

Application Preliminary Evaluation Packet

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

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

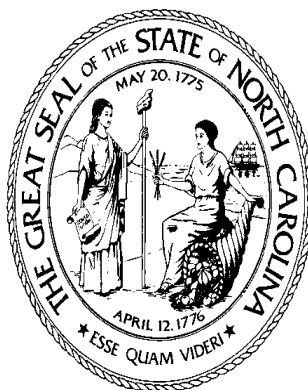
Subcommittee Members:

Jennifer Gnann
Tammi Sutton
Deborah Brown
Kenneth Tucker
Cheryl Turner
Buffy Fowler
Alex Quigley
Alan Hawkes
Joe Maimone
Lindalyn Kakadelis
Lynn Kroeger
Phyllis Gibbs
Robert McOuat
Shannon Stein
Sherry Reeves
Stephenie Clark
Steven Walker

MINA's Place - The mission of MINA's Place Charter School is to empower students to be lifelong learners, innovative thinkers, and good citizens able to compete globally in our diverse, technologically-advancing world.

Date of Review:

09/27/2017



NORTH CAROLINA CHARTER SCHOOL APPLICATION

MINA's Place

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *MINA's Place*

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

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

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

Name of contact person: *Shawn Williams*

Title/Relationship to nonprofit: *President*

Mailing address: 3125 Hickory Hill Dr
Sanford NC 27330

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

E-Mail address: *minasplacecharterschool@gmail.com*

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

County: *LEE*

LEA: *530-Lee County Schools*

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

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Yes:
No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

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

Partner with a two of four year institution of higher education in North Carolina

Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location

Yes:
No:

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

Yes:
No:

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No:
Yes:

Proposed Grade Levels Served and Total Student Enrollment (
5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04,05	432
Year 2	K,01,02,03,04,05,06	504
Year 3	K,01,02,03,04,05,06,07	576
Year 4	K,01,02,03,04,05,06,07,08	648
Year 5	K,01,02,03,04,05,06,07,08	648

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

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is

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plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

shawnwil
Signature

Shawn Williams - President
Title

shawnwil
Printed Name

09/22/2017
Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Is four hundred students in year 1 a viable and realistic enrollment goal?</u>	<u>Stephenie Clark</u>	<u>Grade Levels</u>
<u>Projected enrollment is nearly 10 % of district, yet written as less than 1%.</u>	<u>Joe Maimone</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Jennifer Gnann</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Deborah Brown</u>	<u>Pass</u>
<u>Kenneth Tucker</u>	
<u>Cheryl Turner</u>	
<u>Buffy Fowler</u>	<u>Pass</u>
<u>Alex Quigley</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Joe Maimone</u>	<u>Fail</u>
<u>Lindalyn Kakadelis</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Robert McQuat</u>	
<u>Shannon Stein</u>	<u>Pass</u>
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Stephenie Clark</u>	<u>Pass</u>
<u>Steven Walker</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of MINA's Place Charter School is to empower students to be lifelong learners, innovative thinkers, and good citizens able to compete globally in our diverse, technologically-advancing world.

Clearly describe the mission of the proposed charter school:

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

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

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

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

MINA's Place Charter School (MPCS) will focus on this diverse population of students across Lee County. With the location of MPCS within the Sanford/central area of Lee County, the population of students will be majority minorities and those of lower socioeconomic status. MPCS will continue to recruit from all areas of Lee County and will welcome all students. With the continued increase of the Hispanic population, MPCS looks forward to welcoming this growing demographic as part of the student body by having a staff reflective of its student population.

MPCS wants to embrace all students, regardless of their backgrounds and

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

The location of MPCS in the heart of Lee County is desirable due to the development that will be taking place there over the next few years. The recent push for the revival of neighborhood schools offers MPCS an opportunity to become a viable and central part of the growing multicultural population of Lee County. As a neighborhood school, MPCS will allow students to attend a school within city blocks of their home, as well as inviting parents and stakeholders in the surrounding community to play a vital role in the school as a Professional Learning Community. Transportation will be available for those students outside the city of Sanford who desire to attend MPCS.

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

The total projected enrollment for MPCS for the 2019-2020 school year is 432 students in kindergarten to fifth grade. According to the AdvanceEd Executive Summary from March 2015, Lee County Schools had 4,693 students in kindergarten to fifth grade. MPCS will have .09 percent of the student population of Lee County attending the first year and will advance with a new grade level every year. MPCS will have the eighth grade by the 2022-2023 school year, and the projected enrollment will be 648 students. Currently Lee County Schools has an enrollment count of 6976 through the eighth grade. The percentage of students that will be attending MPCS in the year 2022-23 will remain .09 percent of the Lee County School population.

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

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

* MPCS will be one of few public charter schools in NC that will promote a No Out-of-School Suspension Policy for its students (unless they violate one of the 16 reportable criminal offenses per NCGS 115c-288).

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

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

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* MPCS will have a strong focus on science, technology, reading, engineering, arts and math (STREAM). Our students will be engaged in a blended learning environment utilizing technology and teacher instruction.

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

* MPCS will implement a more flexible & student-friendly classroom learning environment. MPCS will not have traditional desks, but will instead have lounging chairs, sofas, and collaboration tables.

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

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

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

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

The Six Legislative Purposes of a Charter School are:

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

1. At MPCS, our teachers will have many opportunities to participate in professional staff development throughout the school year, both onsite and online. The educational partners specializing in new and innovative learning programs will allow for teachers to select and to provide individualized learning programs for diverse students which MINA's Place Charter School will serve. Because MPCS will be using new and innovative learning programs, it will provide a variety of pedagogical approaches that will meet the needs

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

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

More intense Professional Development will take place at least once each quarter (student 9-week grading period). The professional development will consist of at least 5 hours during scheduled teacher workdays for which our teachers receive at least .5 Continuing Education Units (CEU) credits that go toward the required number of teacher CEUs (15 over 5 years) for teaching renewal license requirements.

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

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

MINA's Place Charter School will actively reach out to parents in becoming active partners in the choices and implementation of educational programs that will enhance the learning experiences of students. Open and honest communication between parents and staff will be encouraged by parents contacting administration and staff through schools easy-to-navigate website. Teachers and staff will provide biweekly updates of their childrens progress through PowerSchool and other digital platforms convenient to parents. Consistent communication between parents and the school will be a goal of the school and will be clearly reinforced from day one.

Goals for the Proposed Charter School:

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

MPCS will ensure the effective operations of the school by securing the employment of 47 staff for the 2019-2020 year. This includes the principal, 24 teachers, 10 teacher assistants, finance officer, an office manager, food service worker, 2 custodians, 2 counselors, a school nurse, 2 elective teachers and 2 EC teaches, following years as per budget. The goals and objectives will include the following:

MPCS will capitalize on the professional knowledge and experiences of the certified teachers and staff, whom school will recruit for employment.

MPCS will ensure compliance with federal, state, and local requirements, including the accounting and financial principles under best practices.

The principal will provide accurate and timely analysis and reporting of the academic, financial, and personnel activities to the BOD as part of the school improvement plan process.

MPCS will maintain an effective and efficient system of communication between the school and parents/community. This will include contact through PowerSchool and other electronic means such as email, social media accounts (Twitter, Facebook, Instagram, etc.), and the school website, which will host links to individual teacher webpages with information including curriculum and class syllabi.

MPCS will provide staff with the resources necessary to successfully achieve the vision and execute the mission.

MPCS will provide quarterly professional staff development to ensure that teachers will work as active participants in the instruction of students.

MPCS will give parents the opportunity to be active in the school by scheduling open houses each grading period for student report card pick-up and parent-teacher conferences, directing the schools Parent-Teacher-Student Organization (PTSO), and hosting quarterly afterschool functions to celebrate student academic successes.

MPCSs goal is to improve student academic performance in math and reading. By the end of the 2019-2020 school year, the school will exceed, by 5%, LCS in grades three to five in student academic performance on End of Grade testing. MPCS will meet this goal by having small class sizes and innovative online learning programs. The school will provide many pedagogical approaches that will meet the needs of diverse students. By the end of the first five years, students will exceed state performance on reading, math, and science EOG testing.

At the start of each school year, the administrator will submit a School Improvement Plan to the BOD that will include academic goals for the current school year with areas for administration to provide an update on the progress of meeting these goals each nine-week grading period.

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Every year MPCs will have an independent audit done and receive no significant findings.

There will be a major fundraising campaign every year.

There will be a finance committee comprised of MPCs stakeholders who understand the education process and have financial expertise to construct a long range strategic plan, while providing constant oversight on the financial wellbeing of MPCs.

The finance committee and the board of directors will receive a report from MPCs administration at each board meeting.

There will be budget meetings at least once a month where the financial committee will be provided with detailed financial reports.

MPCs will manage the annual budget in a manner that ensures that operational expenditures in any given school year do not exceed 95% of the cumulative state and county funding levels.

The Board will meet 11 times a year, and have call-in meetings as needed.

All Board members will receive training on open meeting laws.

All Board members will attend professional development at least twice a year for at least 16 hours.

The Board will have finance and facilities, governance, policy and curriculum subcommittees.

The Board will exceed any recommendations given by the Office of Charter Schools.

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

At MINA's Place Charter School, the goal is to not only prepare our students for meeting high school graduation requirements, but to prepare them to be lifelong learners, innovative thinkers, and good citizens in a global, diverse, and technologically-advancing world. The Lead Administrator/Principal will provide accurate and timely analysis and reporting of the academic, financial, and personnel activities to the Board as part of the annual School Improvement Plan reporting and updating process. At the start of each academic school year, the 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 progress of meeting these academic and operational goals each nine-week student grading period. MPCs Academic Goal is to improve student academic performance in both math and reading. By the end of the 2019-2020 school year, MPCs will exceed, by 5%, Lee County Schools in grades three through five in student academic performance on both NC End-of-Grade Tests. MPCs will meet this goal by maintaining small student class sizes and implementing new and innovative online learning programs. The school will provide a variety of pedagogical approaches that will meet the needs of diverse student learners. By the end of the first five years of student

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enrollment, MPCS students will exceed state performance on student reading, math, and science EOG Testing (grades three through eight). MPCS Attendance rate for all enrolled students will be at or above 93% for the entire school year with the goal of testing 100% of those students eligible and required for taking the NC EOG Tests for reading and math in grades three through for the first year of operation.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Projected enrollment is 10% of district - seems too high	Lynn Kroeger	Mission Stat
What will it mean to "use technology seamlessly"? What data tells you what your projected demographics will be?	Deborah Brown	Mission Stat
How will you measure aspects of the mission statement - Good citizens? innovative thinkers? lifelong learners?	Lindalyn Kakadelis	Mission Stat
Percentage of ADM reflected compared to LEA is off. Applicants provide .09%, when 432/4693 students is 9%. Evidence provided through survey accounts for approximately 200 families that would be able to attend with K-5 age students. How will the school account for the other 50% of the student enrollment for year 1?	Stephenie Clark	Educational
From my knowledge of Lee County the location of this school is going to be a key factor as to whether the school can meet enrollment.	Steven Walker	Educational
The math in this section doesn't appear to be correct. The numbers of this school would represent 10% of the total number of students in the district, not .09 percent. This seems to be a large percentage for such a small district. A1 does not show how many people would send their child to a charter school. The narrative speaks of "yes and maybe".	Jennifer Gnann	Educational
Percentage .09% or 9%? Results from survey are unclear. What is the break down of yes and maybe. Where was this survey given and was detailed information about the school given?	Buffy Fowler	Educational
What type of alternative behavior modification plan do you have if MINA is promoting a "no-suspension" policy?	Shannon Stein	Educational
Will your mission require students to complete work using technology at home, and do your students have access to technology at home?	Deborah Brown	Educational
Student numbers are high, but written incorrectly. Is this a serious misunderstanding?	Joe Maimone	Educational
Does your technology budget align with your proposed goal of having the "latest technological devices" and innovative software to support blended learning? Does your budget allow for the online resources that are listed (i.e. Discovery Ed digital textbooks)?	Shannon Stein	Purposes of
What responsibilities will teachers be empowered with to achieve purpose #1? Providing professional development does not entirely accomplish that purpose. What roles can teachers assume to become teacher leaders in the school and be a true driver in owning the responsibility for the learning program at the school? What additional STREAM opportunities will students and families be afforded beyond Discovery Ed and ScootPad? Applications are a small role in being a technology driven and competent school.	Stephenie Clark	Purposes of
License requirements have been updated, Teachers no longer need 15 hours. Please see the licensure website for updated information.	Buffy Fowler	Purposes of
Will you differentiate PD for different experience levels of staff? Will you have bilingual communications to parents?	Deborah Brown	Purposes of
What is the current performance of LCS? I would like to see the goals be a little more concrete when it comes to student performance.	Steven Walker	Goals for th
Will School exceed LCS 5% on GLP or CCR - needs more detail regarding academic goals. What is LCS current performance?	Lindalyn Kakadelis	Goals for th
What will a "major fundraising" campaign look like, and what would be your needed target goals?	Deborah Brown	Goals for th
Applicant does not provide an outline of how the board will monitor the progress of performance goals.	Stephenie Clark	Goals for th

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Applicant does not provide goals in the form of a SMART goal. Goals lack how they will be measured, a timeline for attainment, and specificity.		
How will call in meetings met open meeting laws?	Buffy Fowler	Goals for th

Reviewer	Score
Jennifer Gnann	Pass
Steven Walker	Pass
Deborah Brown	Pass
Kenneth Tucker	
Cheryl Turner	Fail
Buffy Fowler	Pass
Alex Quigley	Pass
Alan Hawkes	
Joe Maimone	Pass
Tammi Sutton	
Stephenie Clark	Pass
Sherry Reeves	Pass
Shannon Stein	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Fail
Lindalyn Kakadelis	Pass

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

MPCS will be a non-traditional school serving the students of Lee County. The class sizes will be no more than 18 students per classroom, which will allow the teachers to develop strong personalized educational plans. Each classroom will be in a flexible model. Every student will have an electronic device issued to them. Technology will be integrated across the curriculum. The school will have a strong focus on science, technology, reading, engineering, arts and math (STREAM). The students will be engaged in a blended learning environment using technology and classroom teacher instruction. All of the core components will have the ability to accelerate or scaffold students as they work through the modules of the curriculum. Each student will take a diagnostic test that will set their individualized path in their core curriculum. As they progress, they will be assessed on each module. Students who master the concept will move on; those who need remediation can be pulled and worked with individually or in small groups with the teacher. The Standard Course of Study will be used for ELA, math, and social studies, and Next Generation Science Standards (NGSS) for the science curriculum.

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

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

In addition, yoga will be used throughout the day. Yoga has been shown not only to help with student behavior, but also academic achievement, according to the Study of the Yoga Education program at the Accelerated School in Los Angeles, CA. (Program Evaluation & Research Collaborative, Charter College of Education). These interventions and looping will help MPCS meet the needs of all students: academically gifted, mainstream, learners with

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disabilities, and exceptional children. Every student will be on an individualized path for success.

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.

MPCS will provide a safe learning environment for all students. The class size will not exceed 18 students per grade level. All teachers for kindergarten to first grade will have a teaching assistant. In second and third grade classes, there will be two rotating teaching assistants. Lead teachers in fourth and fifth grade classes will not have a teaching assistant.

MPCS will embrace the flexible style classroom set-up instead of the traditional classroom setting. In a flexible style classroom, there are no normal desks and chairs, but there is alternative seating. This will allow students to learn in a more comfortable environment. Every classroom will have 21st century technology, such as interactive touch screen displays, and new and innovative online learning programs.

Teachers in grades kindergarten to third grade will loop. The benefits of looping are to help with classroom management, develop relationships, promote teaching, and encourage student innovation. Looping has been proven to help students who are considered at-risk, according to Karen Rasmussen in Education Update. After three years, students in looped classes scored an average of 25 percent higher on standardized tests in reading, language arts, and math compared to other students in their school district, said Frederick M. Hampton, an associate professor of education at Cleveland State University. Professor Hampton followed the process of this research project. MPCS believes that looping will be greatly benefit students in their academics.

Students will also be engaged in a blended learning environment that includes technology, group interaction, and teacher-facilitated instruction. Technology will allow our teachers to focus on reinforcement and teaching students through individualized learning experiences. MPCS does not want students to be idle and distracted while in the classroom. The focus will be for all students to be engaged by working on their career learning paths or being assessed.

Provide a synopsis of the planned curriculum, including:

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

population, and North Carolina Accountability Model.

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

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

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

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

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted*

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student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

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

* **Cooperative Learning with Flexible & Strategic Grouping:** Students in small, heterogeneous groups will take on roles and learn to share knowledge and insights with other students with the teacher as facilitator and learning coach. Teachers will be encouraged to implement grouping strategies to meet curricular goals, engage students, and respond to individual learning needs of students. Teacher-led and student-led groups will contribute to learning, as research has shown that students retain a higher percentage of information that presented by their peers.

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

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

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

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

* **Mastery Learning:** Mastery learning applies the principles of individualized instruction and tutoring to whole class learning. Rather than wait until the end of a lesson to gauge student comprehension, teachers will design ongoing checks and diagnostic processes to offer individual

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

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

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

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

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

In keeping with the mission of the MINA's Place Charter School, the school calendar will consist of 185 days of instruction as a year-round school. MPCS has a non-traditional approach in that students in grades kindergarten through three will be "looped" with their teachers to develop strong, personalized educational plans. Looping is a process where the teachers will stay with their students for a minimum of two years. They will teach across a variety of grade levels, and will not only enhance their teaching skills, but will develop a much broader relationship with the students they teach. MPCS will be one of few public charter schools in NC that will promote a No

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Out-of-School Suspension Policy for its students (unless they violate one of the 16 reportable criminal offenses per NCGS 115c-288). MPCS will ensure that each classroom has a teacher to student ratio no greater than 1:18 across all grade levels and a strong focus on science, technology, reading, engineering, arts and math (STREAM). The students will be engaged in a blended learning environment utilizing technology and teacher-led instruction that promotes and inquiry-based learning as well as mastery learning within the classroom.

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

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

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

Special Programs and "At-Risk" Students

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

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

* If the concerns of the student appear to be performance issues that are not isolated within one classroom, but transcend across other classrooms, then the grade level team, along with the counselor and school administrator, will formally articulate these areas of concern within the schools Student Support Team (SST) process. School-based student support

teams coordinate services and initiatives related to academics, attendance, positive school culture, and health and wellness to provide students appropriate support and necessary intervention. The support will range from general school-wide programming to intensive wrap-around support involving a wide range of service providers. The schools SST will consist of teachers and leaders along with student support staff to review the collected information and performance data of the student in question to develop research-based interventions and other recommendations. These recommendations will be incorporated into the students current IEP. If formal testing is necessary for the identification of possible learning deficiencies that may require EC identification, then the team may recommend that the schools psychologist obtain parental consent to administer the required testing.

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

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

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

* MPCS will use the Home Language Survey (HLS) to identify potential ESL or ELL students. The parent of the student will be required to complete the survey at the time of student enrollment. MPCS will use counselors and other support personnel to determine if the enrolling student will meet the requirements for receiving specialized services necessary for meeting the academic needs of the ELL student.

* MPCS may hire service providers to address the needs of the students. If none of the students were identified by the designated personnel, MPCS 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)).

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

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

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

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

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

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

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

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

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

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

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

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

Standard 2: Differentiated Curriculum and Instruction- MPCs 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 evidenced-based strategies and learning programs that meet the needs of the student.

Standard 3: Personnel & Professional Development- MPCs will recruit and retain highly qualified teachers and staff to provide effective professional staff development concerning the academic and emotional needs of AIG students. Professional staff development in this area will be continuous, developed from research-based criterion for meeting the school's AIG plan.

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

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

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

Exceptional Children

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

Identification and Records

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

MINA's Place Charter School will implement policies and procedures to ensure that all children with disabilities, regardless of the severity of their disability, are located, identified, and adequately evaluated. Child Find will be provided by MPCs for students age three through nine years who are

suspected of having an educational disability and who may be eligible for special education. Students will be screened and the data reviewed within 45 days of entering our school. All services will be provided at no cost to the families. Special services will be available to students as defined in the Individuals with Disabilities Education Act (IDEA) as: Autism, Orthopedic Impairment, Hearing Impairment, Deafness, Other Health Impairment, Deaf/Blindness, Specific Learning Disability, Developmental Delay, Speech or Language Impairment, Emotional Disturbance, Traumatic Brain Injury, Visual Impairment, Intellectual Disability, and Multiple Disabilities.

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

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

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

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

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

Exceptional Children's Education Programming

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

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

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

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

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

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

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be*

communicated to parents and students.

- 4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

MPCS will pursue the goal of not only preparing students for meeting NC high school graduation requirements, but to also prepare them for being lifelong learners, innovative thinkers, and good citizens. MPCS will follow the current NC Accountability Model as the basis for the student performance standards and will include the promotion/retention policy in the student/parent handbook, as well as on the school webpage. The schools 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. MPCS will measure success by exceeding Lee County schools in overall math, reading, and science within its first five years. MPCSs academic goal is to improve student academic performance in both math and reading annually. By the end of the 2019-2020 school year, we will exceed, by 5%, LCS in grades 3-5 in student academic performance on both NC End-of-Grade Tests. MPCS 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, MPCS students will exceed state performance on student reading, math, and science EOG testing (grades 3-8). MPCS will show, in accordance with the mission statement, that its students test results are equal to or exceeding national scores.

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

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

Teachers can recommend retaining a student after the completion of SST process. The SST will generally include a school administrator, the general education teacher, psychologist, counselor and/or social worker, and 504 Committee Chair and/or special education personnel (if applicable). The committee will consider the students academic data and make a recommendation to the administrator to use in deciding whether to promote or retain the

student.

Student Conduct:

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

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

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

MPCS will instill strong character through direct instruction and teacher modeling. By promoting these character traits to create positive and healthy habits, students will understand what it takes to be successful. Teachers will communicate and model behavior expectations through instruction and student mentoring.

Students may not be suspended out of school unless they violate one of the 16 reportable criminal offenses per NCGS 115c-288. Offenses include possession of a weapon, possession of a controlled substance, assault resulting in serious bodily injury, sexual assault, robbery with a dangerous weapon, and others.

The Student Handbook, available online and in print, will outline the due process rights of students and an explanation of the grievance policy, which parents may use to appeal the suspension of a student.

Evidence supports the use of yoga and mindfulness in schools. This practice has been shown to be valuable in many schools. Positive Behavioral Interventions and Support (PBIS) strategies will be implemented to reinforce a positive decision-making processes for students, as well as engaging parents. Teachers will receive professional development on classroom management techniques and PBIS. Student behavioral contracts and parent contracts may be a strategy. Removal from the class to an in-school suspension environment will be a last resort.

MPCS will implement a multi-tiered version of intervention strategies that will help teachers and staff to identify which discipline offenses can be handled within the classroom prior to a referral by the teacher to school administration. This will allow the early identification of students with academic and behavioral needs to be addressed to ensure their success at MPCS. A PBIS system and universal screening tools within the schools counseling department will allow for the early recognition of those students identified as being at-risk of academic failure. Once those students are identified, teachers and counselors can work closely with the school principal and specialists from outside agencies for participation in the Student Support Team Process (SSTP) for the potential implementation of a 504 or other intervention plan. With staff development in classroom

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management and other intervention strategies, teachers will be equipped with the resources necessary to minimize classroom disruption while also addressing and correcting the student behaviors that may distract others within the classroom.

MPCS will implement a multi-tiered intervention plan that helps teachers and staff identify which research-based intervention strategies are most appropriate to address student behaviors and learning needs, both inside and outside the classroom. The Student Code of Conduct will include these intervention strategies in detail and will be readily available to parents, students, and other stakeholders electronically on the school website and in print form. If student behavior can't be corrected through those two strategies, then the student will be removed from the classroom and directed to a mindset room where a licensed counselor will work to de-escalate the behavior, determine cause, and teach additional strategies. Reflection and self-discipline will be the focus of intervention.

The discipline of a student classified as EC will be directed by State and Federal laws, policies and practices as described within the Individuals with Disabilities Education Act (IDEA). When disciplinary actions are not effective and behavior is preventing the student and others from learning, the Individualized Education Plan (IEP) team for that student will collaborate with the parent/guardians and specialists in creating an educational plan and/or behavioral plan for which the social and emotional needs for that student can be more adequately met. Parents will be actively involved at all stages as part of the student's success team. Due process and rights will be clearly explained.

Section III: Education Plan Concerns and Additional Questions		
Why were Scootpad and Discoverytech chosen? What research exists to support this choice?	Jennifer Gnann	Instructiona
How will the instructional programming be instituted in a practical way?	Shannon Stein	Instructiona
How will you address instructional needs if your budget is not in line with supporting "interactive touch screen displays and innovative online learning programs"?		
What percentage of class time will include teacher instruction versus the amount of time students spend learning through technology?	Stephenie Clark	Instructiona
Student assessment information is very basic. How often will students be assessed? What will the diagnostic test entail? Will there be any school-wide assessments that benchmark student progress to attaining grade level proficiency on the End of Grade or End of Course state assessments?		
What will your ratio be of computers/devices to students? Will students be allowed to bring their own devices? Will the school have wireless internet access for each classroom? How will you measure what it means to be a "good citizen?" What provisions can be made if there is a serious break in the student-teacher relationship so that Ss and Ts are not paired for 3 years if the pairing is determined to be unsuccessful?	Deborah Brown	Instructiona
How will engineering and art be addressed in your curriculum? Can you expand on actual educational strategies/scope & sequence?	Shannon Stein	Curriculum a
Academic calendar? If you have a year round calendar, do your anticipated families have the resources to provide child care during track outs?	Deborah Brown	Curriculum a
Scope and sequence provided has multiple subjects within the sequence (ELA and math). Sequence just outlines units based on NCSCOS objectives. Content is not scaffolded appropriately. Example in 8th Grade math students are learning to solve the volume of a cylinder in unit 1 prior to an introduction to rational and irrational numbers (which would be included in the formula). How is technology integrated in student learning beyond the applications that have content on them? Will students learn more on how to use technology that is relevant to working in this digital age (Microsoft suite, coding, how to successfully search for reliable content on the internet)?	Stephenie Clark	Curriculum a
The state is close to Common Core, but there have been some changes. How long do you anticipate a Kindergartner will be working on a screen/device? Have you visited a school with the "Technology-driven curriculum" you want to use?	Lindalyn Kakadelis	Curriculum a
I like the use of mastery-based learning.	Steven Walker	Curriculum a
Explain what is meant by: "If the concerns of the student appear to be performance issues that are not isolated within one classroom, but transcend across other classrooms, then the grade level team," Do you plan to move students who are struggling to another class? Does this mean over years with different teachers? \	Buffy Fowler	Special Prog
"MPCS will use counselors and other support personnel to determine if the enrolling student will meet the requirements for receiving specialized services necessary for meeting the academic needs of the ELL student" What will be the procedure for this? What criteria will be used? Are you familiar with the state accountability's procedure for identifying and assessing ELL students. Response given to this section does not give evidence of a strong knowledge of working with ELL students.		
What is the timeline for providing a student with additional support (PEP or SST) if they are not progressing academically?	Stephenie Clark	Special Prog

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How are students identified for these services and how are teachers held accountable to providing this support? Applicant outlines steps to identify students for ELL and AIG services, but provides little information on the scope of services that will be provided to the students.		
Will you have a log to tracks the people that access the student records?	Robert McOuat	Exceptional
Child find spans up to age 21. Since the school will serve K-8, the age range of "three through nine" should reflect that upper age of 21.	Stephenie Clark	Exceptional
Child Find will be provided by MPCCS for students age three through nine years who are suspected of having an educational disability and who may be eligible for special education. What type of screening do you plan to do within the first 45 days? What are the steps you will take to identify students eligible for the Exceptional Children's program.	Buffy Fowler	Exceptional
Will you provide the full continuum of service delivery to meet all students' needs?	Robert McOuat	Exceptional
Explain other settings besides inclusion.	Buffy Fowler	Exceptional
How will students with a 504 or IEP be promoted from one grade level to the next?	Stephenie Clark	Student Perf
addresses only proficiency?	Joe Maimone	Student Perf
Who will provide "site specific interventions and support services"?	Deborah Brown	Student Perf
I would like it if the school would explain, in its application, what the due process rights and the policies will be, at least in general for long-term suspensions.	Steven Walker	Student Cond
What are the staples of student conduct for MPCCS? Since the school is technology-driven, how will digital citizenship play a role in student conduct and expectations? How will this be monitored and positively reinforced with students? What is the process for grievance procedures if a parent or student does not agree with any consequence given as a result of violating the student code of conduct?	Stephenie Clark	Student Cond
How will expectations be communicated to students and families? Have you explored some of the recent research on using "mindfulness" in the classroom?	Deborah Brown	Student Cond

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Buffy Fowler	Pass
Cheryl Turner	Pass
Kenneth Tucker	
Deborah Brown	Pass
Steven Walker	Pass
Jennifer Gnann	Pass
Stephenie Clark	Pass
Sherry Reeves	Pass
Shannon Stein	Pass
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	
Lindalyn Kakadelis	Pass
Joe Maimone	Pass
Alex Quigley	Fail

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: MINA's Place

Mailing Address: 3125 Hickory Hill Dr

City/State/Zip: Sanford NC 27330

Street Address: 3125 Hickory Hill Dr

Phone: 252-671-0472

Fax: 999-999-9999

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

FEDERAL TAX ID: 81-1813491

Tax-Exempt Status 501 (c)(3)

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

X Yes (copy of letter from federal government attached: Appendix D)
No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

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Shawn Williams	Chairman	LEE	Manager American Airlines/Pastor		
Christopher deLambert	Vice Chairman	LEE	Retired Army/Radio Host		
Robert L Williams	Assistant Treasurer	JONES	Retired NYC Transit		
Artheresa Best	Secretary	DUPLIN	CTE Teacher		
Lora Wright	Treasurer	LEE	Business Owner		
Jeanette Peace	Assistant Secretary	LEE	Attorney		
Claudette Griffin	Member	LEE	Site Director		
Joyce Williams	Member	LEE	Custodian / Bus Driver		
Charles McLeod	Member	LEE	Coty Line Technician		
Eloy Omar Macias	Member	LEE	Technician		

Please provide the following in this location of the APPLICATION:

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

The Board of Directors will be directly responsible for the governance of MINA's Place Charter School. The specific responsibilities of the board shall include, but not be limited to the following: 1) defining the MPCS mission, vision, and direction 2) recruiting, hiring, supporting, and evaluating the schools leaders 3) determining compensation for administration and original faculty 4) supporting administration in carrying out the mission of the school 5) voting on/approving all personnel decisions 6) developing short and long term strategic plans for growth and sustainability with school leadership 7) monitoring financial management, programs and services 8) allocation of resources 9) requiring legal and ethical integrity as well as accountability and 10) ensure compliance with NC Open Board Meeting Laws (NC General Statutes 143, Article 33C and all applicable local, state, and federal laws and regulations).

The Board shall have a supervisory role with respect to the schools lead administrator. The Board has chosen Mr. Melvin Marshall as the Lead Administrator for MINA's Place Charter School. For all future hires,

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

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

The Board of Directors for MPCCS will consist of a minimum of five (5) and a maximum of thirteen (13) board members. Board members will be chosen because they represent diverse backgrounds in business, education, and community leadership.

To ensure the success of MPCCS and to fulfill their responsibilities, each Board member will be asked to attend and be fully prepared for board and committee meetings; make an annual personal financial contribution; actively participate in fundraising; strive to stay knowledgeable of issues facing MPCCS; ask questions, request information, participate, and take responsibility for decisions on issues, policies, and all matters considered by the Board; represent MPCCS in the community in a positive and supportive manner at all times; work collaboratively with staff, Board members, and other stakeholders when appropriate; and maintain strict confidentiality of privileged/sensitive information.

Collectively, the Board, will evaluate the success of the school and school leaders on a quarterly and annual basis. The Board will receive monthly financial updates from the school leadership. Short and long term goals will be developed for the school by the Board and quarterly reviews and evaluations will be done to determine operational and academic progress. The Board of Directors of MPCCS will perform yearly reviews of its roles and responsibilities by using self-assessment tools to assist with managing its own effectiveness.

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

The Charter MPCCS 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 MPCCS. Board Members were subsequently chosen predicated upon their individual skill sets and commitment to the vision and mission of MPCCS. Directors shall hold office for a period of three years at which time they will be eligible for re-election to the office; however, a director will hold the office until his/her successor has been elected to assume the responsibilities. In the event of a vacancy, the vacancy may be filled by a majority vote of the directors then in office pursuant to Article 3 section 4 of MPCCS bylaws.

This vacancy must be filled within one calendar year or the next annual meeting of MPCS Board of Directors.

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

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

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

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

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

The Conflict of Interest policy for MPCS defines a conflict of interest as a set of circumstances that creates a risk that professional judgment or actions regarding a primary interest will be unduly influenced by a secondary interest. Each member of the Board of Directors for MPCS has a fiduciary responsibility to the school and its mission. As such, a comprehensive Conflict of Interest policy has been adopted that requires board members to avoid or disclose conflicts of interests and to act in an ethical manner that credits the board, MPCS, and the staff.

Each board member will be required to sign a conflict of interest statement which requires disclosure of any conflicts or potential conflicts. If a conflict of interest occurs or appears to occur, the affected board member shall advise the board before any discussion or vote is taken on the issue. Board members have the obligation to advise the board of any potential conflicts that may exist involving other board members as well as themselves. The board shall decide if a conflict exists and determine if the member involved can participate in the discussion and/or vote.

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

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

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

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

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

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

MPCS will employ two advisory teams to help the Board of Directors in the effective governance of the charter school. One of these advisory teams will be comprised of the Lead Administrator/Principal, an educator from each grade level, a representative from each department, and a minimum of two parents. They will meet once a month and will be responsible for data collection and determining the viability of all areas of instructional programs, practices, and procedures. Their recommendations will be forwarded to the Governance committee for its review. The second team will be parent-driven and will consist of parent officers, the Lead Administrator/Principal, a member of the curriculum committee, and an educator from each grade level. This team will be responsible for facilitating and overseeing extracurricular, recreational, social, and community service activities of MPCS. Both teams will work collaboratively with the Lead Administrator and the schools community and will proffer monthly reports to the Board of Directors. Two advisors have been secured. Dr. Jeffrey Moss, Superintendent of the Beaufort County South Carolina Schools and former Superintendent of the Lee County School System, and Dr. Terrance Calloway., founder of several Charter Schools in Florida and Georgia, have agreed to mentor the Board of Directors and to act in an advisory capacity for MPCS.

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

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

1. The complainant should let his/her complaint be known in a formal manner to the allegedly offending party. This initial complaint may be verbal or in writing. MPCS prefers that the complaint be resolved at this level.

2. If the two sides are unable to come up with a mutually agreed upon solution, then the complainant can take his complaint in writing to the School Administrator (or designee).

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3. Once the School Administrator (or designee) is made aware of the complaint, the School Administrator (or designee) will convene both parties for a conference. The School Administrator (or designee) will hear both sides and verbally report a decision within five business days.

4. The School Administrator (or designee) will then report his decision to both parties in writing within ten business days, if necessary.

5. Should the complainant wish to appeal the School Administrators decision, he/she must do so within five business days of the decision.

6. If the complainant issue cannot be resolved with school-based leadership, he/she must reach out to a member of MPCs Board of Directors within five business days of the decision.

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

Include in the Appendices:

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

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

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

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The proposed staffing requirements are as follows for MPCS:

Year 1

1 Principal

1 Finance Officer

1 Clerical

1 Food Service

2 Custodians

2 Counselors

1 Nurse

24 Teachers

2 Elective Teachers

2 EC Teachers

10 Teacher Asst

Year 2

Adding

4 - Teachers

Year 3

Adding

1 - Assist Principal

1 - SRO

4 - Teachers

Year 4

Adding

1 - Finance

1 - Custodian

1 - Counselor

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4 - Teachers

Year 5

No additions

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

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

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

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

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

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

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

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

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

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

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

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

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

Principal - \$85,000

Finance Officer - \$40,000

Office Staff - \$32,000

Food Service - \$25,000

Custodians - \$25,000

Counselors - \$50,000

Nurse - \$23,000

Teachers - \$35,000

EC Teachers - \$36,000

Elective Teachers - \$32,000

Teacher Assistants - \$25,000

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All of the staff will have the opportunity to participate in the State Retirement System and State Health Plan. MPCS 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.

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

GRIEVANCE POLICY AND PROCEDURES

Complaint Process

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

1. The complainant should let his/her complaint be known in a formal manner to the allegedly offending party. This initial complaint may be verbal or in writing. MPCS prefers that the complaint be resolved at this level.

2. If the two sides are unable to come up with a mutually agreed upon solution, then the complainant can take his complaint in writing to the School Administrator (or Designee) which is the next level in the process.

3. Once the School Administrator (or Designee) is made aware of the complaint, the School Administrator (or Designee) will convene both parties for a conference. The School Administrator (or Designee) will hear both sides and verbally report a decision within five (5) Business Days.

4. The School Administrator (or Designee) will then report his decision to both parties in writing within ten (10) Business Days if necessary.

5. Should the complainant wish to appeal the School Administrators decision, he/she must do so within 5 Business Days of the Principals decision in writing.

6. If the complainant issue cannot be resolved with school-based leadership, he/she must reach out to a member of MPCS Board of Directors, within 5 Business Days of the decision in writing.

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

Assistant Principal- Would be needed as a dual position as this person will not only perform administrative duties, but also perform the duties of Test Coordinator.

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

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

1 Teacher Assistant will serve as the ISS coordinator.

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

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

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

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

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

* The School Counselors (2) will work together with the Principal as a part of the school leadership. The counselor's role is primarily focused on counseling services; the counselor supervises student 504 plans, assists with the scheduling of students, facilitates parent conferences, and works with administration in developing PD particularly related to ELL, AIG and SST. Qualifications for counselor include appropriate licensure, master's degree, and experience in the classroom as well as a school counselor.

* Our Electives/Specialty Teachers (2) will work with the schools leadership team to implement and evaluate arts & specialty integrated lessons into the STREAM (Science, Technology, Reading, Engineering, Arts, & Math) curriculum. Responsibilities will include participation in planning of PD for the staff to ensure quality of arts & STREAM integration, assessment, and curriculum mapping; creating an awareness for the arts & STREAM programs into our schools PLC community and beyond; networking with other outside specialists and other arts programs in the area; working directly with parents to support the arts; acting as a resource person for the faculty; and supporting arts-related cross-curricular activities.

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

* Our EC Teachers (2) will ensure that services to students with IEPs will be met and that MPCS complies with all State and Federal laws relative to IDEA and to adhere to all student IEPs. This position requires certification and licensure as an EC teacher, as well as a master's degree, and related experience.

* School Nurse is a state licensed position that requires the nurse to

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facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.

Staff Evaluation and Professional Development

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

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

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

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

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

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

At MINA's Place Charter School, the goal is to not only prepare our students for meeting high school graduation requirements, but to prepare them for being lifelong learners, innovative thinkers, and good citizens in a global, diverse, and technologically-advancing world. Our instructional plan promotes critical-thinking and problem-solving, collaboration, agility and adaptability, effective oral and written skills, individual initiative, accessing and analyzing of information, and curiosity and imagination. These are key components of skills our students will need to become contributing citizens in this global society. MPCS will provide a greater opportunity for the sharing of experiences and best practices among teachers and staff that allow for higher quality education for all students. What MPCS will provide

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

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

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

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

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

Within each teachers PDP, there will be the following core components:

- * There will be an Individual Teacher Self-Assessment using the same evaluation instrument that will be used by the school administrator within the states NCEES system.

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

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

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

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

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

More intense Professional Staff Development will take place at least once each quarter (Student nine-week grading period). This will consist of a professional staff development consisting of at least five hours during the scheduled teacher workday for which the teachers can receive at least .5 Continuing Education Units (CEU) Credits that go toward to the required number of teacher CEUs (15 over five years) for teaching license requirements. The goal at MPCS 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. MPCS will implement an exciting and rewarding professional learning community for which teachers will work as active participants in the instructional planning for students. Teachers will have many opportunities to participate in professional development throughout the school year, both onsite and online. Educational partners specializing in new and innovative learning programs will allow for teachers to select and to provide individualized learning programs for diverse students MINA's Place Charter School will serve. Because MPCS will be using new and innovative learning programs, and the school will provide a variety of pedagogical approaches that will meet the needs of students. The schools smaller class sizes will allow for teachers to create and to implement inspiring lessons that offer differentiated instruction to address the academic needs of each student. The technological platforms selected by teachers will motivate and empower them to further improve their professional development and to remain on the cutting edge of curriculum development for enhancing the student learning experience inside the classroom.

Enrollment and Marketing:

-

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

Marketing Plan

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

MCPS will begin marketing the school prior to its opening in fall 2019. The campaign will focus on students and parents in Lee County, particularly those in search of a new school.

MPCS will use a variety of digital platforms directed at the target audience. The school will make use of social media, digital newsletters, and electronic invites to promotional events, such as open houses. Social media will be vital to the promotion of MPCS. More parents and students are engaging on social media than ever before, and it is important that MPCS has an active presence.

The marketing materials will focus on what sets MPCS apart from other schools in Lee County. The materials will showcase the diversity that MPCS is dedicated to fostering. Another area of focus will be promoting the small classroom sizes and low student to teacher ratio. There will be information on the non-traditional classrooms as well, including the focus on hands-on and project-based learning, the unique seating arrangements in the classrooms, and many other areas that set MCPS apart from other schools in Lee County.

MPCS will also both conduct and take part in community events in Lee County, including the Lee County fair. Representatives from MCPS will be at the events with information about the school and how to apply for admission. MCPS will also hold neighborhood parties to promote the school. Information will be available there as well.

It will be made clear that any child who is eligible under the laws of North Carolina for admission to a public school is qualified for admission to MINA's Place Charter School. The public should also know that MPCS will not limit admission to students based on intellectual ability, measures of achievement or aptitude, athletic ability, or disability. MPCS will not limit admission to students based on race, creed, national origin, religion, or ancestry.

Parents will be also informed that based on the number of applicants for the available school slots, a lottery may be used by the school to determine who is accepted. In that case, acceptance is not guaranteed for all applicants.

Parent and Community Involvement

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

student learning.

MPCS 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, MPCS will implement the following plan for engaging the parent community and other stakeholders:

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

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

* School Webpage, Social Media and Electronic Newsletters: Creating a user-friendly webpage for MPCS will allow for the dissemination of more information that will keep parents and other community stakeholders informed and engaged prior to the opening of MPCS. The website will include links informing parents for 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 school principal and staff. Monthly electronic newsletters will keep parents and the community informed and updated. Along with updates via the schools webpage, MPCS will also use social media such as Facebook, Instagram, and Twitter to keep parents and the community updated on the development of MPCS prior to opening for students in fall 2019.

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

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

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

* Parent Report Card Pick-Up: MPCS will initiate parent report card pick-up at the school for 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 provided an opportunity to participate in online parent surveys to provide ongoing feedback to be

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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 give parents with valuable tools and resources to provide the necessary support at home for their child's academic improvement.

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

Admissions Policy

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

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

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

MPCS will begin its open enrollment period from the time of notification from the State Board of Education of the Charter through March 2019. During that time, the Administrator and the Board will be engaging the community through neighborhood events, block parties, pool parties, and an array of other efforts to solicit students to attend MPCS. Every year thereafter the enrollment period will be from January 3rd to March 31st. MPCS 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, MPCS will participate in community events and sponsor events that will allow students to enroll during that time.

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

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

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

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: x

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.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to*

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effectuate the lottery.

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

PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Lee County Schools

LEA #2

LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 530	LEA 000	LEA 000	LEA 530	LEA 000	LEA 000	LEA 530	LEA 000	LEA 000	LEA 530	LEA 000	LEA 000	LEA 530	LEA 000	LEA 000
Kindergarten	72	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 01	72	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 02	72	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 03	72	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 04	72	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 05	72	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 06	0	0	0	72	0	0	72	0	0	72	0	0	72	0	0
Grade 07	0	0	0	0	0	0	72	0	0	72	0	0	72	0	0
Grade 08	0	0	0	0	0	0	0	0	0	72	0	0	72	0	0
	432			504			576			648			648		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
<p>What could cause a board member to be removed? How would you replace someone who leaves midterm? What if someone with a grievance fears retribution and does not want to deal directly with "the offending party"?</p>	Deborah Brown	Governance a
<p>What process does the board go through to ensure members are properly vetted and cleared through background checks? If a board member does not make a personal financial contribution will they be removed from the board?</p>	Stephenie Clark	Governance a
<p>Elaborate on the annual personal financial contribution by board members. What are the qualifications of Melvin Marshall as lead administrator?</p>	Lynn Kroeger	Governance a
<p>There is a good balance of professions on the board, but it seems just a little light on educational backgrounds. Background checks were mostly clear, but CS conviction for one member.</p>	Steven Walker	Governance a
<p>How will the number of Board members be decided upon (i.e. 5-13 is a large range)? How will the advisory committees be monitored so that they do not become "operational", given that they are Board driven, vs. staying in a governance model? If a complaint reaches the Board level, what are the next steps to resolution?</p>	Shannon Stein	Governance a
<p>With the naming of the Lead Administrator of the school, what are his qualifications for this position? Why was he chosen? If a person is unable to contribute financially to the school, will they be excluded from the opportunity to serve on the board?</p>	Jennifer Gnann	Governance a
<p>N/A</p>	Deborah Brown	Proposed Man
<p>n/a</p>	Shannon Stein	Proposed Man
<p>1 food service person for 432 students? Reasonable? Budget does not back up hiring experienced teachers to support new teachers. The salary listed as a teacher is only \$35k. What would draw an experienced teacher to your school? The amount listed in retirement does not cover state retirement cost. Please explain. Why would EC teachers make more. How were these salary schedules determined? How do you think teachers will feel about working for you when the administrator is making 85k and the teachers only 35k? Teacher assistants are only making 10k less than the teachers. The application describes valuing teachers and the need for high performing teachers but does not show the value of that in salary schedule.</p>	Buffy Fowler	Staffing Pla
<p>Are the salary ranges listed going to allow for a highly qualified individual to be hired? (i.e. \$40,000 for finance officer?) After a concern is taken to the Board level, then what? (i.e. what are next steps?)</p>	Shannon Stein	Staffing Pla
<p>Do you have provisions for hiring additional EC teachers if you discover your admitted population has higher needs than you had anticipated? Do you expect to be able to attract and retain high quality staff with a teaching salary at \$35K?</p>	Deborah Brown	Staffing Pla
<p>How does the school intend to retain career status teachers? Applicant mentions that mentor teachers will be a positive influence in the retention of beginning teachers. School Nurse is not mentioned in the initial staffing at the top, but qualifications are listed in the last section. One of the purposes outlined in this application is to provide teachers the opportunity to develop professionally, yet the description of duties listed in the last section replicate what teachers are already doing in the traditional public school classrooms. How will this school differ that experience?</p>	Stephenie Clark	Staffing Pla

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Additionally, how does the school plan to attract high-performing teachers with an average salary of \$35,000?		
Plan states to have 1:1 devices. Is there IT personnel to support this in the budget?	Lynn Kroeger	Staffing Pla
How will veteran teachers (not SPI's) be evaluated?	Shannon Stein	Staff Evalua
What type of PD will be conducted to reinforce the vision of the school and other necessary teaching requirements? (i.e. PBIS, technology integration, STEAM integration, etc.; there is a lack of a clear PD plan)		
How will teachers be evaluated and trained in the use of technology to facilitate the learning happening in the classroom through the use of technology?	Stephenie Clark	Staff Evalua
How will teachers have an impact on being leaders in the school's professional development? What new opportunities are being afforded to teachers to develop that the surrounding LEA is not providing teachers currently?		
who will provide your PD?	Deborah Brown	Staff Evalua
How will you measure teacher competency in the arenas you are targeting?		
Will this marketing strategy reach your entire targeted population?	Buffy Fowler	Marketing Pl
What is your "target audience?" How will you discover which families may be looking for new schools? Will all of your target families have access to technology and be active on social media? How will you budget for your marketing?	Deborah Brown	Marketing Pl
How have parent survey's been conducted so far? (i.e. how was it promoted and what has been the participation?)	Shannon Stein	Parent and C
A kindergartner with a sibling already enrolled should still be required to fill out an application and go through the lottery process. If the school chooses to do so, they can give siblings preference through the lottery process.	Stephenie Clark	Admissions P
Enrolling this many students during the first year is ambitious. How will numbers be adjusted if all of these grade levels are not full? For instance, what will happen if the number of fifth-grade students willing to transfer from their current elementary school for their final year does not match the projections?	Jennifer Gnann	Projected St
10% of district first year will be challenging	Joe Maimone	Projected St
N/A	Deborah Brown	Weighted Lot
n/a	Shannon Stein	Weighted Lot

Reviewer	Score
Alan Hawkes	
Alex Quigley	
Buffy Fowler	Pass
Cheryl Turner	
Kenneth Tucker	
Deborah Brown	Pass
Steven Walker	Pass
Jennifer Gnann	Pass
Joe Maimone	Pass
Lindalyn Kakadelis	Pass
Lynn Kroeger	
Phyllis Gibbs	
Robert McOuat	
Shannon Stein	Fail
Sherry Reeves	Pass
Stephenie Clark	Pass
Tammi Sutton	

V. OPERATIONS

Transportation Plan:

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

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

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

MPCS will encourage carpooling for parents by opening the school early and closing late for their convenience. MPCS will ensure that staff is on duty at the times when students are dropped off and picked up by parents. MPCS is anticipating an instructional day that starts at approximately 8:00 a.m. and ends at approximately 3:00 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 MPCS will offer an incentive to parents that are either car pooling or dropping their student off. This incentive will be donated by either local businesses or solicited funds to encourage parents to continue providing personal transportation for their child in an effort to assist MPCS in minimizing transportation costs for the academic school year.

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

School Lunch Plan:

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

MINA's Place Charter School will ensure that every student that attends school will have access to both breakfast and lunch each school day. MPCS

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will participate in the USDAs National School Lunch Program (NSLP) and School Breakfast Program (SBP) whereby students are provided a nutritious meal at a very low cost. More than 65% of our students at MPCS will receive either free or reduced lunches. With such a large percentage of students, school administration will work closely with parents to ensure the completion of required paperwork that allows for the student to receive either free or reduced lunches. No student will be denied a meal if they do not have the money for which to pay for it. It is the belief that no student should ever be left out from a meal due to the lack of resources or lost funds. To cover the cost of the meals the funds that are left over from the cost of meals from the NSLP and SBP will be used.

MPCS will partner with a national meal distribution company 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 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. With doing business with this organization (along with the funds from those that are paying for their meals) MPCS believes that the cafeteria will break even financially in operational costs.

Preferred Meals will provide training for the schools staff in the operations, preparations and distributions of student meals. The price of the equipment will be absorbed in the meal prices, so in essence MPCS will have little or no start up cost with Preferred Meals. There will be one cafeteria employee employed along with assigned teachers and support staff to oversee the operations of the lunch room.

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

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$6,600.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,000.00
Property Insurance	\$100,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$1,500.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$300.00
Other	\$1,000,000		\$1,000.00

Total Cost	[REDACTED]	\$12,900.00
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*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

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

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

shawnwil 09/14/2017

(Board Chair Signature) (Date)

Facility:

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

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

MINAs Place Charter School Board of Directors would prefer an identified existing structure within the close proximity to the downtown Sanford area. This existing building is, relative to other options, more easily accessible to our projected student demographics and would alleviate much of the transportation burden on the school and the surrounding community. However, there is the need for a more thorough examination of this existing structure before a final decision can be made. There is the requirement for inspections of any lead paint, asbestos, and other possible hazards that must be completed, and the costs to mitigate any existing hazards must be considered. Additionally, the existing facility would have to have an elevator installed to meet the laws concerning the physically handicapped for more accessibility. Initial estimates for this project have been obtained and for now, have been deemed manageable by the MINAs Place Board of Directors. The initial estimates from MINAs Places prospective construction partner for this project would be for MINAs Place to lease the 30,234sqft facility and its required improvements from the construction company for \$120,000 annually, with that construction company assuming responsibility for upkeep and maintenance of the facility through the duration of the lease.

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.

Retail spaces rent for between \$9 and \$17. Warehouse space rents for approximately \$4. There are no comparable education rental agreements

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already in place in Sanford. The likely terms of the project we are working on, \$3.97 is below market value.

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.

New construction is also a possibility. MINA's Place has made sufficient inroads on a contingency plan that would involve the construction of a brand new facility in a rural part of Lee County. The lease-back pricing would be similar in terms of square footage costs and the schools capability to function at a high level. If for some reason we could not finish construction in time for opening, MPCs would place mobile units on property until construction is complete. MPCs has access to property on Main St., in Sanford, NC as a last resort to modify or place mobile units.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
How will the school make adjustments if parent survey regarding transportation needs shows a larger population in need than projected?	Stephenie Clark	Transportati
Why would transportation be a part of an IEP?	Shannon Stein	Transportati
Will you be charging for depot bus stops?		
Using buses.	Steven Walker	Transportati
NSLP	Steven Walker	School Lunch
Concern about enough staff provided to run the lunch program for this size of school.	Buffy Fowler	School Lunch
Lease is less than \$4 per square foot. Is there an agreement in place for that rate? Is there funds in the budget to make the necessary modifications for an educational facility?	Lynn Kroeger	Facility and
What specific properties are you targeting? Do you have a plan for securing and installing mobile units? Can you meet either plan within the existing timeline?	Deborah Brown	Facility and
Elaborate on MPCs has access to property on Main St. Is it zoned for educational use or to have modulars? Cost realistic?	Buffy Fowler	Facility and
Has the contingency plan been well thought out? (i.e. timeframe, bid process, cost, etc.)?	Shannon Stein	Facility and
Is the rental cost/square foot reasonable? Does it include upfit?		

Reviewer	Score
Alan Hawkes	
Alex Quigley	Pass
Tammi Sutton	
Stephenie Clark	Pass
Sherry Reeves	Pass
Shannon Stein	Fail
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Fail
Lindalyn Kakadelis	
Joe Maimone	Pass
Jennifer Gnann	Pass
Steven Walker	Pass
Deborah Brown	Fail

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Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Pass

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1530 - Lee County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,181.07	432	\$2,238,222.24
Local Funds	\$1,677.17	432	\$724,537.44
Federal EC Funds	\$4,253.55	45	\$191,409.75
Totals			\$3,154,169.43

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Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$2,238,222	\$2,611,259	\$2,984,296	\$3,357,333	\$3,357,333
-Local Per Pupil Funds	\$724,537	\$845,294	\$966,050	\$1,086,806	\$1,086,806
-Exceptional Children & Federal Funds	\$191,410	\$211,778	\$246,706	\$276,481	\$276,481
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,154,169	\$3,668,331	\$4,197,052	\$4,720,620	\$4,720,620

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

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

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$85,000	\$85,000	1	\$86,275	\$86,275	1	\$87,569	\$87,569	1	\$88,883	\$88,883	1	\$90,216	\$90,216
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	1	\$55,000	\$55,000	1	\$55,825	\$55,825	1	\$56,662	\$56,662
Finance Officer	1	\$40,000	\$40,000	1	\$40,600	\$40,600	1	\$41,209	\$41,209	2	\$41,827	\$83,654	2	\$42,455	\$84,910
Clerical	1	\$32,000	\$32,000	1	\$32,480	\$32,480	1	\$32,967	\$32,967	1	\$33,462	\$33,462	1	\$33,964	\$33,964
Food Service Staff	1	\$25,000	\$25,000	1	\$25,375	\$25,375	1	\$25,756	\$25,756	1	\$26,142	\$26,142	1	\$26,534	\$26,534
Custodians	2	\$25,000	\$50,000	2	\$25,375	\$50,750	2	\$25,756	\$51,512	3	\$26,142	\$78,426	3	\$26,534	\$79,602
Counselor	2	\$50,000	\$100,000	2	\$50,750	\$101,500	2	\$51,511	\$103,022	3	\$52,284	\$156,852	3	\$53,068	\$159,204
Nurse	1	\$23,000	\$23,000	1	\$23,345	\$23,345	1	\$23,695	\$23,695	1	\$24,051	\$24,051	1	\$24,411	\$24,411
School Resource Officer	0	\$0	\$0	0	\$0	\$0	1	\$57,000	\$57,000	1	\$57,855	\$57,855	1	\$58,723	\$58,723
A - Total Admin and Support:	9		\$355,000	9		\$360,325	11		\$477,730	14		\$605,150	14		\$614,226
Instructional Personnel:															
Core Content Teacher(s)	24	\$35,000	\$840,000	28	\$35,525	\$994,700	32	\$36,058	\$1,153,856	36	\$36,599	\$1,317,564	36	\$37,148	\$1,337,328
Electives/Specialty Teacher(s)	2	\$32,000	\$64,000	2	\$32,480	\$64,960	2	\$32,967	\$65,934	4	\$33,462	\$133,848	4	\$33,964	\$135,856
Exceptional Children Teacher(s)	2	\$36,000	\$72,000	2	\$36,540	\$73,080	2	\$37,088	\$74,176	2	\$37,644	\$75,288	2	\$38,209	\$76,418
Teacher Assistants	10	\$25,000	\$250,000	10	\$25,375	\$253,750	10	\$25,756	\$257,560	10	\$26,142	\$261,420	10	\$26,534	\$265,340

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B - Total Instructional Personnel:	38		\$1,226,000	42		\$1,386,490	46		\$1,551,526	52		\$1,788,120	52		\$1,814,942
A+B = C - Total Admin, Support and Instructional Personnel:	47		\$1,581,000	51		\$1,746,815	57		\$2,029,256	66		\$2,393,270	66		\$2,429,168
Administrative & Support Benefits															
Health Insurance	9	\$5,869	\$52,821	9	\$5,869	\$52,821	11	\$5,869	\$64,559	14	\$5,869	\$82,166	14	\$5,869	\$82,166
Retirement Plan--NC State	9	\$6,757	\$60,813	9	\$6,858	\$61,722	11	\$7,440	\$81,840	14	\$8,124	\$113,736	14	\$8,871	\$124,194
Medicare	9	\$572	\$5,148	9	\$581	\$5,229	11	\$630	\$6,930	14	\$688	\$9,632	14	\$751	\$10,514
Social Security	9	\$2,446	\$22,014	9	\$2,482	\$22,338	11	\$2,693	\$29,623	14	\$2,941	\$41,174	14	\$3,212	\$44,968
D - Total Admin and Support Benefits:	36		\$140,796	36		\$142,110	44		\$182,952	56		\$246,708	56		\$261,842
Instructional Personnel Benefits:															
Health Insurance	38	\$5,869	\$223,022	42	\$5,869	\$246,498	46	\$5,869	\$269,974	52	\$5,869	\$305,188	52	\$5,869	\$305,188
Retirement Plan--NC State	38	\$5,527	\$210,026	42	\$5,655	\$237,510	46	\$5,862	\$269,652	52	\$6,401	\$332,852	52	\$6,990	\$363,480
Medicare	38	\$468	\$17,784	42	\$479	\$20,118	46	\$496	\$22,816	52	\$544	\$28,288	52	\$570	\$29,640
Social Security	38	\$2,000	\$76,000	42	\$2,047	\$85,974	46	\$2,122	\$97,612	52	\$2,326	\$120,952	52	\$2,549	\$132,548
E - Total Instructional Personnel Benefits:	152		\$526,832	168		\$590,100	184		\$660,054	208		\$787,280	208		\$830,856
D+E = F - Total Personnel Benefits	188		\$667,628	204		\$732,210	228		\$843,006	264		\$1,033,988	264		\$1,092,698
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	45		\$495,796	45		\$502,435	55		\$660,682	70		\$851,858	70		\$876,068
B+E = H - Total Instructional Personnel (Salary & Benefits)	190		\$1,752,832	210		\$1,976,590	230		\$2,211,580	260		\$2,575,400	260		\$2,645,798
G+H = J - TOTAL PERSONNEL	235		\$2,248,628	255		\$2,479,025	285		\$2,872,262	330		\$3,427,258	330		\$3,521,866

Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$1,500	\$400	\$400	\$400	\$400
	Paper	\$300	\$350	\$350	\$400	\$400
	Computers & Software	\$5,000	\$600	\$600	\$600	\$600
	Communications & Telephone	\$2,400	\$2,600	\$2,800	\$3,000	\$3,000
	Copier leases	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
Professional Contract	Legal Counsel	\$2,500	\$3,000	\$3,500	\$4,000	\$4,000
	Financial	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Facilities	Facility Lease/Mortgage	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
	Custodial Supplies	\$6,000	\$7,000	\$8,000	\$9,000	\$9,000
	Insurance (pg19)	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
Utilities	Electric	\$27,000	\$32,400	\$37,800	\$43,200	\$48,600
	Water/Sewer	\$7,000	\$8,000	\$9,000	\$10,000	\$10,000
	Trash	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Transportation	Buses	\$21,000	\$0	\$7,000	\$0	\$0
	Gas	\$12,600	\$12,600	\$15,750	\$15,750	\$15,750
	Oil/Tires & Maintenance	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
Other	Marketing	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000
	Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Furniture Students	\$64,800	\$10,800	\$10,800	\$10,800	\$0
	Furniture Administration	\$12,000	\$0	\$0	\$0	\$0
	Furniture Teachers	\$48,000	\$8,000	\$8,000	\$8,000	\$0
	Furniture Cafeteria	\$36,000	\$5,400	\$5,400	\$5,400	\$0
Classroom Technology	Computers	\$108,000	\$18,000	\$18,000	\$18,000	\$0
	Teachers Computers	\$1,400	\$2,000	\$2,000	\$2,000	\$0
	Smartboards/Interactive Boards	\$15,600	\$2,400	\$2,400	\$2,400	\$0
Other	Administrative Allowance	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	K - TOTAL Administrative & Support Operations	\$586,200	\$318,650	\$336,900	\$338,050	\$296,850
	Instructional:					
Classroom Technology	Computers	\$0	\$0	\$0	\$0	\$0
	Software	\$0	\$0	\$0	\$0	\$0
	Instructional Technology	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

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	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$14,000	\$16,000	\$18,000	\$20,000	\$20,000
Books and Supplies	Instructional Materials	\$30,000	\$5,000	\$5,000	\$5,000	\$0
	Curriculum/Texts	\$8,000	\$11,000	\$14,000	\$17,000	\$17,000
	Copy Paper	\$6,000	\$7,000	\$8,000	\$9,000	\$9,000
	Testing Supplies	\$8,000	\$11,000	\$13,000	\$16,000	\$16,000
	L - TOTAL Instructional Operations	\$76,000	\$60,000	\$68,000	\$77,000	\$72,000
	K+L = M - TOTAL OPERATIONS	\$662,200	\$378,650	\$404,900	\$415,050	\$368,850

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$2,248,628	\$2,479,025	\$2,872,262	\$3,427,258	\$3,521,866
M - TOTAL OPERATIONS	\$662,200	\$378,650	\$404,900	\$415,050	\$368,850
J+ M =N TOTAL EXPENDITURES	\$2,910,828	\$2,857,675	\$3,277,162	\$3,842,308	\$3,890,716
Z - TOTAL REVENUE	\$3,154,169	\$3,668,331	\$4,197,052	\$4,720,620	\$4,720,620
Z - N = SURPLUS / (DEFICIT)	\$243,341	\$810,656	\$919,890	\$878,312	\$829,904

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

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

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

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

Provide the break-even point of student enrollment.

The student enrollment numbers were projected from the population growth over the past few years here in the Lee County area. Lee County continues to grow at approximately 2% yearly, and Lee County Schools (LCS) is currently experiencing some over-crowdedness in grades K-6 in certain schools. Over the last ten years, LCS has opened a new middle school, and a new high school along with the plans to open a new elementary school over the next few years. The average enrollment number for students in grades K-5 is 597. This enrollment number is well above the state average of 493. In grades 6-8 the average school has 728 students which is above the state average of 634. The goal of MINA's Place Charter School is to enroll 432 students, which is approximately 9% of the student enrollment in LCS. The state's approval for the application charter for MPCS should help alleviate the current over-crowdedness of some of the K-5 schools within the district. These figures are compiled and based upon the 2015-16 NC School Report Cards as presented by NC Department of Public Instruction. Feedback from preliminary Parent Surveys conducted by MPCS, school over-crowdedness was cited as an issue, along with parents citing the need for an educational alternative to sending their children to a school within the LCS system. MINA's Place Charter School would be a viable alternative to any traditional school within the LCS system. We will offer a curriculum with an approach that is a viable alternative to what is currently being offered within LCS. Our school will embrace the 21st century approach to creating a learning environment that is more conducive to preparing students for being lifelong learners, innovative thinkers, and good citizens in our global, diverse, and technologically-advancing world. The break-even point would be 395 students.

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

If MPCS is not able to achieve the break-even student enrollment number of 395 students for initial school year, then we would reduce our operational budget by reducing the number of teachers across all grade levels by 1 in grades K-5. This reduction will then result in MPCS having a teacher allotment of 3 teachers/classes per grade level. If necessary, MPCS will

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continue to find ways to meet our schools financial needs by reducing the budget allocation for technology and to consider either used or refurbished technology devices to meet the immediate technological needs for the school. Other operational reductions may include reducing the allocated costs of instructional supplies, reducing funding for teacher professional staff development, as well as a potential reduction in the funding for online programs that would be used by teachers in classroom lessons.

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

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

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

1:18

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

At this time MPCS does not intend to contract for any services.

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

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

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

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

Describe how the school will develop the fund balance.

MPCS 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

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source, the fund balance will be used for maintenance and construction of a new facility. To achieve the 5% fund balance, MPCS Board of Directors will have a major fund raising event annually, along with the solicitation of Community and Corporate sponsorships.

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

MPCS is seeking to negotiate the leasing of a building with ample amount of square footage to house our school. We are seeking the owners of the building to renovate and to lease the building in order to secure the required certificate of occupancy prior to the state granting the charter approval for our school. Within our budget, we have set aside the funding for the lease agreement in the amount of \$120,000 per year for 4 years and \$144,000 on the fifth year.

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

MPCS will be purchasing any assets upon approval.

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

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

MINA's Place Charter School 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. The responsible for authorizing and accounting/reconciling of finances will all be handled by a different individual. The person that is in charge of receiving will be different than the person doing the inventory, and the person authorized to purchase.

All checks written on behalf of MPCCS 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.

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

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

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

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

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

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

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

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

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
concern for student enrollment	Joe Maimone	Personnel Bu
Given the high reliance on technology, who will train and support the teachers? Who will support technical issues (i.e. hardware, software, etc.)? Will the budgeted amount allow for employment of highly qualified teaching staff? How does it compare to Lee County?	Shannon Stein	Personnel Bu
Can you remain competitive with nearby LEAs for quality personnel at those prices?	Deborah Brown	Personnel Bu
How will the board attract highly qualified teachers with experience when the average pay is \$35,000? Additionally, how will the school recruit and retain qualified teacher assistants at a pay rate of \$25,000?	Stephenie Clark	Personnel Bu
Full time nurse at \$23,000 seems low \$35,000 for teachers is low Is there an Instructional Technology person in the budget?	Lynn Kroeger	Personnel Bu
Teacher salaries low	Lindalyn Kakadelis	Personnel Bu
Concerns: Clerical & Teacher assistants making only 10k less than teachers Food Service Staff insufficient for size of school	Buffy Fowler	Personnel Bu
I don't see a line item for child nutrition.	Jennifer Gnann	Operations B
Is your technology budget in line with your proposed plans? (i.e. less than \$250/student) Is it sustainable? You list several specific technology resources (i.e. Scootpad, Discovery Ed, etc.); do you have the budget to support it widely throughout the curriculum? How will other STEM activities be supported budgetarily? Is your PD budget sufficient for all the necessary training? (i.e. PBIS, technology incorporation, etc.)	Shannon Stein	Operations B
Some expenses seem underbudgeted: Office supplies Paper Copier lease Facility Teacher computers Copy paper Instructional Materials	Buffy Fowler	Operations B
Financial seems very low if that includes the audit cost.	Steven Walker	Operations B
Did you budget sufficient funds for contracts for related service providers?	Robert McOuat	Operations B
Teacher computer budget line seems under budgeted for a staff of 24 core teachers in the first year of operating. How is the total operating budget cut in half over a five year span when student enrollment is also increasing? It is recognized that technology is a large portion of the first year operating budget, but that type of decrease does not seem realistic from year 1 to year 5.	Stephenie Clark	Operations B
Please explain where the following are included in the budget. Internet & phone service is \$2,400 per year enough? \$108,000 for 432 devices (1:1 imitative) is only \$250 per device	Lynn Kroeger	Operations B

MINA's Place - The mission of MINA's Place Charter School is to be lifelong learners, innovative thinkers, and good citizens able to compete globally in our diverse, technologically-advancing world.

<p>Teacher computers are budgeted for \$1,400 total. Would you not need at least 24 computers for teachers?</p> <p>Interactive boards for classrooms \$15,600 for 24 classrooms is inadequate Where is software budget for Scootpad, DiscoverEd and digital tests)</p> <p>Is there a budget amount for the audit fee?</p> <p>\$21,000 for three used schools buses?</p> <p>Utilities appear to be less than \$1 per square foot. Is this realistic?</p> <p>Is EC Services in budget?</p>		
<p>It is questionable that a school's operating budget would decrease by almost half from year 1 to year 5 while increasing student enrollment over the years.</p>	Stephenie Clark	Total Expend
<p>These are very lofty enrollment goals for the area, at 9% of the LEA.</p>	Steven Walker	Budget Narra
<p>How will services such as speech and OT and PT be provided? Who will be in charge of Powerschool and other SIS? One clerical provided for 432+ students. Principal's, teacher assistants' and clerical's salary is out of proportion of teachers' salaries.</p>	Buffy Fowler	Budget Narra
<p>Does the contingency plan take into account that several of the line items (i.e. technology) are already underfunded?</p>	Shannon Stein	Budget Narra
<p>More details could be provided around the internal control procedures.</p>	Stephenie Clark	Financial Au

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Sherry Reeves	Fail
Shannon Stein	Fail
Robert McOuat	
Phyllis Gibbs	
Lynn Kroeger	Fail
Lindalyn Kakadelis	Fail
Joe Maimone	Pass
Jennifer Gnann	Pass
Steven Walker	Fail
Deborah Brown	Pass
Kenneth Tucker	
Cheryl Turner	
Buffy Fowler	Pass
Alex Quigley	Pass
Stephenie Clark	Pass

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

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

shawnwil Date: 09/22/2017

Applicant Signature:

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

Print/Type Name: shawnwil

Board Position: Shawn Williams - President

Signature: _____

Date: 09/22/2017

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

MINA's Place - The mission of MINA's Place Charter School is to empower students to be lifelong learners, innovative thinkers, and good citizens able to compete globally in our diverse, technologically-advancing world.

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes
10	0
AQ,SW,JM,SR,LYN K,LK,AH,PG,CT,TS	

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

Initial Screening

Mission, Purposes, and Goals	- craig_tucker
Education Plan	- craig_tucker
Governance and Capacity	- craig_tucker
Operations	- craig_tucker
Financial Plan	- craig_tucker
OVERALL	- dtsmith840 - craig_tucker - craig_tucker

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> What will it mean to "use technology seamlessly"? What data tells you what your projected demographics will be? - deborahbrownnc</p> <p><u>Mission Statement</u> How will you measure aspects of the mission statement - Good citizens? innovative thinkers? lifelong learners? - kakadelis1</p> <p><u>Mission Statement</u> Projected enrollment is 10% of district - seems too high - marylynn_kroeger</p> <p><u>Educational Need and Targeted Student Population</u> The math in this section doesn't appear to be correct. The numbers of this school would represent 10% of the total number of students in the district, not .09 percent. This seems to be a large percentage for such a small district.</p> <p>A1 does not show how many people would send their child to a charter school. The narrative speaks of "yes and maybe". - jengnann</p> <p><u>Educational Need and Targeted Student Population</u> What type of alternative behavior modification plan do you have if MINA is promoting a "no-suspension" policy? - shannon_stein</p> <p><u>Educational Need and Targeted Student Population</u> Percentage .09% or 9%? Results from survey are unclear. What is the break down of yes and maybe. Where was this survey given and was detailed information about the school given? - buffy_fowler</p> <p><u>Educational Need and Targeted Student Population</u> Will your mission require students to complete work using technology at home, and do</p>
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<p>your students have access to technology at home? - deborahbrownnc</p> <p><u>Educational Need and Targeted Student Population</u> Percentage of ADM reflected compared to LEA is off. Applicants provide .09%, when 432/4693 students is 9%.</p> <p>Evidence provided through survey accounts for approximately 200 families that would be able to attend with K-5 age students. How will the school account for the other 50% of the student enrollment for year 1? - stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u> Student numbers are high, but written incorrectly. Is this a serious misunderstanding? - joseph_maimone</p> <p><u>Educational Need and Targeted Student Population</u> From my knowledge of Lee County the location of this school is going to be a key factor as to whether the school can meet enrollment. - dswalker</p> <p><u>Purposes of Proposed Charter School</u> Does your technology budget align with your proposed goal of having the "latest technological devices" and innovative software to support blended learning?</p> <p>Does your budget allow for the online resources that are listed (i.e. Discovery Ed digital textbooks)? - shannon_stein</p> <p><u>Purposes of Proposed Charter School</u> License requirements have been updated, Teachers no longer need 15 hours. Please see the licensure website for updated information. - buffy_fowler</p> <p><u>Purposes of Proposed Charter School</u> Will you differentiate PD for different experience levels of staff? Will you have bilingual communications to parents? - deborahbrownnc</p> <p><u>Purposes of Proposed Charter School</u> What responsibilities will teachers be empowered with to achieve purpose #1? Providing professional development does not entirely accomplish that purpose.</p> <p>What roles can teachers assume to become teacher leaders in the school and be a true driver in owning the responsibility for the learning program at the school?</p> <p>What additional STREAM opportunities will students and families be afforded beyond Discovery Ed and ScootPad? Applications are a small role in being a technology driven and competent school. - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> What will a "major fundraising" campaign look like, and what would be your needed target goals? - deborahbrownnc</p> <p><u>Goals for the Proposed Charter School</u> Applicant does not provide an outline of how the board will monitor the progress of performance goals.</p> <p>Applicant does not provide goals in the form of a SMART goal. Goals lack how they will be measured, a timeline for attainment, and specificity.</p>
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	<p>- stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> How will call in meetings met open meeting laws? - buffy_fowler</p> <p><u>Goals for the Proposed Charter School</u> Will School exceed LCS 5% on GLP or CCR - needs more detail regarding academic goals. What is LCS current performance? - kakadelis1</p> <p><u>Goals for the Proposed Charter School</u> What is the current performance of LCS? I would like to see the goals be a little more concrete when it comes to student performance. - dswalker</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Why were Scootpad and Discoverytech chosen? What research exists to support this choice? - jengnann</p> <p><u>Instructional Program</u> How will the instructional programming be instituted in a practical way?</p> <p>How will you address instructional needs if your budget is not in line with supporting "interactive touch screen displays and innovative online learning programs"? - shannon_stein</p> <p><u>Instructional Program</u> What will your ratio be of computers/devices to students? Will students be allowed to bring their own devices? Will the school have wireless internet access for each classroom? How will you measure what it means to be a "good citizen?" What provisions can be made if there is a serious break in the student-teacher relationship so that Ss and Ts are not paired for 3 years if the pairing is determined to be unsuccessful? - deborahbrownnc</p> <p><u>Instructional Program</u> What percentage of class time will include teacher instruction versus the amount of time students spend learning through technology?</p> <p>Student assessment information is very basic. How often will students be assessed? What will the diagnostic test entail? Will there be any school-wide assessments that benchmark student progress to attaining grade level proficiency on the End of Grade or End of Course state assessments?</p> <p>- stephenie_clark</p> <p><u>Curriculum and Instructional Design</u> How will engineering and art be addressed in your curriculum? Can you expand on actual educational strategies/scope & sequence? - shannon_stein</p> <p><u>Curriculum and Instructional Design</u> Academic calendar? If you have a year round calendar, do your anticipated families have the resources to provide child care during track outs? - deborahbrownnc</p> <p><u>Curriculum and Instructional Design</u> Scope and sequence provided has multiple subjects within the sequence (ELA and math). Sequence just outlines units based on NCSCOS objectives. Content is not scaffolded</p>

appropriately. Example in 8th Grade math students are learning to solve the volume of a cylinder in unit 1 prior to an introduction to rational and irrational numbers (which would be included in the formula).

How is technology integrated in student learning beyond the applications that have content on them? Will students learn more on how to use technology that is relevant to working in this digital age (Microsoft suite, coding, how to successfully search for reliable content on the internet)? - stephenie_clark

Curriculum and Instructional Design

The state is close to Common Core, but there have been some changes.

How long do you anticipate a Kindergartner will be working on a screen/device?

Have you visited a school with the "Technology-driven curriculum" you want to use? - kakadelis1

Curriculum and Instructional Design

I like the use of mastery-based learning. - dswalker

Special Programs and "At-Risk" Students

What is the timeline for providing a student with additional support (PEP or SST) if they are not progressing academically?

How are students identified for these services and how are teachers held accountable to providing this support?

Applicant outlines steps to identify students for ELL and AIG services, but provides little information on the scope of services that will be provided to the students.

- stephenie_clark

Special Programs and "At-Risk" Students

Explain what is meant by: "If the concerns of the student appear to be performance issues that are not isolated within one classroom, but transcend across other classrooms, then the grade level team," Do you plan to move students who are struggling to another class?

Does this mean over years with different teachers? \

"MPCS will use counselors and other support personnel to determine if the enrolling student will meet the requirements for receiving specialized services necessary for meeting the academic needs of the ELL student" What will be the procedure for this? What criteria will be used?

Are you familiar with the state accountability's procedure for identifying and assessing ELL students.

Response given to this section does not give evidence of a strong knowledge of working with ELL students. - buffy_fowler

Exceptional Children – Identification and Records

Child find spans up to age 21. Since the school will serve K-8, the age range of "three through nine" should reflect that upper age of 21. - stephenie_clark

Exceptional Children – Identification and Records

Will you have a log to tracks the people that access the student records? - robert_mcouat1

Exceptional Children – Identification and Records

	<p>Child Find will be provided by MPCPS for students age three through nine years who are suspected of having an educational disability and who may be eligible for special education.</p> <p>What type of screening do you plan to do within the first 45 days?</p> <p>What are the steps you will take to identify students eligible for the Exceptional Children's program.</p> <p>- buffy_fowler</p> <p><u>Exceptional Children – Education Programming</u> Will you provide the full continuum of service delivery to meet all students' needs? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u> Explain other settings besides inclusion. - buffy_fowler</p> <p><u>Student Performance Standards</u> Who will provide "site specific interventions and support services"? - deborahbrownnc</p> <p><u>Student Performance Standards</u> How will students with a 504 or IEP be promoted from one grade level to the next? - stephenie_clark</p> <p><u>Student Performance Standards</u> addresses only proficiency? - joseph_maimone</p> <p><u>Student Conduct and Discipline</u> How will expectations be communicated to students and families? Have you explored some of the recent research on using "mindfulness" in the classroom? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> What are the staples of student conduct for MPCPS?</p> <p>Since the school is technology-driven, how will digital citizenship play a role in student conduct and expectations? How will this be monitored and positively reinforced with students?</p> <p>What is the process for grievance procedures if a parent or student does not agree with any consequence given as a result of violating the student code of conduct? - stephenie_clark</p> <p><u>Student Conduct and Discipline</u> I would like it if the school would explain, in its application, what the due process rights and the policies will be, at least in general for long-term suspensions. - dswalker</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> With the naming of the Lead Administrator of the school, what are his qualifications for this position? Why was he chosen?</p> <p>If a person is unable to contribute financially to the school, will they be excluded from the opportunity to serve on the board? - jengnann</p>

<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will the number of Board members be decided upon (i.e. 5-13 is a large range)?</p> <p>How will the advisory committees be monitored so that they do not become "operational", given that they are Board driven, vs. staying in a governance model?</p> <p>If a complaint reaches the Board level, what are the next steps to resolution? - shannon_stein</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What could cause a board member to be removed? How would you replace someone who leaves midterm? What if someone with a grievance fears retribution and does not want to deal directly with "the offending party"? - deborahbrownnc</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What process does the board go through to ensure members are properly vetted and cleared through background checks?</p> <p>If a board member does not make a personal financial contribution will they be removed from the board? - stephenie_clark</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> There is a good balance of professions on the board, but it seems just a little light on educational backgrounds. Background checks were mostly clear, but CS conviction for one member. - dswalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Elaborate on the annual personal financial contribution by board members.</p> <p>What are the qualifications of Melvin Marshall as lead administrator? - marylynn_kroeger</p> <p><u>Proposed Management Organization (EMO/CMO)</u> n/a - shannon_stein</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Are the salary ranges listed going to allow for a highly qualified individual to be hired? (i.e. \$40,000 for finance officer?)</p> <p>After a concern is taken to the Board level, then what? (i.e. what are next steps?) - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u> Do you have provisions for hiring additional EC teachers if you discover your admitted population has higher needs than you had anticipated? Do you expect to be able to attract and retain high quality staff with a teaching salary at \$35K? - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> How does the school intend to retain career status teachers? Applicant mentions that mentor teachers will be a positive influence in the retention of beginning teachers.</p>
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<p>School Nurse is not mentioned in the initial staffing at the top, but qualifications are listed in the last section.</p> <p>One of the purposes outlined in this application is to provide teachers the opportunity to develop professionally, yet the description of duties listed in the last section replicate what teachers are already doing in the traditional public school classrooms. How will this school differ that experience?</p> <p>Additionally, how does the school plan to attract high-performing teachers with an average salary of \$35,000? - stephenie_clark</p> <p><u>Staffing Plans, Hiring, and Management</u> 1 food service person for 432 students? Reasonable? Budget does not back up hiring experienced teachers to support new teachers. The salary listed as a teacher is only \$35k. What would draw an experienced teacher to your school? The amount listed in retirement does not cover state retirement cost. Please explain. Why would EC teachers make more. How were these salary schedules determined? How do you think teachers will feel about working for you when the administrator is making 85k and the teachers only 35k? Teacher assistants are only making 10k less than the teachers. The application describes valuing teachers and the need for high performing teachers but does not show the value of that in salary schedule. - buffy_fowler</p> <p><u>Staffing Plans, Hiring, and Management</u> Plan states to have 1:1 devices. Is there IT personnel to support this in the budget? - marylynn_kroeger</p> <p><u>Staff Evaluation and Professional Development</u> How will veteran teachers (not SPI's) be evaluated? What type of PD will be conducted to reinforce the vision of the school and other necessary teaching requirements? (i.e. PBIS, technology integration, STEAM integration, etc.; there is a lack of a clear PD plan) - shannon_stein</p> <p><u>Staff Evaluation and Professional Development</u> who will provide your PD? How will you measure teacher competency in the arenas you are targeting? - deborahbrownnc</p> <p><u>Staff Evaluation and Professional Development</u> How will teachers be evaluated and trained in the use of technology to facilitate the learning happening in the classroom through the use of technology? How will teachers have an impact on being leaders in the school's professional development? What new opportunities are being afforded to teachers to develop that the surrounding LEA is not providing teachers currently? - stephenie_clark</p> <p><u>Marketing Plan</u> What is your "target audience?" How will you discover which families may be looking for new schools? Will all of your target families have access to technology and be active on social media? How will you budget for your marketing? - deborahbrownnc</p> <p><u>Marketing Plan</u></p>

	<p>Will this marketing strategy reach your entire targeted population? - buffy_fowler</p> <p><u>Parent and Community Involvement</u> How have parent survey's been conducted so far? (i.e. how was it promoted and what has been the participation?) - shannon_stein</p> <p><u>Admissions Policy</u> A kindergartner with a sibling already enrolled should still be required to fill out an application and go through the lottery process. If the school chooses to do so, they can give siblings preference through the lottery process. - stephenie_clark</p> <p><u>Projected Student Enrollment (Table)</u> Enrolling this many students during the first year is ambitious. How will numbers be adjusted if all of these grade levels are not full? For instance, what will happen if the number of fifth-grade students willing to transfer from their current elementary school for their final year does not match the projections? - jengnann</p> <p><u>Projected Student Enrollment (Table)</u> 10% of district first year will be challenging - joseph_maimone</p> <p><u>Weighted Lottery</u> n/a - shannon_stein</p> <p><u>Weighted Lottery</u> N/A - deborahbrownnc</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Why would transportation be a part of an IEP?</p> <p>Will you be charging for depot bus stops? - shannon_stein</p> <p><u>Transportation Plan</u> How will the school make adjustments if parent survey regarding transportation needs shows a larger population in need than projected? - stephenie_clark</p> <p><u>Transportation Plan</u> Using buses. - dswalker</p> <p><u>School Lunch Plan</u> Concern about enough staff provided to run the lunch program for this size of school. - buffy_fowler</p> <p><u>School Lunch Plan</u> NSLP - dswalker</p> <p><u>Facility and Facility Contingency Plan</u> Has the contingency plan been well thought out? (i.e. timeframe, bid process, cost, etc.)?</p> <p>Is the rental cost/square foot reasonable? Does it include upfit? - shannon_stein</p> <p><u>Facility and Facility Contingency Plan</u> What specific properties are you targeting? Do you have a plan for securing and installing mobile units? Can you meet either plan within the existing timeline? - deborahbrownnc</p> <p><u>Facility and Facility Contingency Plan</u></p>

	<p>Elaborate on MPCS has access to property on Main St. Is it zoned for educational use or to have modulars? Cost realistic? - buffy_fowler</p> <p><u>Facility and Facility Contingency Plan</u> Lease is less than \$4 per square foot. Is there an agreement in place for that rate? Is there funds in the budget to make the necessary modifications for an educational facility? - marylynn_kroeger</p>
<p>Financial Plan</p>	<p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Given the high reliance on technology, who will train and support the teachers?</p> <p>Who will support technical issues (i.e. hardware, software, etc.)?</p> <p>Will the budgeted amount allow for employment of highly qualified teaching staff? How does it compare to Lee County? - shannon_stein</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Can you remain competitive with nearby LEAs for quality personnel at those prices? - deborahbrownnc</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> How will the board attract highly qualified teachers with experience when the average pay is \$35,000?</p> <p>Additionally, how will the school recruit and retain qualified teacher assistants at a pay rate of \$25,000? - stephenie_clark</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Concerns: Clerical & Teacher assistants making only 10k less than teachers Food Service Staff insufficient for size of school - buffy_fowler</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> concern for student enrollment - joseph_maimone</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Teacher salaries low - kakadelis1</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Full time nurse at \$23,000 seems low \$35,000 for teachers is low Is there an Instructional Technology person in the budget? - marylynn_kroeger</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> I don't see a line item for child nutrition. - jengnann</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is your technology budget in line with your proposed plans? (i.e. less that \$250/student) Is it sustainable? You list several specific technology resources (i.e. Scootpad, Discovery Ed, etc.); do you have the budget to support it widely throughout the curriculum?</p> <p>How will other STEM activities be supported budgetarily?</p>

	<p>Is your PD budget sufficient for all the necessary training? (i.e. PBIS, technology incorporation, etc.) - shannon_stein</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Teacher computer budget line seems under budgeted for a staff of 24 core teachers in the first year of operating.</p> <p>How is the total operating budget cut in half over a five year span when student enrollment is also increasing? It is recognized that technology is a large portion of the first year operating budget, but that type of decrease does not seem realistic from year 1 to year 5. - stephenie_clark</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Did you budget sufficient funds for contracts for related service providers? - robert_mcouat1</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Some expenses seem underbudgeted: Office supplies Paper Copier lease Facility Teacher computers Copy paper Instructional Materials - buffy_fowler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Financial seems very low if that includes the audit cost. - dswalker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Please explain where the following are included in the budget. Internet & phone service is \$2,400 per year enough?</p> <p>\$108,000 for 432 devices (1:1 imitative) is only \$250 per device</p> <p>Teacher computers are budgeted for \$1,400 total. Would you not need at least 24 computers for teachers?</p> <p>Interactive boards for classrooms \$15,600 for 24 classrooms is inadequate Where is software budget for Scootpad, DiscoverEd and digital tests)</p> <p>Is there a budget amount for the audit fee?</p> <p>\$21,000 for three used schools buses?</p> <p>Utilities appear to be less than \$1 per square foot. Is this realistic?</p> <p>Is EC Services in budget? - marylynn_kroeger</p> <p><u>Total Expenditure Projections (Table)</u> It is questionable that a school's operating budget would decrease by almost half from year 1 to year 5 while increasing student enrollment over the years. - stephenie_clark</p>
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	<p><u>Budget Narrative</u> Does the contingency plan take into account that several of the line items (i.e. technology) are already underfunded? - shannon_stein</p> <p><u>Budget Narrative</u> How will services such as speech and OT and PT be provided? Who will be in charge of Powerschool and other SIS? One clerical provided for 432+ students. Principal's, teacher assistants' and clerical's salary is out of proportion of teachers' salaries. - buffy_fowler</p> <p><u>Budget Narrative</u> These are very lofty enrollment goals for the area, at 9% of the LEA. - dswalker</p> <p><u>Financial Audits</u> More details could be provided around the internal control procedures. - stephenie_clark</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> Is four hundred students in year 1 a viable and realistic enrollment goal? - stephenie_clark</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Projected enrollment is nearly 10 % of district, yet written as less than 1%. - joseph_maimone</p>

Charter School Advisory Board Subcommittee

Mission, Purposes, and Goals	<p>Mr. Maimone expressed that one concern is the enrollment numbers and he hoped to get additional information through survey data. Mr. Walker asked a clarifying question around enrollment and whether there is currently a charter school that is at 10% of their LEA. He expressed the concern for the school to meet this percentage within the first year of operation. Additionally, he noted that the finance section had issues and those issues coupled with enrollment posed a concern. Mrs. Reeves commented that many of the goals were not written in measurable terms. Ms. Turner had trouble connecting to the need and noted that there was a list of issues with the LEA one of which is that they hired too many experienced teachers. Ms. Turner noted that the further she delved into the application she has concerns that they will not be able to accomplish the proposed programmatic plan with beginning teachers and sought clarity around their philosophy on experienced teachers.</p> <p>Mr. Walker sought clarification around how they will use mastery-based learning. Mrs. Reeves wanted to know how all the components come together to achieve a sound instructional program. Mr. Quigley asked what a typical day will look like. Ms. Sutton wanted to clarify if the board understood what will happen instructionally when students are with them. Mrs. Reeves asked how the board will recruit a qualified cohort of teachers to do the comprehensive things mentioned in education plan.</p> <p>Mr. Maimone would like to understand a little better who are they key board members versus the advisory members. Ms. Turner sought clarification on the background checks as they seemed odd. Specifically, she asked for more information about the company that did background checks. Mrs. Reeves noted that there is one educator on the board and</p>
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	<p>asked whether they plan on adding more. Additionally, she sought clarification on the annual financial contribution by board members and whether that is a deal breaker. She asked how are parents involved in academic advisory, will teachers be compensated for AIG certification, and why teacher aides are paid just as much as the teachers.</p> <p>Mrs. Reeves noted that teachers are required to report at 7 am and stay until 4:30 and asked how they will be compensated. Mr. Walker noted that location would be very important for the success of the school and was surprised to see that the facility plan was going to be close to downtown Sanford. He asked whether there was going to be enough enrollment in that area to meet their goals for students.</p> <p>Mr. Maimone noted that the teacher pay was an issue. Mr. Walker and Ms. Sutton sought clarification on child nutrition and only having one personnel for food services. Mrs. Kroeger noted that the application mentioned 1-to-1 devices, but the budget did not reflect expenses for technology programs or an IT person. Additionally, she questioned the budget line for transportation. Mr. Maimone commented that the budget summary page projects a surplus that is so large considering the many needed materials for instruction.</p>
<p>Education Plan</p>	<p>Mr. Maimone asked how the school plans to attract 10% of the LEA for enrollment, especially given the plan to locate right in the middle of the county. The Board responded that they understood that trying to get the 400+ students in the building was going to be a large task. When the board examined the area and researched, they felt like they can approach 400 kids in the first year. The Board has added some professional educators to their board since their last visit in front of the CSAB. Additionally, Lee County has approved the building of one more elementary school and listed a second on the priority list, thus showing a need and the charter plans to fill that gap. The goal is to have the school serve as a community school for more of those bubble students. The Board believes they can provide some academic opportunities for these students that surrounding traditional public schools are not providing. The recruitment plan includes collecting letters of intent, open a school website, and having members of the board speak in front of various entities in the community. To attest to salaries, the Board felt they had to be prudent with the budget and they will seek out retired teachers through which they will not need to pay full salary.</p> <p>Mrs. Reeves noted that Ascend Leadership Academy will open in August given that they complete the Ready to Open process and sought clarification on where this school would locate in relation to Ascend. The Board replied that they cannot attest to the full plan of Ascend, but can only mention that they are further in the process with regards to a securing a building.</p> <p>Mr. Maimone asked if the board expects a positive working relationship with the Lee County Board. The Board responded that they do expect a positive working relationship given that a member of this board is a former board chairman for the Lee County School Board.</p> <p>Mr. Maimone asked clarification on Ascend Leadership Academys projected enrollment. Ms. Turner stated that Ascend would open with 160 students in the first year. The Board mentioned that the school will be K-8, while Ascend is 6-12, so they would only be competing for middle school grade students.</p> <p>Mr. Maimone sought clarification around the education plan and the measurable goals. The Board responded that the goal was to perform at or above Lee County by 2%.</p>

<p>Governance and Capacity</p>	<p>Mr. Maimone asked how will software get paid for as this was not addressed in the budget. The Board has talked through this with many providers of systems, but in terms in financing, it has all been very speculative up to this point. For the proposed budget, the Board lumped the technology fees in with teacher technology line item. With regards to the use of technology during the instructional day, the Board has looked at the Steve Jobs school and other coding schools. The typical day would consist of 30-minute instructional period with 20 minutes of technology application.</p> <p>Mr. Maimone asked the board to walk through a typical day. The Board responded that day begins with a yoga exercise, then the instructional day begins with the first 50-minute block of class, a break, another 50-minute block, another break, recess, science, followed by lunch, and to close out the afternoon with the remaining instructional piece. Additionally, the end of the day is blocked out for strengthening/remediation or enrichment. Ms. Sutton wanted to know what enrichment would be provided and what it would look like. The Board responded that during the period of instruction the group could be divided by level and provided differentiated instruction based on mastery level.</p> <p>Mr. Maimone clarified whether the school wanted experienced teachers or beginning teachers and how they will be compensated for their 9.5 hours of work. The Board responded that the teachers may have rotating duty days during which they will have a longer morning or later afternoon. The Board is seeking a combination of experience and teachers who are sold on the mission of innovative education for students. This would encompass some experienced teachers and some inexperienced teachers, and that the salaries budgeted represent an average. Mr. Maimone commented that the figure provided cannot be an average since \$35,000 is the minimum amount required for a beginning teacher and in order to have an average, the school would need to have a figure amount that is in the middle. The Board responded that they believe they will attract teachers that are cutting edge as they plan to market themselves as cutting edge. Additionally, to bring the projected surplus to a full picture, the board believes that if the school can recruit students effectively, with that \$800,000 budgeted surplus they can provide teacher bonuses, additional professional development based on interests, and purchase materials requested by teachers.</p> <p>Ms. Turner asked whether it is considerably cheaper to live in Lee County and brought up the fact that living off of \$35,000 may be very difficult to do for a single individual. The Board will recruit on the basis of working with staff members and claimed that they wanted to be genuine in the teacher salary figure provided in the application rather than overestimating.</p> <p>Mr. Maimone sought clarification around the background check company. The board chair responded that he vetted the company himself.</p>
<p>Operations</p>	<p>Ms. Sutton asked what is the most impactful piece in contingency plan if the school does not reach the enrollment needed. The Board identified that the technology is a major piece where they would look to begin to cut in order to ensure they have qualified teachers in the classroom.</p> <p>Mr. Maimone inquired on how child nutrition would function with one staff member. The Board responded that they would have teacher assistants and the one staff member in addition to using Preferred Meals as the vendor. Mr. Walker asked at what cost. The Board responded that Preferred Meals will do it for less than the reimbursement costs.</p>

Financial Plan	
OVERALL	<p>Mrs. Kroeger shared that financially the revenues are possibly overstated and this is concerning with the expenses potentially being understated. Mr. Walker expressed that his concerns all go back to enrollment and that if the school goes forward with 200 students, that it wouldnt be enough. Mrs. Reeves commented there is one charter school trying to open in August, the county is proposing to open another elementary school, and the county population is low already. With the location being between two of the higher supplemented (paying) counties the board may find it difficult to recruit staff to this school. Mr. Hawkes made a point that this board has the former chair of the Lee County School Board on it which shows there may be a working relationship between the proposed school and the LEA. Mrs. Reeves noted that they have made suggestions to schools in the past that they should start with a lower enrollment. Ms. Turner noted that the number of grade levels versus the teacher pay and number of teachers needed is a recipe for disaster. Mr. Hawkes commented that the school is being a little overly optimistic and expressed uncertainty that there is going to be some symbiosis between the prior approved charter school proposing to locate in the county.</p> <p>Mr. Steven Walker made a motion to recommend to the SBE that the school not be moved forward for Ready to Open Status with the caveat that they come back next year with an improved application, facility nailed down and try for the acceleration track. Mrs. Lindalyn Kakedelis seconded. Mr. Maimone and Ms. Turner suggested that they be more specific with the data that they are collecting through surveys for interested families that have students in the projected enrollment grades. Mrs. Lynn Kroger suggested that the school budget the expenses higher, unless they have contracts signed and know the costs. The motion passed unanimously.</p>

Overall Summary	
Initial Screening 09/27/2017	The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation.
Application Review	<p>OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.</p> <p>Mr. Maimone led the discussion and members of the Performance Committee asked specific questions on items needing clarification. Mr. Maimone stated that he believed that there was an error in the application related to the percentage of students that would be pulled from the proposed county (Lee). Mr. Maimone also wanted the school to confirm that they can meet the proposed enrollment. A board member explained that the organization currently runs an afterschool program and has attempted to reach out to parents that were familiar with the program. A board member explained that survey data was uploaded as an appendix to the application. A board member explained that he believed around 350 surveys were sent out and around 60% of those receiving the survey responded.</p> <p>Mr. Maimone felt the mission statement was vague and wanted to know what the hook</p>

	<p>was for parents and students.</p> <p>Ms. Reeves and Ms. Kakadelis wanted more information on the emphasis on technology in early grades. Ms. Reeves felt that there was a lot of strategies mentioned in the education plan and wanted to know how all of them will mesh together to attract families. A board member explained that the education plan was focused on ensuring students are college ready with a focus on technology integration and smaller class sizes.</p> <p>Mr. Maimone felt that the board doesn't have an educator's perspective. A board member explained that the board incorporated educator perspectives when developing the application and have recently added a retired principal and an instructor at the local community college to the board.</p> <p>Ms. Kakadelis and Mr. Maimone expressed concern about the teacher salaries. Ms. Reeves expressed concern about the location of the school considering the proposed location is in downtown Sanford and the contingency plan lists a more rural setting. A board member explained that when the school submitted the application, a downtown location was still possible, but since then the board has moved their focus to a different location. A board member explained that the location will determine the school's marketing efforts. Ms. Kakadelis wanted clarification on the school lunch plan. Ms. Reeves expressed her concern about the longer school day and the ability to recruit teachers at the proposed salary.</p> <p>Mr. Maimone expressed his concern about the underfunded nature of some of the budget line items (teacher salaries, technology), especially in light of the large projected surplus. Ms. Kakadelis wanted more information on the name of the school. A board member explained that the schools name is More Is Now Achievable (MINA).</p> <p>Ms. Reeves wanted clarification on the emphasis on technology and how this might impact ELL students.</p> <p>Mr. Maimone wanted to know what the school's breakeven point is. A board member explained that the breakeven point is 275, which Ms. Reeves noted was different than what was listed in the application. Ms. Reeves expressed her concern about some of the sections in the application.</p> <p>Ms. Reeves made a committee motion to allow an interview for MINA's Place. Ms. Kakadelis seconded. The motion passed unanimously.</p> <p>Mr. Maimone made a motion to the full CSAB to allow an interview for MINA's Place. Mr. Walker seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	<p>Mr. Joe Maimone led the interview and reviewed each section of the application. Dr. Townsend-Smith provided an update of the applicant information including the proposed location, projected enrollment for the first five years of operation, LEA impact statement and due diligence, and the pass/fail ratings for each section. Mr. Maimone asked the board of directors to introduce themselves and include their position on the board if they had one.</p>
<p>OVERALL</p>	<p>Mrs. Kroeger shared that financially the revenues are possibly overstated and this is concerning with the expenses potentially being understated. Mr. Walker expressed that his concerns all go back to enrollment and that if the school goes forward with 200 students, that it wouldnt be enough. Mrs. Reeves commented there is one charter school trying to</p>

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