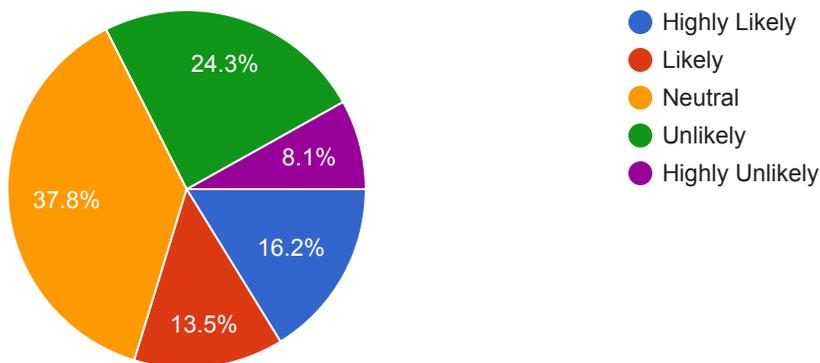
37 responses



If you had the option to send your child to a free local school with special emphasis on the arts how likely would you be to consider it?



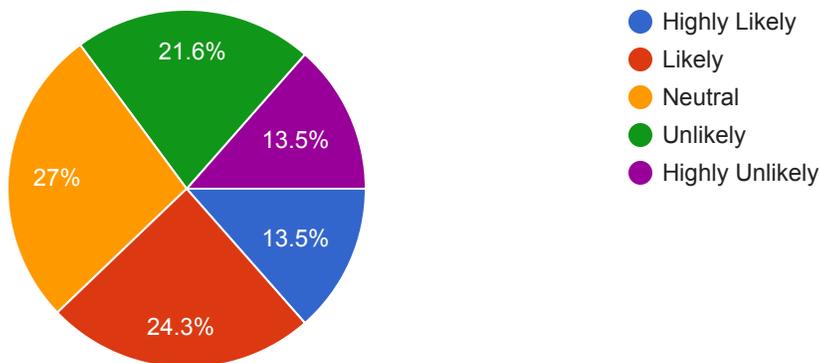
37 responses



If you had the option to send your child to a free local school with dual language learning (English & Spanish) how likely would you be to consider it?



37 responses



Please share any other thoughts you may have about our local schools.

13 responses

STEM vs art would be a child centered decision.

Too much violence in schools

Go back to the three R's! Get rid of the county supervisors that get paid too much and do nothing for the students. Pay the classroom teachers better because they are the real educators!

I do not care for the stem schools

Better system for students who have 504 iep etc...

Middle school and high school start too early!

History need to be covered better. I see that it's not even mentioned on this survey

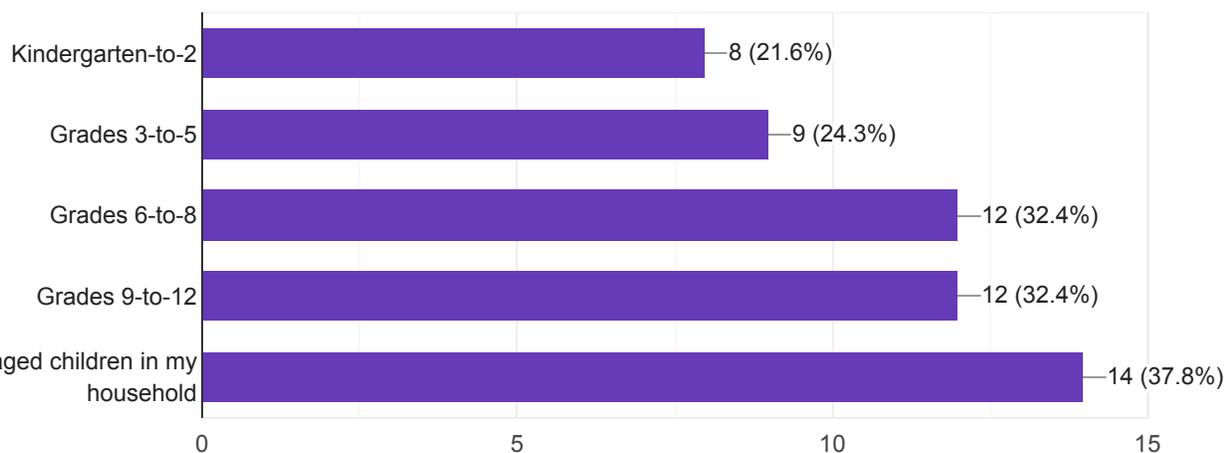
Need change less politics

Our school svstem needs better teacher and teacher to help children with special needs

For demographic purposes, please indicate the grades that are represented by students in your household.

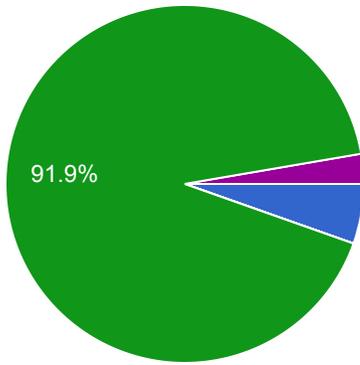


37 responses



Which County do you reside in?

37 responses



- Craven County
- Duplin County
- Jones County
- Onslow County
- Pender County

Thank you for your participation!



Eta Theta Sigma Chapter
Phi Beta Sigma Fraternity, Inc.
100 Stagecoach Drive
Jacksonville, NC 28546

**EXECUTIVE BOARD
2022**

William A. Hookes, Jr.
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O'Dell Barley
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George Griffin
Budget Chairman

Robert L. Wilder, Jr.
Sigma Beta Club
Coordinator

William Jones
High School Advisor

TBD
Middle School Advisor

TBD
Elementary School
Advisor

Albert James, Jr.
Historian

Jaworski K. Cherry
Sigma/Zeta Liaison

North Carolina Department of Public Schools
Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

April 27, 2022

Dear Dave Machado:

The members of Phi Beta Sigma Fraternity, Inc. of Eta Theta Sigma Chapter of Jacksonville, North Carolina is aware that MINA Charter School of Onslow County has submitted an application to open a Charter school.

I am currently an Active-Duty United States Navy Nurse (17 years) and I am currently serving as the President of our Chapter and through servant leadership principles, I am committed to empowering our community with educational initiatives, scholarships, and supporting the preparation of our future through quality education. As a community engaged nurse educator, I have been able to work alongside many school leaders, like Dr. Shawn Williams, invested in supporting community needs with academic research.

One of our mission goals is to encourage a closer and mutually beneficial working relationships with fellow Greek-letter organizations, other community service organizations, businesses, and government. We stand in full support with MINA's mission and welcome its opening in Onslow County. We will support MINA by assisting in outreach opportunities and recruiting events as they open their doors along with job recruitment opportunities.

Onslow County needs more options for choice for the families in our community. MINA opening their doors will provide that opportunity and bring a variety of options for families such as the arts, dual language, and restorative justice to keep students in schools.

Sincerely,

William A. Hookes, Jr.
Lieutenant, Nurse Corps, United States Navy
Phi Beta Sigma Fraternity, Inc.
President, Eta Theta Sigma Chapter
Tel: (910) 389- 1118
jacksonvillencsigmas@gmail.com

Sandy Run MBC



"The Hallmark of Hope"

**SANDY RUN MISSIONARY
BAPTIST CHURCH**

Post Office Box 999
Jacksonville, North Carolina 28541-0999
<https://sandyrunmbc.com>

**REVEREND J. D. CHURCHWELL, PASTOR
910.346.4840**

April 27, 2022

Mr. Dave Machado, Director
North Carolina Department of Public Education
Office of Charter School
6307 Mail Service Center
Raleigh, North Carolina 27699-6307

Dear Mr. Machado,

I am writing this letter to support the MINA {More Is Now Achievable} Charter School of Onslow County. I understand the importance of education. Having served as an elected official for the Onslow County Board of Education, I know the importance of school options. I believe MINA Charter School of Onslow County will provide another avenue to meet the educational needs of our diverse population.

In closing, as a local pastor and community leader in my historical context with Dr. Williams, I feel this initiative will be a welcomed addition to provide the capacity and infrastructure to our community with high-quality education and develop an educational environment that improves student academic achievement.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joel D. Churchwell'. The signature is fluid and cursive, with a large loop at the end.

Reverend Joel D. Churchwell, MDiv.

Marshall Chapel Missionary Baptist Church
131 Marshall Chapel Road
Jacksonville, NC 28546
910-353-8300

www.marshallchapel.com

Reaching Sinners, Teaching Saints, and Making Disciples

North Carolina Department of Public Schools

Office of Charter Schools

Attention: Mr. Dave Machado

6307 Mail Service Center

Raleigh, NC 27699-6307

April 28, 2022

Dear Mr. Machado:

As a Pastor and Community Leader, it is with great joy that I submit this letter of approval for Mina Charter School of Onslow County.

Having 20 years of Pastoral and 30 years of corporate experience, I am fortunate enough to have a good understanding of our county's educational assets as well as deficiencies. I like the concept that Mina Charter School of Onslow County students will be engaged in the areas of science, technology, reading, engineering, arts and math (STREAM).

I support Mina Charter School of Onslow County commitment to equity and inclusion while serving the diverse student population that reflects our community. Mina Charter School of Onslow County presence will provide a Learning Environment that will prepare students to thrive in their educational academies and become a model citizen.

It is my understand that the philosophy of Mina Charter School of Onslow County is to embrace all students regardless of their background and ability level. And provide a strong setting that is supportive, innovative, creative and effective.

I have worked with Dr. Shawn Williams on other successful projects ranging over a span of 25 years period. I look forward for the Grand Opening of Mina Charter School of Onslow County.

Sincerely,

William C Jones, Pastor

910-389-0669

Marshall Chapel MBC

Appendix B:
Curriculum Outline per Grade Span
MINA Charter School of Onslow County



Curriculum Map

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
K	M1 Numbers to 10 Lessons (37)					M2 2D & 3D Shapes Lessons (10)		M3 Comparison of Length, Weight, Capacity, & Numbers to 10 Lessons (32)					M4 Number Pairs, Addition, & Subtraction to 10 Lessons (41)					M5 Numbers 10-20; Count to 100 by Ones & Tens Lessons (24)					M6 Analyzing, Comparing, & Composing Shapes Lessons (8)													
	Numbers to 5 Digital Activities (50)										Numbers to 10 Digital Activities (50)										Numbers to 15 Digital Activities (35)					Numbers to 20 Digital Activities (35)										
G1	M1 Add & Subtract Small Numbers IDL (32) SGL (32)					M2 Meet Place Value IDL (23) SGL (23)					M3 Measure Length IDL (10) SGL (10)		M4 Add & Subtract Bigger Numbers IDL (23) SGL (23)					M5 Work with Shapes IDL (13) SGL (13)			M6 Add & Subtract to 100 IDL (18) SGL (18)															
G2	M1 Add & Subtract Friendly Numbers IDL (8) SGL (8)		M2 Explore Length IDL (10) SGL (10)		M3 Counting & Place Value IDL (19) SGL (19)			M4 Add, Subtract, & Solve IDL (29) SGL (29)					M5 Add & Subtract Big Numbers IDL (20) SGL (20)			M6 Equal Groups IDL (16) SGL (16)		M7 Length, Money, & Data IDL (19) SGL (19)			M8 Shapes, Time, & Fractions IDL (12) SGL (12)															
G3	M1 Multiply & Divide Friendly Numbers IDL (21) SGL (21)				M2 Measure It IDL (21) SGL (21)				M3 Multiply & Divide Tricky Numbers IDL (21) SGL (21)			M4 Find the Area IDL (16) SGL (16)		M5 Fractions as Numbers IDL (29) SGL (29)					M6 Display Data IDL (9) SGL (9)	M7 Shapes & Measurement IDL (19) SGL (19)																
G4	M1 Add, Subtract & Round IDL (18) SGL (18)			M2 Measure & Solve IDL (5) SGL (5)	M3 Multiply & Divide Big Numbers IDL (34) SGL (34)					M4 Construct Lines, Angles, & Shapes IDL (14) SGL (14)		M5 Equivalent Fractions IDL (38) SGL (38)					M6 Decimal Fractions IDL (15) SGL (15)		M7 Multiply & Measure IDL (12) SGL (12)																	
G5	M1 Place Value with Decimal Fractions IDL (16) SGL (16)			M2 Base Ten Operations IDL (29) SGL (29)					M3 Add & Subtract Fractions IDL (16) SGL (16)		M4 Multiply and Divide Fractions & Decimals IDL (32) SGL (32)					M5 Volume, Area, & Shapes IDL (19) SGL (19)			M6 The Coordinate Plane IDL (24) SGL (24)																	

● Whole Numbers & Operations
 ● Measurement, Data, & Shapes
 ● Fractions & Decimals
 IDL = Independent Digital Lessons
 SGL = Small Group Lessons

Weeks are estimates based on students completing 4 lessons/week. Actual time may vary by student.



OVERVIEW

Grade 6

Summary of Grade 6	2
Mission Overviews	4
Terminology	14
Required Materials	27
Lessons by Standard	28
Standards by Lesson	29

Summary of Grade 6

Mission	Title	Lessons	Weeks
1	Area and Surface Area	18	5
2	Introducing Ratios	17	4
3	Unit Rates and Percentages	16	4
4	Dividing Fractions	17	4
5	Arithmetic in Base Ten	14	4
6	Expressions and Equations	16	4
7	Rational Numbers	18	5
8	Data Sets and Distributions	18	5
9	Putting It All Together	6*	~1
Total		140	36

*This mission is optional.

Note: Weeks are estimates based on 4 lessons completed per week. Actual time will vary by student.

Ratios & Proportional Relationships

Standard	Mission
6.RP.1	2, 9
6.RP.2	2, 3, 9
6.RP.3	2, 3, 6, 9

The Number System

Standard	Mission
6.NS.1	4
6.NS.2	5
6.NS.3	5, 6, 8, 9
6.NS.4	7
6.NS.5	7
6.NS.6	7
6.NS.7	7
6.NS.8	7

Expressions & Equations

Standard	Mission
6.EE.1	1, 6
6.EE.2	1, 6, 7
6.EE.3	6
6.EE.4	5, 6
6.EE.5	6, 7
6.EE.6	1, 6, 7
6.EE.7	6
6.EE.8	7
6.EE.9	6

Geometry

Standard	Mission
6.G.1	1, 4
6.G.2	1, 4
6.G.3	7
6.G.4	1

Statistics & Probability

Standard	Mission
6.SP.1	8
6.SP.2	8
6.SP.3	8
6.SP.4	8
6.SP.5	8

Sixth grade mathematics is about:

1. Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems
2. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
3. Writing, interpreting, and using expressions and equations
4. Developing understanding of statistical thinking

Key Areas of Focus for Grade 6:

Ratios and proportional reasoning; early expressions and equations

Required Fluency:

6.NS.B.2 Multi-digit division

6.NS.B.3 Multi-digit decimal operations

Standards for Mathematical Practice:

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.



OVERVIEW

Grade 7

Summary of Grade 7	2
Mission Overviews	4
Terminology	12
Required Materials	21
Lessons by Standard	22
Standards by Lesson	23

Summary of Grade 7

Mission	Title	Lessons	Weeks
1	Scale Drawings	13	3
2	Introducing Proportional Relationships	15	4
3	Measuring Circles	11	3
4	Proportional Relationships and Percentages	16	4
5	Rational Number Arithmetic	17	4
6	Expressions, Equations, and Inequalities	22	6
7	Angles, Triangles, and Prisms	17	4
8	Probability and Sampling	20	5
9	Putting It All Together	13*	~3
Total		144	36

*This mission is optional.

Note: Weeks are estimates based on 4 lessons completed per week. Actual time will vary by student.

Ratios & Proportional Relationships

Standard	Mission
7.RP.1	2, 4, 9
7.RP.2	2, 3, 4, 5, 9
7.RP.3	3, 4, 9

The Number System

Standard	Mission
7.NS.1	5, 6, 7
7.NS.2	4, 5, 8, 9
7.NS.3	5, 9

Expressions & Equations

Standard	Mission
7.EE.1	6, 9
7.EE.2	6
7.EE.3	3, 5, 6
7.EE.4	5, 6, 7, 9

Geometry

Standard	Mission
7.G.1	1, 2, 3, 9
7.G.2	3, 7
7.G.3	7
7.G.4	3, 9
7.G.5	7
7.G.6	1, 2, 3, 7, 9

Statistics & Probability

Standard	Mission
7.SP.1	8
7.SP.2	8
7.SP.3	8
7.SP.4	8, 9
7.SP.5	8
7.SP.6	8
7.SP.7	8
7.SP.8	8

7th grade mathematics is about:

1. Developing understanding of and applying proportional relationships
2. Developing understanding of operations with rational numbers and working with expressions and linear equations
3. Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
4. Drawing inferences about populations based on samples

Key Areas of Focus for Grade 7:

Ratios and proportional reasoning; arithmetic of rational numbers

Standards for Mathematical Practice:

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.



OVERVIEW

Grade 8

Summary of Grade 8	2
Mission Overviews	4
Terminology	14
Required Materials	22
Lessons by Standards	23
Standards by Lesson	24

Summary of Grade 8

Mission	Title	Lessons	Weeks
1	Rigid Transformations and Congruence	17	5
2	Dilations, Similarity, and Introducing Slope	13	4
3	Linear Relationships	14	4
4	Linear Equations and Linear Systems	16	5
5	Functions and Volume	22	6
6	Associations in Data	11	3
7	Exponents and Scientific Notation	16	4
8	Pythagorean Theorem and Irrational Numbers	15	4
9	Putting It All Together*	2	1
Total		126	36

*This mission is optional.

Note: Weeks are estimates based on 4 lessons completed per week. Actual time will vary by student.

The Number System

Standard	Mission
8.NS.1	8
8.NS.2	8

Expressions & Equations

Standard	Mission
8.EE.1	7
8.EE.2	8
8.EE.3	7
8.EE.4	7
8.EE.5	3
8.EE.6	2, 3
8.EE.7	4
8.EE.8	3, 4

Functions

Standard	Mission
8.F.1	5, 9
8.F.2	5
8.F.3	5
8.F.4	5
8.F.5	5

Geometry

Standard	Mission
8.G.1	1, 3
8.G.2	1, 2
8.G.3	1, 2
8.G.4	2
8.G.5	1, 2, 9
8.G.6	8
8.G.7	8
8.G.8	8
8.G.9	5

Statistics & Probability

Standard	Mission
8.SP.1	6
8.SP.2	6
8.SP.3	6
8.SP.4	6

Eighth grade mathematics is about:

1. Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
2. Grasping the concept of a function and using functions to describe quantitative relationships
3. Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

Key Areas of Focus for Grade 8:

Linear algebra

Standards for Mathematical Practice:

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

Appendix D:
Yearly Academic Calendar

MINA Charter School of Onslow County

MINA Charter School of Onslow County

2024-2025 School Calendar

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

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

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

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

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

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

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

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

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

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

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

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



School Closed/ Holidays



Required Teacher Workday
(July 10-12 new hires only. All staff July 15-19)



Early Dismissal (Noon)



First and Last Day of School



Intersession



Progress Reports/Report Card Distribution

Appendix E:
Daily and Weekly Schedule

MINA Charter School of Onslow County

Grade	7:40am - 8:00am	8:00am - 8:15am	8:15am - 8:30am	8:30am - 8:45am	8:45am - 9:00am	9:00am - 9:15am	9:15am - 9:30am	9:30am - 9:45am	9:45am - 10:00am	10:00am - 10:15am	10:15am - 10:30am	10:30am - 10:45am	10:45am - 11:00am	11:00am - 11:15am	11:15am - 11:30am	11:30am - 11:45am	11:45am - 12:00pm	12:00pm - 12:15pm	12:15pm - 12:30pm	12:30pm - 12:45pm	12:45pm - 1:00pm	1:00pm - 1:15pm	1:15pm - 1:30pm	1:30pm - 1:45pm	1:45pm - 2:00pm	2:00pm - 2:15pm	2:15pm - 2:30pm	2:30pm - 2:45pm	2:45pm - 3:00pm	3:00pm - 3:05pm	
Kindergarten	Brain breakfast/i-Ready		Literacy Block (Shared Reading 45 Minutes)		Literacy Block (ELA 45 Minutes)		Literacy Block (Differentiated Instruction 45 Minutes)				Lunch			Recess								I-Ready	Specials Monday-Dual Language Tuesday-Art Wednesday-Dance Thursday-Dual Language			SCIENCE (60 Minutes)		Community Circles		ALL instruction ends	
1st (Math and Science)	Brain breakfast/i-Ready		MATH (75 Minutes)								Community Circles		Lunch			MATH (75 Minutes)									Recess	Specials Monday-Art Tuesday-Dance Wednesday-Dual Language Thursday-Dual Language		I-Ready		ALL instruction ends	
1st (ELA)	Brain breakfast/i-Ready		Literacy Block (Shared Reading 45 Minutes)		Literacy Block (ELA 45 Minutes)		Literacy Block (Differentiated Instruction 45 Minutes)				Community Circles		Lunch			Literacy Block (Shared Reading 45 Minutes)									Recess	Specials Monday-Dual Language Tuesday-Dual Language Wednesday-Dance Thursday-Art		I-Ready		ALL instruction ends	
2nd (ELA)	Brain breakfast/i-Ready				ELA Blok (Homeroom)						Community Circles		Lunch			ELA (Kaiser Homeroom)														I-Ready	ALL instruction ends
2nd (Math/Sci/SS)	Brain breakfast/i-Ready		Math Blok (Homeroom)				Science/SS Kaiser HR K.Williams				Community Circles		Lunch			Science/SS Hodge HR K.Williams														I-Ready	ALL instruction ends
2nd (K.Williams Science)	Brain breakfast/i-Ready		SCIENCE (60 Minutes)-HR		Community Circles		SCIENCE (60 Minutes)-Kaiser					I-Ready	Specials Monday-Art Tuesday-PE Wednesday-Dual Language Thursday-Art			Lunch														I-Ready	ALL instruction ends
3rd (ELA)	Brain breakfast/i-Ready		Community Circles		Literacy (90 Minutes)-HR							Literacy (90 Minutes)-Wellington																			ALL instruction ends
3rd (Math)	Brain breakfast/i-Ready		Community Circles		Math (90 Minutes)-HR							Math (90 Minutes)-Covington																			ALL instruction ends
3rd (Science)	Brain breakfast/i-Ready		Community Circles		SCIENCE (90 Minutes) HR							SCIENCE (90 Minutes)-Young																			ALL instruction ends
4th (Math)	Brain breakfast/i-Ready		Community Circles		Math (75 Minutes)-HR		Specials Monday-Dual Language Tuesday-Art Wednesday-PE Thursday-Dance					Math (75 Minutes)-Heslip					Lunch									Independent Reading					ALL instruction ends
4th (ELA)	Brain breakfast/i-Ready		Community Circles		ELA (90 Minutes)-HR		Specials Monday-Dual Language Tuesday-Art Wednesday-PE Thursday-Dance					ELA (90 Minutes)-Rogers					Lunch									Independent Reading					ALL instruction ends
4th (Science)	Brain breakfast/i-Ready		Community Circles		SCIENCE (60 Minutes)-HR		Handwriting-HR					SCIENCE (60 Minutes)-R. Williams				Handwriting-R. Williams		Lunch								Independent Reading					ALL instruction ends
5th (Math/Science)	Brain breakfast/i-Ready		SCIENCE (45 Minutes) - HR		Specials Monday-Dance Tuesday-Art Wednesday-Technology Thursday-Dual Language		Community Circles				SCIENCE (45 Minutes) - Watson						Recess														ALL instruction ends
5th (ELA/SS)	Brain breakfast/i-Ready		SOCIAL STUDIES (45 Minutes) - HR		Specials Monday-Dual Language Tuesday-Dance Wednesday-Art Thursday-Technology		Community Circles				SOCIAL STUDIES (45 Minutes) - Diamond						Recess														ALL instruction ends
6th (ELA/SS)	Brain breakfast/i-Ready		Specials Monday-PE Tuesday-Dual Language Wednesday-Dance Thursday-Art				ELA (90 Minutes) -HR					Community Circles					Lunch														ALL instruction ends
6th (MATH/Sci)	Brain breakfast/i-Ready		Specials Monday-Art Tuesday-Dance Wednesday-PE Thursday-Dual Language				MATH (90 Minutes) - HR					Community Circles					Lunch														ALL instruction ends
7th (ELA/SS)	Brain breakfast/i-Ready		Specials Monday-PE Tuesday-Dual Language Wednesday-Dance Thursday-Art				ELA (90 Minutes) -HR					Community Circles					Lunch														ALL instruction ends
7th (Math/Sci)	Brain breakfast/i-Ready		Specials Monday-Art Tuesday-Dance Wednesday-PE Thursday-Dual Language				MATH (90 Minutes) - HR					Community Circles					Lunch														ALL instruction ends
8th (ELA/SS)	Brain breakfast/i-Ready		Specials Monday-PE Tuesday-Dual Language Wednesday-Dance Thursday-Art				ELA (90 Minutes) -HR					Community Circles					Lunch														ALL instruction ends
8th (Math/Sci)	Brain breakfast/i-Ready		Specials Monday-Art Tuesday-Dance Wednesday-PE Thursday-Dual Language				MATH (90 Minutes) - HR					Community Circles					Lunch														ALL instruction ends

Master Schedule Note: On Fridays, each grade will follow the same schedule as designed until lunch. If there are specials, I-Ready, and Community Circles should take place

Appendix G:
Organizational Chart

MINA Charter School of Onslow County



MINA CHARTER SCHOOL OF LEE COUNTY

MINA

MORE IS NOW ACHIEVABLE

MINA CHARTER SCHOOL OF ONslow COUNTY

Mission: The mission of MINA
(More Is Now Achievable)

Charter School of Onslow County
(MCSOC) is to empower students
to be lifelong learners, innovative
thinkers, and good citizens able to
compete globally in our diverse,
technologically-advancing world.



Appendix J:
Proposed By-Laws of the Nonprofit
Organization

MINA Charter School of Onslow County

MINA Charter School of Onslow County
BYLAWS

ARTICLE I
NAME, OFFICES AND AGENT

Section 1 Name. The name of the non-profit corporation is MINA Charter School of Onslow County (Corporation), duly authorized under the statutes of the State of North Carolina.

Section 2. Principal Office: The principal office of corporation shall be located in the County of Onslow, in the State of North Carolina.

Section 3. Registered Office: The registered office of the corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office. The Corporation shall continuously maintain in North Carolina a registered office at such place as may be designated by the Board of Directors.

Section 4. 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, or as the affairs of the corporation may require.

Section 5. Agent. The Corporation shall continuously maintain within North Carolina a registered agent, who shall be designated by the Board of Directors.

ARTICLE II
PURPOSE

Section 1. IRS Section 501(c)(3) Purposes. The Corporation is organized for charitable and educational purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue Code.

Section 2. Statement of Purpose. The purpose of the Corporation is to establish and govern charter schools under North Carolina charter school legislation and to pursue the advancement of education.

ARTICLE III
MEMBERS

Section 1. No Members. The Corporation shall have no members. All functions and affairs of the Corporation shall be directed entirely by the Board of Directors thereof.

ARTICLE IV
BOARD OF DIRECTORS

Section 1. General Powers. The activities, affairs and business of the Corporation shall be managed, controlled, and directed by the Board of Directors.

Section 2. Number, Qualifications, and Election. The Board of Directors consists of not less than five (5) nor more than thirteen (13) directors. The Board of Directors shall consist of three (3) groups of directors to be known as Class 1, Class 2, and Class 3 with each containing one-third of the total, or as near as may be possible. A board term is equal to a term of three (3) years, unless a Director is elected to serve the remainder of a term. A Director may serve a maximum of 2 (two) consecutive terms. To ensure continuity of work and duties of the Board, members having served at least two terms total, either consecutive or not, may be granted additional partial or full terms by a two-thirds majority vote of the remaining board members in advance of each subsequent term. The number of Directors each year shall be determined by the Board of Directors based upon need. A person needs to be at least twenty-one years old and in good standing to be qualified as a Director. If required by law or regulation, a majority of Directors and Officers shall be reside within the State of North Carolina.

Section 3. First Board of Directors: The First Board of Directors. The First Board of Directors shall be nominated and elected at a special called meeting of the initial Directors listed in the Corporation Charter and appointments may be made at any regular or called meeting until said Board of Directors is fully elected at eleven (11) members.

Section 4. Subsequent Elections: Directors after the First Board of Directors shall be elected at the annual meeting by the current Board of Directors. Election procedures to the Board of Directors are outlined as follows: nominations may be made by any Director; votes may be taken publicly by show of hands; nominees receiving the highest number of votes shall be deemed elected.

Section 5. Duties. The Board of Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation, or the Bylaws. Directors shall stand in a fiduciary relation to the Corporation and shall discharge the duties of the respective positions in good faith, with the diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 6. Resignation, Removal and Vacancies. A Director may resign at any time by giving notice in writing to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the President or Secretary. Directors may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the Board of Directors by death, resignation, removal, disqualification, and/or for any other reason, the remaining Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of his/her predecessor.

Section 7. Compensation. Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's travel and related expenses incurred in the conduct of the Corporation's business as are authorized by the Board through a vote pursuant to these bylaws. The Corporation shall carry liability insurance covering the Directors and officers of the Corporation in the conduct of the corporation's business

Section 8. Certain Director Liability. A Director shall be subject to the liabilities imposed by law upon the Board of a non-profit corporation. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the Articles of Incorporation, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and based on generally accepted principles of sound accounting practice used by the President or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

ARTICLE V OFFICERS

Section 1. Designation of Officers. Officers of the Board of Directors shall include the President, Vice-President, Secretary, and Treasurer. The Board shall designate and fill other offices as needed. Any two offices except for the office of the President may be held by one person. No officer shall sign or execute any document in more than one capacity.

Section 2. Election and Term. The Board of Directors shall elect officers from among its own members. The officers shall serve for a term of one year during the fiscal year after their election, or until their successors are elected. Such election may be held at the annual meeting of the Board of Directors. The officers shall serve no more than three consecutive terms unless approved by a vote of the majority of the Board.

Section 3. Resignation, Removal and Vacancies. An officer may resign at any time by giving notice in writing to the Board of Directors. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Board. Officers may be removed from office at any time, with or without cause, by a majority vote of the Board of Directors at any meeting. If a vacancy should occur in the offices by death, resignation, removal, disqualification, and/or for any other reason, the remaining Board of Directors may continue to conduct the Corporation's business. The vacancy may be filled using the same procedure to elect a Director. An officer who is chosen in this manner shall hold office for the unexpired portion of the term of his/her predecessor.

Section 4. Compensation. Officers shall serve without compensation for their services to the Board, except pursuant to a contract or for travel and related expenses as may be authorized by the Board.

Section 5. President. The Board shall elect the President from among its own members using the same procedure to elect a Director. The President shall be the principal person charged with supervising, organizing and managing the business of the Board. The President shall conduct and preside over Board meetings. He/she shall sign any deeds, mortgages, bonds, contracts, checks or other instruments which may be lawfully executed on behalf of the Corporation. The President shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 6. Vice-President. The Board shall elect the Vice-President from among its own members using the same procedure to elect a Director. At the request of the President, or in absence of the President, the Vice-President shall perform all 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. The Vice- President shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 7. Secretary. The Board shall elect the Secretary from among its own members using the same procedure to elect a Director. The Secretary shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of the Bylaws or as required by law. The Secretary shall be the custodian of statements, books, records, reports, certificates, and other documents of the Corporation. He/she shall sign such instruments as may require his/her signature. The Secretary shall maintain a current record of all Directors of the Corporation, showing their respective addresses, telephone numbers, email addresses, and any other means of contact, and such book shall be open for inspection as prescribed by law. The Secretary shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

Section 8. Treasurer. The Board shall elect the Treasurer from among its own members using the same procedure to elect a Director. The Treasurer shall have primary responsibility of budget oversight as well as serve as chair of the audit committee. The Treasurer will render at least quarterly to the Board an account of all transactions and financial conditions of the Corporation. The Treasurer will be authorized to sign checks. The Treasurer shall perform such other duties as may be assigned by the Board and may be removed, with or without cause, by a majority vote of the Board.

ARTICLE VI Committees

Section 1. General. The Board shall appoint committees as needed. These committees shall function under direction from the Board of Directors. The Board shall nominate and elect the chair of each appointed committee. The committee chair shall nominate members for each committee, and membership on the committees shall not be restricted to the Directors of the Board, except that the Executive Committee and any Committee discussing personnel matters shall be limited to Board members only. Committees shall meet and conduct business between Board meetings and make reports and recommendations at Board meetings. Each Director shall serve on at least one standing committee. The roles and responsibilities of each committee shall be established and formally approved by the Board of Directors.

ARTICLE VII Board Meetings

Section 1. Regular Meetings. Regular meetings, including annual board retreats, of the Board of Directors shall be held at least 10 times per year at such time and place as designated by the Board. Regular meetings of the Board of Directors are held monthly. The annual meeting of the Board of Directors shall be held each year for the purpose of electing directors of the corporation, and for transacting the normal business of the Board. The Board shall inform the public about the meetings using any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws.

Section 2. Special/Emergency Meetings. Special or Emergency meetings of the Board of Directors may be called by the President, any Officer, or any two Directors. The meetings shall be held at such time and place as designated by the Board. The Board shall inform the public about the meetings, as soon as practical under the circumstances, using any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws.

Section 3. Notice of Meetings. Notice of any regular meeting, including annual board retreat, of the Board of Directors shall be given to the Directors at least seven days prior thereto. Notice of any special meeting of the Board of Directors shall be given at least two days (48 hours) prior thereto. Notice of Emergency meetings shall be made consistent with North Carolina's Open Meeting laws. All notices shall be delivered by any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws. Directors shall be required to notify the President of their inability to attend any meeting at least twenty-four hours prior to meeting time.

Section 4. Waiver Notice. Notice does not have to be given to any director who indicates, before or after the meeting, either a consent to the holding of the meeting, or an approval of the meeting's minutes, or who attends the meeting without protesting the lack of notice prior to the beginning of the meeting. All such indications, consents, and approvals shall be included in the minutes to the meeting to which they pertain.

Section 5. Quorum. The presence of the majority of the current Board of Directors having voting authority at a meeting shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

Section 6. Electronic Meetings and Attendance. Board meetings may be held virtually as long as all members participating in the meeting can hear one another. For any meetings, whether in person or virtually, Directors may individually participate by means of a conference telephone, video conference, or any other electronic communication so long as all members participating in the meeting can hear one another. Such participation constitutes personal presence at the meeting for purposes of conducting business and meeting the quorum requirements.

Section 7. Voting. If a quorum is present when a vote is taken, the action of a majority of the Directors is the action of the Board of Directors. Voting by proxy is not permitted. If any Director abstains from voting on a particular motion before the Board due to a conflict of interest, then the remainder of the Directors shall still constitute a quorum for that particular vote and a majority of those voting Directors shall be required to approve the motion.

Section 8. Open Meetings Law. The Board of Directors shall abide by the public policy of the State of North Carolina in regards to Board meetings as describe in the North Carolina Open Meetings Law.

Section 9. Conduct of Meetings. The President of the Board, or in their absence, the Vice President or any director selected by the directors present, shall preside at meetings of the Board of Directors. The Secretary of the Board, or in their absence, any person appointed by the presiding officer shall act as Secretary of the Board. The Board may elect to use Robert's Rules of Order as a guideline for conducting all meetings.

ARTICLE VIII Financial Provisions

Section 1. Third-Party Contracts. No third-party contracts shall be executed on behalf of the Corporation unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Corporation to enter into a contract, such authority may be general or confined to specific transactions.

Section 2. Loans. No loans shall be executed on behalf of the Corporation unless authorized by a majority vote of the Board of Directors. If the Board authorizes an officer or agent of the Corporation to enter into a loan, such authority may be general or confined to specific transactions.

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 two officers or agents of the Corporation and in such other manner as shall be determined by the Board of Directors.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation in such depository or depositories as shall be determined by the Board of Directors.

Section 5. Gifts. The Board or any agent may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the benefit or perpetuation of the purposes of the Corporation consistent with federal and state law and regulation and representations made in the Corporations 1023 filing.

Section 6. Audits. The Board shall retain an independent auditor approved by the North Carolina Local Government Commission to conduct an annual audit of the Corporation's finances. The Corporation shall adhere to the auditing and reporting procedures and requirements adopted by the North Carolina State Board of Education for charter schools.

Section 7. Bond. At the direction of the Board, any officer or agent of the Corporation shall be bonded, and the Corporation shall pay the expense of procuring any such bond.

ARTICLE IX

General Provisions

Section 1. Fiscal Year. The fiscal year of the Corporation shall commence on July 1 of each year and conclude on June 30 of each year.

Section 2. Books and Records. The Corporation shall keep at its principal office (a) a copy of the Corporation's Articles of Incorporation and the Bylaws as amended to date; (b) a record of its Directors, indicating their names, physical and email addresses, and telephone numbers, dates of election to the Board and to office(s), if applicable; (c) a record of its committees and committee members, including the specific task for which each committee was formed and members' names, physical and email addresses and telephone numbers; (d) minutes of all Board and committee meetings, indicating the time and place of such meetings, names of those present and the proceedings thereof; and (e) adequate and correct books and records, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses. Every Director has the absolute right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 3. Indemnification. Every person who is or shall have been a Director or officer of the Organization and his or her personal representatives shall be indemnified to the fullest extent permissible under law by the Corporation against all costs and expenses reasonably incurred by or imposed upon him or her in connection with or resulting from any action, suit, or proceeding to which he or she may be made a party by reason of his or her being or having been a Director or officer of the Corporation, except in relation to such matters as to which he or she shall finally be adjudicated in such action, suit, or proceeding to have acted in bad faith and to have been liable by reason of willful misconduct in the performance of his or her duty as such director or officer. The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification provided by this Bylaw. "Costs and expenses" shall include, but without limiting the generality thereof, attorney's fees, damages, and reasonable amounts paid in settlement.

Section 4. Conflict of Interest. No Director, officer, or agent of the Corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the Corporation, and the Corporation shall not employ any individual who serves as a Director or officer of such an entity or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Director, officer, or agent of the corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt of funds by the Corporation from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate and consistent with applicable laws and regulations.

Section 5. Prohibited Activities. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these Articles of Incorporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 6. Distribution Upon Dissolution. Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all liabilities of the Corporation, the Corporation's remaining assets shall be disposed of as required by North Carolina law (N.C. Gen. State. Section 55A-14-03). Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with applicable laws or any successor provisions thereto. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

Section 7. Non-Discrimination Policy. The Corporation shall not discriminate on the basis of race, religious preference, national or ethnic origin, disability, gender, sexual orientation, creed, ancestry, age, marital status, military status, political affiliation or belief, and any other legally protected categories, in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students as authorized on a space-available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of North Carolina.

Section 8. Bylaw Amendments. The Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting of the Board of Directors upon a vote of a majority of the members of the Board of Directors, provided that notice of such proposed action, including the content thereof, be included in the call for the meeting.

These bylaws were approved at a meeting of the Board of Directors of _____ on _____. They were most recently revised by the Board of Directors on _____.

Board Secretary

Appendix K:
Articles of Incorporation

MINA Charter School of Onslow County

ARTICLES OF INCORPORATION
MINA Charter School of Onslow County Inc.
(a nonprofit corporation)

Pursuant to N.C. Gen. Stat. Section 55A-2-02, the undersigned corporation submits these Articles of Incorporation (“Articles”) for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is MINA Charter School of Onslow County Inc. (the “Corporation”)

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. Section 55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the “Code”). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law. The purpose for which the Corporation is organized are:

(a) To establish and operate a North Carolina public charter school, chartered under Chapter 115C, Article 14A (Section 115C-218 *et seq.*; “Charter School Act”) of the North Carolina General Statutes; and

(b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes.

The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect.

In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors (“Board”) to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV

Upon the filing of these articles, the street address and county of the initial registered office, and principal place of the Corporation is [INCLUDE COUNTY]: 2732 Industrial Drive, Sanford, NC 27332 – Lee County

The Corporation's primary mailing address for the registered agent and principal office is [INCLUDE COUNTY]: 2732 Industrial Drive, Sanford, NC 27332 – Lee County

The name of the initial registered agent of the Corporation at such address is [INCLUDE COUNTY]: Dr. Shawn Williams

ARTICLE V

The name and address of the incorporator are [INCLUDE COUNTY]: Dr. Shawn Williams, 3125 Hickory Hill Dr., Sanford, NC 27330, Lee County.

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the new earning of the Corporation shall inure to the benefit of, or be distributable to its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code, and the Corporation shall not be participate in, or intervene in (including the publishing or distribution of statements) any political campaign of behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by the corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII

Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all liabilities of the Corporation, the Corporation's remaining assets shall be disposed of as required by North Carolina law (N.C. Gen. State. Section 55A-14-03). Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of

Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with applicable laws or any successor provisions thereto. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

ARTICLE IX

The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act and the North Carolina Business Corporation Act to the extent that it applies, no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repair or adoption, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under the Code.

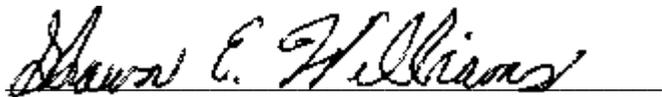
ARTICLE XI

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII

These Articles shall be effective upon filing

This is the 18 day of April, 2022.

A handwritten signature in black ink, reading "Shawn E. Williams", is written over a horizontal line.

Dr. Shawn Williams
Incorporator

Appendix L:
Insurance Quotes

MINA Charter School of Onslow County

INSURANCE PROPOSAL
PREPARED FOR:

MINA Charter School of Onslow County

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

Account Executive: Brendan Van Popering
Address: 8318 Pineville Matthews Road, Suite 266
Charlotte, NC 28226
Phone: (704) 543-1544
E-Mail: Brendan@VPInsure.com
Policy Term: To Be Determined



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that **Will** be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

Named Insured:	MINA Charter School of Onslow County
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD
Street Address	Onslow County, NC

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

Named Insured:	MINA Charter School of Onslow County		
Company Name:	To be Determined	(AM Best rating: A or better)	
Policy Term:	TBD		

Coverage Written On:	<input checked="" type="checkbox"/> Occurrence Form <input type="checkbox"/> Claims Made Form		
	Retro:		
	LIMITS	COVERAGE DESCRIPTION	
\$	1,000,000	Each Occurrence - Bodily Injury and Property Damage	
\$	2,000,000	General Aggregate	
\$	2,000,000	Products and Completed Operations Aggregate	
\$	1,000,000	Personal and Advertising Injury	
\$	500,000	Damage to Rented Premises (each occurrence)	
\$	10,000	Medical Expense (any one person)	

Crime Coverage: Employee Dishonesty

	LIMITS	COVERAGE DESCRIPTION
\$	250,000	Crime – Employee Dishonesty

UMBRELLA (optional)

	LIMITS	COVERAGE DESCRIPTION	Avg Premium per million
\$	1,000,000	Umbrella Coverage	\$ 1,000

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter	47476	252

PROFESSIONAL LIABILITY

Named Insured:	MINA Charter School of Onslow County	
Company Name:	To be Determined	(AM Best rating: A or better)
Policy Term:	TBD	

LIMITS		COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

Abuse & Molestation Coverage (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

Employment Related Practices (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Employment Related Practices

Employee Benefit Liability (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

WORKERS' COMPENSATION POLICY

Named Insured:	MINA Charter School of Onslow County	
Company Name:	To be Determined	(AM Best rating: A or better)
Policy Term:	TBD	

Limits		<u>Coverage Description</u>
	As Required	Workers' Compensation
\$	500,000	Employer's Liability-Each Accident
\$	500,000	Employer's Liability - Disease-Policy Limit
\$	500,000	Employer's Liability - Disease-Each Employee

Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL OTHER EMPLOYEES		2.6

****Payroll of employees x Rate = Total Premium**

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	MINA Charter School of Onslow County	
Company Name:	To be Determined	(AM Best rating: A or better)
Policy Term:	TBD	

Limits		Coverage Description
\$	1,000,000	Combined Single Limit-Bodily Injury and Property Damage
\$	5,000	Medical Payments (each insured)

HIRED AND NON-OWNED AUTO COVERAGE

LIMITS		COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$
0002			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$

****Premium = Est. \$850 / per bus (Year 2000 School bus)**

STUDENT ACCIDENT POLICY

Named Insured:	MINA Charter School of Onslow County
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 252

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52-week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

MINA Charter School of Onslow County

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOODINSURANCE---This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of anybody of water.

EARTHQUAKE COVERAGE---This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program---A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed---All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	4,100.00
2.	Business Property		
	Property	\$	795.00
	General Liability	\$	2,487.00
	Professional Liability	\$	3,502.00
3.	Umbrella (optional)	\$	1,098.00
4.	Commercial Auto	\$	1,700.00
5.	Student Accident Policy	\$	926.00
6.	Crime Coverage - \$250,000	\$	65.00

Total without Umbrella: \$13,575

Date of this notice: 04-29-2022

Employer Identification Number:
88-2054915

Form: SS-4

Number of this notice: CP 575 A

MINA CHARTER SCHOOL OF ONSLOW
COUNTY
% MINA CHARTER SCHOOL OF ONSLOW COU
2732 INDUSTRIAL DR
SANFORD, NC 27332

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 88-2054915. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 1120

09/15/2022

If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit www.irs.gov/mefbusproviders for a list of companies that offer IRS e-file for business products and services.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is MINA. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

Roles and Responsibilities, Qualifications, and Appropriate Licenses for M.C.S.O.C.

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

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

Electives/Specialty Teachers: The professionals in these roles will work with the school's leadership team to implement and evaluate arts & specialty integrated lessons into the STREAM (Science, Technology, Reading, Engineering, Arts, & Math) curriculum. Responsibilities will include participation in the planning of professional development for the staff to ensure the quality of arts & STREAM integration, assessment, and curriculum mapping; creating awareness for the arts & STREAM programs in our school's Professional Learning Communities and beyond; networking with other outside specialists and other arts programs in the area; working directly with parents to support the arts; acting as a resource person for the faculty, and supporting arts-related cross-curricular activities.

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

E.C.E.C. Teacher: The professional in this role will ensure that services to students with IEPs will be met and that MCSOC. complies with all State and Federal laws relative to IDEA and to adhere to all student IEPs. This position requires certification and licensure as an EC teacher, a master's degree, and related experience.