

CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

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
2012 Application Process
To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

APRIL 13, 2012	A complete application package must be received in the Office of Charter Schools by 12 noon on <u>April 13, 2012</u> . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
APRIL 20, 2012	Copy of the application due to the Local LEA.
MAY 11, 2012	LEA Impact Statements due to the Office of Charter Schools
MAY, 2012	Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
JUNE/JULY, 2012	The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
JULY, 2012	Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
SEPTEMBER, 2012	SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

(1. APPLICATION COVER PAGES)

NAME OF PROPOSED CHARTER SCHOOL: Minds Engaged Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Minds Engaged Academy

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

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

NAME OF CONTACT PERSON: Erika Hedgepeth

TITLE/RELATIONSHIP TO NONPROFIT: Incorporator/Director

MAILING ADDRESS: 7612 Metroliner Court

PRIMARY TELEPHONE: 704-780-5830

ALTERNATE TELEPHONE: 704-780-5869

E-MAIL ADDRESS: erika@mindsengaged.org

Location Proposed Charter School (LEA): 9501 David Taylor Drive, Charlotte, NC 28262

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Minds Engaged Academy targets kindergarten through second grade students (adding one grade per year up to eighth grade) in and near Mecklenburg County, who wish to obtain a high quality year-round education through tactile-kinesthetic, visual and auditory learning experiences in a Basic School approach. Minds Engaged Academy does not discriminate against students based on religion, race, gender, or socioeconomic status. We want to be an alternative school for families who do not have (a) the financial means to enroll in academically superior private schools or (b) the means to move to neighborhoods in the zones of higher quality public schools. Mecklenburg County currently has no existing year-round public school options. Minds Engaged Academy will target students who have been denied the option in the past to receive a high quality education at a tuition-free year-round charter school. In 2011 it was estimated that approximately 29,000 North Carolina students were on public charter school waiting lists (Carolina Journal Online 2012).

Minds Engaged Academy

Proposed Grades Served: K-8 Proposed Total Enrollment: 540

Projected School Opening Year K-2 Month July

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-2	180	X	
Second Year	K-3	240	X	
Third Year	K-4	300	X	
Fourth Year	K-5	360	X	
Fifth Year	K-6	420	X	
(Sixth Year)	(K-7)	(480)	(X)	
(Seventh Year)	(K-8)	(540)	(X)	

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

Signature

Director _____

Title

Printed Name

Erika Hedgepeth

Date

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

MISSION:

The mission of the proposed charter school is as follows:
Minds Engaged Academy is strongly devoted to fulfilling the vision of The Basic School by Dr. Ernest L. Boyer by implementing its principles. MEA will maximize student learning and achievement by providing a rigorous and relevant curriculum, visual, auditory, and hands-on learning opportunities, technology integration, cross-curricular instruction, low teacher-to-student ratios in classrooms, and frequent off-campus experiences to support and enhance what students are learning. Character and values will be infused into the curriculum and modeled by our teachers. MEA will implement curriculum that exceeds state and national standards. We aim to narrow the achievement gap between students at a socio-economical disadvantage and privileged students, giving all students the opportunity for success in life.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

“We are convinced that a new vision of elementary education is urgently required, one that presents a comprehensive, practical plan of action based on the best practices that would be appropriate for every school.” – Ernest L. Boyer, The Basic School, 1995. The “best practices” Dr. Boyer was referring to are those practices that directly affect student learning and achievement. There are not enough classrooms and schools committed to implementing all of the practices essential to enhancing learning for students. Some schools may be great at instilling character and values in students yet fail to maintain small enough class sizes for teachers to meet individual student needs. Other schools may do a good job of implementing an integrated curriculum yet fail to involve parents and community members. As a Basic School, Minds Engaged Academy is committed to implementing all of the best, most effective practices to ensure students have a greater chance at reaching their full potential in school and in life.

Community School of Davidson (CSD), a nearby Basic School, has a waiting list of over 3,400 students (Carolina Journal Online, 2012). The Basic School approach focuses on teaching and caring for the whole child which is essential to keep students engaged in learning. Students at CSD are better able to retain and apply learned information and their test scores are remarkably higher than many schools in the state of North Carolina. Thousands of NC families desire a Basic School education for their children, but Basic Schools are committed to small class sizes and can only accept a small fraction of the applicants. Due to the effectiveness of CSD, as evidenced by high test scores, wonderful programs, and positive student and staff morale, most enrolled families do not withdraw. Unfortunately, for this reason, CSD has had to deny thousands of students the wonderful opportunity of attending a Basic School (Carolina Journal Online, 2012).

Corvian Community School, a Basic School located in Huntersville, NC, is modeled after Community School of Davidson and has experienced the same type of success. MEA’s contacts at CCS and CSD confirmed that only weeks after being granted charter school status by the state board of NC, Corvian had almost five hundred students on their waiting list. It is evident that parents in Mecklenburg and surrounding counties are desperate for the addition of another Basic School.

Within an 8-mile radius of UNC-Charlotte an enormous percentage of students are struggling to meet grade level expectations, in both elementary and middle school (see chart below from Appendix B). As a K-8 (elementary and

middle) school, MEA will be able to address these concerns and offer quality instruction to increase standardized test scores.

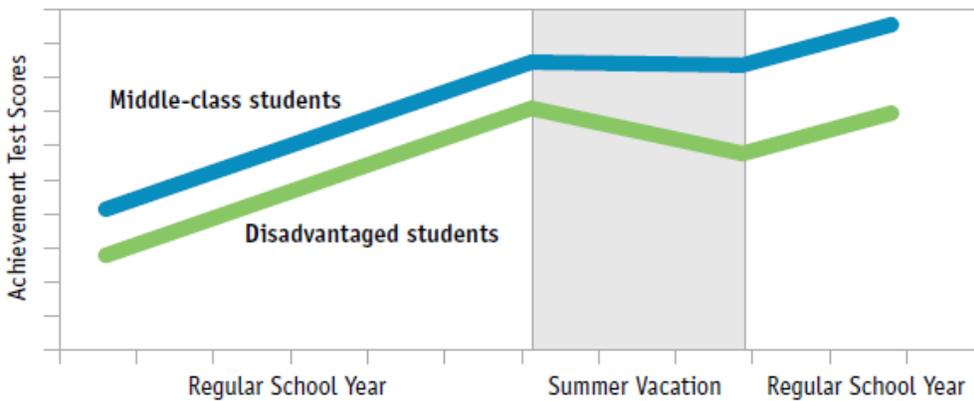
Key Statistics of Schools Located in the University City Area		
Percent of schools that made AYP:	11.1%	(2 out of 18)
Percent of schools that DID NOT make AYP:	88.9%	
Average Percent of students on Reading Level:	58.25%	(41.75 not on grade level)
Average Percent of students on Math Level:	74.5%	(25.5 not on grade level)
Percent Title 1 in this neighborhood:	61.1%	(11 out of 18)
Percent Priority in this neighborhood:	27.7%	(Almost 1 out of every 3)
Total Number of Trailers:	Appx. 134	(2,948 pupils *If 22 per trailer)

The figure above from Appendix B also reveals the overcrowding dilemma in neighboring schools. Over 134 trailers are being used due to overcrowding, which affects close to 3,000 students. 16 of these 18 overcrowded schools did not meet Adequate Yearly Progress (AYP). That means almost 90% of these overcrowded schools failed to make adequate progress during the year. We believe overcrowding in classrooms is partially to blame for the failure there. MEA will help alleviate some of the overcrowding experienced in neighboring schools.

Mecklenburg County currently has no public year-round school option for students. Studies show that achievement test scores decrease and students lose reading, math, and spelling skills over summer break, especially in disadvantaged students. The figure below shows the effects of summer vacation on middle-class and disadvantaged students (Cooper 1996).

Figure 1

General Pattern of Reading Achievement for Students From Different Income Groups



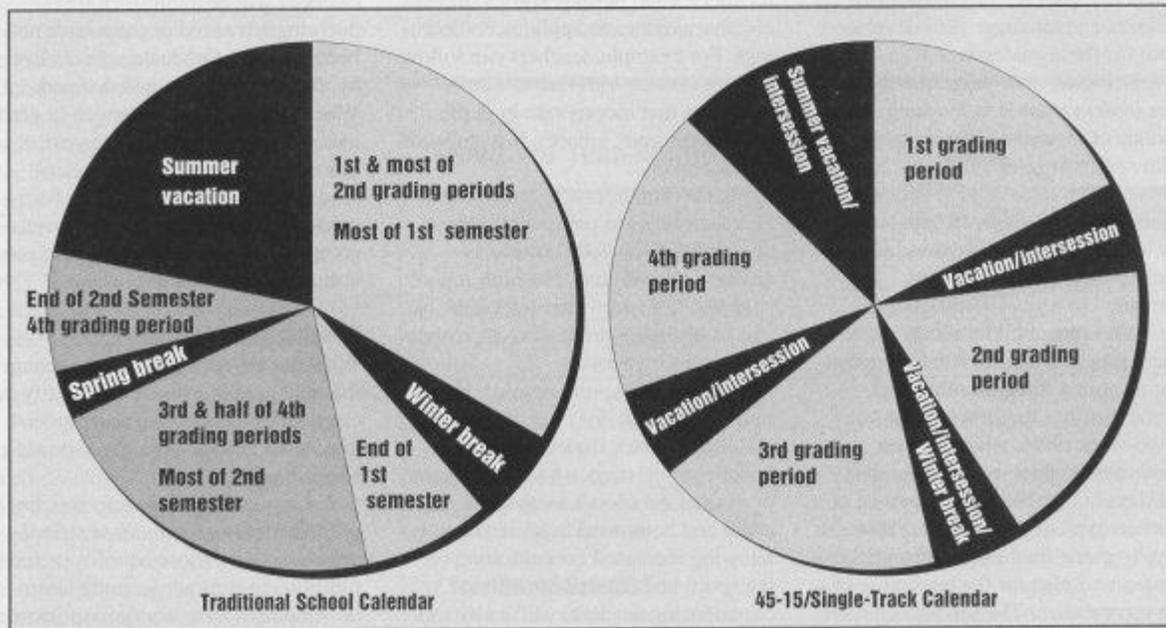
Cooper et al, conducted a meta-analysis, which is a review and synthesis of multiple research studies. They reviewed 93 evaluations of summer school programs serving grades K through 12, and also reviewed qualitative data from the program evaluations, including interviews with teachers, parents, and administrators.

Note: The above is a generalized representation from all studies reviewed.

The quarterly breaks in the year-round calendar are beneficial for struggling students who need the extra time for remedial tutoring. “Year-round schools address the problem of summer learning loss, providing unique opportunities for remediation and enrichment” (Ballinger 1995). The figure below shows a year-round calendar with logical pacing and regular breaks. Students and teachers return to school refreshed and ready to take on the challenges of the new quarter.

FIGURE 2

Learning/Vacation Cycles: Traditional vs. Year-Round Calendar



For parents in Mecklenburg County who want their children to attend a year-round school, they have just two options: (1) Relocate their family to Union County or (2) Send their children to the local public school and tolerate a traditional school year calendar. MEA will be a better option for these families.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

Goal 1:

Minds Engaged Academy’s primary student achievement goal is for all students to show evidence of appropriate academic growth.

Objective 1.1:

MEA will work hard to make sure our students make one year or more of academic growth. This means that a second grade student who transfers to MEA on a kindergarten academic level will be expected to end his/her second grade year at least at a first grade academic level. Likewise, a second grade student who transfers to MEA on a third grade academic level will be expected to end his/her second grade year at least an a fourth grade academic level. To demonstrate that students have attained one year or more of academic growth, students at each grade level will undergo beginning of the year assessments and evaluations, or placement testing. Students will be retested at the end of the school year to track academic growth.

Goal 2

Students will meet or exceed grade level expectations by 2015-2016, with exception to students with severe learning disabilities.

Objective 2.1

Our objective is for 80%-100% of our student population to meet or exceed grade level expectations as measured on the North Carolina End of Grade tests, by the end of year 3 (2015-2016). K-2 students are not required to take the NC EOG tests so we will rely on the results of teacher-created summative assessments, which reflect the North Carolina Standard Course of Study and Common Core Standards, given at the end of each quarter and the teacher-created cumulative assessments given at the end of the year in grades K-2. We anticipate that 10%-12% of

our student population may have learning disabilities that could affect their achievement. Therefore, students at MEA who are identified with severe learning disabilities will have individual academic achievement goals set and monitored by special education and classroom teachers. We recognize that many students with learning disabilities are able to meet the same academic expectations as those of their peers, and will challenge them and hold them to high standards and expectations within reason.

Objective 2.2

To help meet our second goal, students will have the opportunity to receive additional assistance during the off-weeks of the year-round calendar. Classroom teachers will identify students who did not meet grade level expectations based on quarterly summative assessments. This list of students will be submitted to the Administrators for record-keeping purposes. Classroom teachers will then communicate with parents regarding their child’s academic performance for the quarter. The parents will be encouraged to have their children attend scheduled remedial tutoring sessions during the off-weeks before the start of the new quarter. We expect that the individual attention given to struggling students during the off-weeks will help them make the gains necessary to be successful in the following quarter. Students with parental request to attend tutoring sessions will be granted the opportunity to receive challenging and enrichment assistance for a fee to be determined by the tutor. In addition to providing remedial tutoring for struggling students, MEA wants to include reading resource teachers as part of our staff, if the budget allows.

Timeline

<p>Prior to Quarter 1 (Teacher Workdays)</p>	<p>Teachers will collaborate on formulating placement tests, pretests, and posttests for the core subjects. It is essential that the pretests and posttests for quarter one be complete before the school year commences for students. Any quarterly pretests and posttests that are incomplete will be formulated on teacher workdays during the off-weeks of the year-round schedule prior to the beginning of each quarter. Ex: <i>Pretests and posttests for third quarter must be completed by or before the teacher workdays of the second quarter.</i></p>
<p>Quarter 1</p>	<p>All students will take placement tests in each grade level at the beginning of the year. Students will take pretests in core subjects at the beginning of first quarter. Several days prior to the end of the grading period, students will take posttests. The results should reveal an increase in student achievement. Teachers will reflect on the results and use the data to re-teach material or create extension activities as needed. During the off-weeks of the year-round schedule, teachers will offer tutoring sessions for students who need additional assistance in order to meet academic goals for the quarter.</p>
<p>Quarter 2</p>	<p>Students will take pretests in core subjects at the beginning of second quarter. Several days prior to the end of the grading period, students will take posttests. The results should reveal an increase in student achievement. Teachers will reflect on the results and use the data to re-teach material or create extension activities as needed. During the off-weeks of the year-round schedule, teachers will offer tutoring sessions for students who need additional assistance in order to meet academic goals for the quarter.</p>
<p>Quarter 3</p>	<p>Students will take pretests in core subjects at the beginning of third quarter. Several days prior to the end of the grading period, students will take posttests. The results should reveal an increase in student achievement. Teachers will reflect on the results and use the data to re-teach material or create extension activities as needed. During the off-weeks of the year-round schedule, teachers will offer tutoring sessions for students who need additional assistance in order to meet academic goals for the quarter.</p>
<p>Quarter 4</p>	<p>Students will take pretests in core subjects at the beginning of fourth quarter. Several days prior to the end of the grading period, students will take posttests. The results should reveal an increase in student achievement. Six weeks prior to taking NC EOG tests, students will be instructed in test-taking strategies and skills to promote their best performance on this mode of assessment. At the conclusion of fourth quarter, we will not offer re-teaching or tutoring sessions as this will be the end of the school year and</p>

	beginning of the abbreviated summer break. MEA will explore the possibility of offering a summer academic enrichment program at a cost to parents.
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PURPOSES OF PROPOSED CHARTER SCHOOL:

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

1. Improve student learning:

Minds Engaged Academy is committed to improve student learning by implementing effective practices in the school. Some of these "best practices" include, but are certainly not limited to:

- Exercise the proactive approach of progress monitoring students in core subjects to prevent student struggles from increasing in complexity
- Activate prior knowledge at the beginning of lessons and units through informal and formal pre-assessments
- Use assessment data to drive instruction
- Incorporate workshop-approach in math and reading to allocate time to practice newly-learned skills
- Assess using a variety of methods (projects, presentations, oral interviews, written and artistic products)
- Facilitate Paideia seminars to allow students opportunities to exchange and discuss ideas, receiving immediate feedback from peers
- Classes participate in meaningful field trips in the community often and on a regular basis
- Teachers collaborate and plan theme-based units that are cross-curricular and high-interest
- Teachers plan vertically (across grade levels) to ensure student readiness for subsequent grades
- Produce differentiated lesson plans to benefit the different learning styles and needs within the classroom
- Promote active learning in the classroom
- Students set personal and academic goals on a daily, weekly, and quarterly basis
- Encourage and provide opportunities for students to self-evaluate
- Students are intrinsically motivated to meet academic goals and expectations
- Students constantly collaborate with peers
- Emphasize higher-order thinking skills
- Infuse brain-based energizers and movement opportunities to meet students' physical needs, reengage them in learning, and heighten their awareness

MEA anticipates being able to provide students with constant exposure to and frequent use of technological devices. Some devices we hope to give students access to include interactive whiteboards, projectors, iPads, audio books, digital cameras, and webcams. We will aggressively apply for grants and donations to acquire as many of these devices as possible. These tools, when accompanied with high-quality instruction, will help maintain student engagement and as a consequence, improve learning and increase information retention. Below are just a few examples of how these technological devices would be used in classrooms to enhance student learning:

1. Students, as photographers, use **digital cameras** to take candid pictures of their natural surroundings. These photographs can be used as illustrations for writing research projects and/or non-fiction book publishing.
2. Teachers use **projectors** to project images from computers such as worksheets and online games. This benefits the school by saving on copying costs and by exposing students to technology without having to purchase class sets of computers for the same opportunity. Students who have a tactile learning style are able to write on the whiteboard surface with dry-erase markers versus paper and pencil when the teacher projects worksheets for whole-class instruction.

3. Teachers are better able to differentiate by giving students the opportunity to use an **iPad** during reading and math workshop. Applications available on the iPad range from handwriting practice to manipulating subtraction problems with pictures and symbols. Students who learn best by the tactile approach are especially benefitted.
4. **Webcams** can be used in the classroom to Skype with other classrooms around the world. Students are then exposed to other cultures and form friendships with people they might not otherwise ever have the chance to meet. Teachers at the schools can collaborate on social studies projects comparing landforms and economies or science projects comparing native animals and plants. Writing can be integrated with postcard and letter writing through pen pal partnerships.

Minds Engaged Academy is a Basic School, which means we believe in making every effort to support the whole child. Many factors can negatively affect student learning. Some factors are hunger, fatigue, and abuse. MEA will be properly equipped in order to provide a safe, caring, and nurturing environment for children. Our staff will consist of a team of professionals (psychologists, counselors, excellent educators, etc.) who can and will meet the various needs of our student population.

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

We want to offer all students at MEA the same opportunities. We will hire the staff needed to meet the needs of exceptional children as required by the Individualized Education Plans. We will comply with all state and federal laws.

There are three types of learners: visual, auditory, and kinesthetic/tactile. Visual learners learn best and at their full potential when using visual aids such as graphic organizers, media, and/or pictures while learning; auditory learners learn best through activities such as watching videos, participating in group discussions/seminars, and/or using word association to remember facts; kinesthetic/tactile learners learn best through activities such as taking field trips, role playing, and/or participating in centers/learning stations, and labs. Minds Engaged Academy will purposefully implement instruction that appeals to all types of learners on a daily basis. Many classrooms lack this type of instruction and solely “teach to the test” in an effort to raise test scores. This type of instruction is not engaging for students and as a result, many students fail to retain much of what has been taught. Our curriculum and instructional style will contain activities for all three types of learners, which ensure that we will improve learning opportunities for students.

Minds Engaged Academy will use a differentiated approach in the classroom to ensure that all levels of learners receive what they need to be successful. We do not believe in the cookie-cutter approach because all people, children included, come with diverse backgrounds and experiences as well as different ways of learning best. Our curriculum takes on a challenging approach to encourage all students to maintain high expectations to reach their full learning potential. We believe that the quality of instruction provided in the regular classroom will meet or exceed the needs of academically gifted students. Typically gifted students are pulled out of regular education classrooms to offer higher level thinking opportunities such as problem solving, research, inquiry-based instruction, and literature circle discussions. These opportunities will be provided within the regular education classroom for all students thus meeting and/or exceeding the needs of the identified gifted students as well as elevating the standard of learning for all students including those that are at-risk. We believe that the gifted student will serve as a model of critical thinking within a differentiated classroom thus having all of his or her academic needs met.

MEA is committed to following the principles of a Basic School, which we expect will have a dynamic impact on student learning opportunities. Our classrooms will contain a maximum number of 20 students per room in kindergarten through eighth grade. Such small class sizes will ensure that teachers can accommodate the different learning needs in their classrooms. The low number will allow for increased learning opportunities that would not be practical in an overcrowded classroom. An example of a learning opportunity that can take place in a smaller class size is a Paideia seminar. Students are able to meet in a circle and discuss ideas, listen to peers, and

offer feedback. In an overcrowded classroom, Paideia seminars can be much more difficult to manage. In addition to the small class sizes, our school will be staffed so that each teacher has an assistant to help reinforce learning, tutor small groups and individuals, and support the teacher in any other way proven to enhance student learning. Students will constantly receive individual attention throughout the school day due to the 1:10 staff to student ratio, improving learning opportunities that are not as likely in public classrooms where the staff to student ratio is about 1:25.

At MEA, students will have drastically more opportunities to learn outside of the classroom walls. When learning about life cycles, students may take a field trip to the butterfly pavilion to witness adult butterflies emerging from the pupa stage; students may plant seeds in outside gardens and visit the site daily to record growth and change; students will participate in service learning projects where they visit retirement homes to read with an elderly buddy and foster healthy relationships. At-risk students, especially, do not often have the background knowledge needed to truly engage in the material at the beginning of a unit. It is essential that Minds Engaged Academy expose at-risk students to places and experiences that are unfamiliar to them. Doing so will allow them to expand their perspectives and make meaningful connections between the classroom and the world.

As a Basic School, we believe in students partnering with older or younger peers in a buddy system. Older students can serve as mentors and tutors for their younger buddies. Time will be built into the schedule for classes to meet and provide opportunities for peer mentoring. At-risk and gifted children will benefit from the opportunity to learn from and with students in a different grade level. At-risk students who are older will benefit from being a role model and also helping their younger buddies in academics, since their tutoring will serve as a review for themselves. At-risk students who are younger will benefit by receiving academic advice and mentoring from their older buddies. Gifted students, in upper and lower grades, will profit in the same way.

3. Encourage the use of different and innovative teaching methods:

Minds Engaged Academy believes in child-centered instruction that is not strictly tied to a textbook or curriculum. Teachers will be empowered to take advantage of the teachable moment, choose high-interest literature for reading lessons, and use their own talents and abilities to impart knowledge. Students at MEA will spend a large part of their instructional day in small groups learning from and alongside their peers, with minimal teacher input at times. Whole-group instruction will look like students exchanging ideas and discussing themes in Paideia seminars, using rhythm and music to chant or sing songs that summarize concepts learned in different content areas, and manipulating interactive technology such as a Smart board or iPad to demonstrate mastery of concepts. Assessments will be fair and impartial since they will not be limited to paper-pencil tests, but will include formal and informal observations, self-assessment, peer-evaluation, argumentation/debates, oral interviews, re-teaching material to peers in the form of presentations, and completing projects and essays. MEA's year-round calendar will grant teachers time in between each quarter to plan challenging and engaging units and continue learning and improving through meaningful professional development.

As a Basic School, MEA will use numerous resources for instruction. Teachers will consider the world a giant classroom, which means taking nature, walks and recording observations, tending to a garden space with student-made bird feeders, and recycling lunch scraps to make and study compost. Students in every grade level will complete service projects for the community, such as making quilts for the homeless shelter and donating gently used toys for less fortunate children. Service projects teach core virtues such as compassion, respect, responsibility, caring and giving.

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

The Basic School believes in promoting teachers as leaders. Our school will encourage teachers to continue education by taking college courses and earning licensure in addition to their degree. Teachers will also be encouraged to take on leadership roles within the school such as grade level chairperson, PTA president, and serving on the School Leadership Team. Teachers, alongside parents and community members, will serve on the School Improvement Team and come up with ways to improve conditions at Minds Engaged Academy. Teachers at MEA will experience more flexibility and ownership in how they teach the material, although they will be required to

cover all state and common core standards in each discipline. They will integrate subjects and develop theme-based units to ensure that students make connections across the disciplines. Contrary to public school practices, a fair amount of school funds will be set aside for monthly off-campus experiences to enhance student learning and create authentic experiences within the curriculum. These field trips will be decided upon and planned by the classroom teachers. Teachers will also be encouraged to brainstorm creative ways to raise funds for off-campus experiences, even combining their efforts with service learning projects. All teachers will participate in ongoing training and professional development in current effective practices in the classroom.

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

As a charter school, Minds Engaged Academy will provide a tuition-free choice for students to attend a year-round school devoted to meeting their individual needs using innovative methods. Year-round school is currently not an option in Mecklenburg County. Parents, who recognize the tedious amount of work it is for teachers to catch students up from the regression that happens over the summer, want options to further prevent this wasteful cycle for their children. MEA is the best choice for parents who desire a free, high-quality year-round education for their children. The smaller class sizes, highly-qualified teacher assistant per classroom, and community volunteers at MEA mean students will receive more individualized attention on a daily basis, which in turn attributes to maximized student learning. MEA is another great option for families that desire the K-8 experience which some research shows is most beneficial to middle school-aged students for numerous reasons, including higher test scores in eighth grade, feeling of safety and security for parents and students, and continued engagement in learning for students since they are not distracted with transitioning to a separate middle school.

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

MEA will follow the North Carolina's Standard Course of Study in all subject areas and adhere to all state standardized testing, as a participant of the ABC state accountability program. Additionally, students will take pre-tests prior to the start of new units and take post-tests at the end of each unit to allow teachers to assess learning achievement and mastery of concepts and skills. To measure reading fluency which includes speed, accuracy, and expression used when reading aloud, teachers will conduct running records at least monthly for students in lower grades, and on an as needed basis for students in upper grades. The goal for student reading fluency will be compared against the current reading fluency goal of the local public district. Teachers will work closely with parents to note progress achieved throughout the school year. Student-Parent-Teacher conferences will be held on an as-needed basis, but once per semester at a minimum, to determine what new goals to set for students and intervention methods for students who did not meet grade-level benchmarks. These conferences ensure our accountability to parents and students. The goals set will be recorded and referred to for motivational and self-reflective purposes and used as a progress-monitoring tool. Teachers will maintain a portfolio for each student containing evidences of progress made based on anecdotal notes from small group observations, running records, formal assessments, project and presentation rubrics, and student work samples. Minds Engaged Academy will be organized in a way that all student portfolios containing pretest and posttest results and other teacher assessment documents will be accessible by officials in the event of a school audit, thus holding us accountable to the State Board of Education.

EDUCATIONAL FOCUS:

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

Mission Statement

Minds Engaged Academy is strongly devoted to fulfilling the vision of The Basic School by Dr. Ernest L. Boyer by implementing its principles. MEA will maximize student learning and achievement by providing a rigorous and relevant curriculum, visual, auditory, and hands-on learning opportunities, technology integration, cross-curricular instruction, low teacher-to-student ratios in classrooms, and frequent off-campus experiences to support and enhance what students are learning. Character and values will be infused into the curriculum and modeled by our teachers. Minds Engaged Academy will implement curriculum that exceeds state and national standards. We aim to narrow the achievement gap between students at a socio-economical disadvantage and students who have the socio-economical advantage, giving all students the opportunity for success in life.

Minds Engaged Academy will follow the four Basic School priorities: 1) The school as community, 2) A curriculum with coherence, 3) A climate for learning, and 4) A commitment to character. MEA will focus on three educational components: providing engaging instruction, promoting academic excellence, and building student character.

The School as Community: Classrooms at MEA will be connected by a sense of purpose and a caring climate. Teachers will be empowered to be leaders in the school and the Director will guide the school by inspiration. Parents will be embraced and a partnership will be created between home and school.

A Curriculum with Coherence: MEA teachers will follow the Basic School framework of integrated themes known as the eight core commonalities: *The Life Cycle, The Use of Symbols, Membership in Groups, A Sense of Time and Space, Response to the Aesthetic, Connections to Nature, Producing and Consuming, and Living with Purpose*. These eight commonalities allow students to make connections with what they are learning to life. We will implement goal-setting and incentives, as well as challenging and above-standard curriculum to ensure students receive what they need to obtain academic success. Teachers will work closely with parents and students to set high expectations for student growth so they exceed the state's grade level expectations. MEA teachers will use lesson plan formats that serve as both a plan for what they will teach as well as a checklist for key questions and learning targets such as: *Did I plan activities for each of the types of learners in my classroom? Do my plans provide multiple opportunities for students to interact with technology? Are the discussion questions thought-provoking, open-ended, and will they lead to a deep conversation?* Our school encourages innovative teaching methods with the sole purpose of engaging students' minds so that they are able to retain more information, helping them to reach their full learning potential.

A Climate for Learning: In 2008, a measly 31% of Charlotte-Mecklenburg Schools' students on free/reduced lunch received proficient scores on the reading and math EOG tests (CMS Website). On the contrary, 70% of CMS students who were able to pay for lunch received proficient scores on the same tests, widening the achievement gap between lower economic and higher economic students to almost 40%. Minds Engaged Academy believes that all children can and will learn when in a healthy, safe, and nurturing environment with appropriate services to meet their needs. MEA will be the environment that support students and promote learning.

A Commitment to Character: In many schools, a significant amount of time and energy is put into "teaching to the test", and character and life lessons are neglected. At MEA, we want students to learn responsibility and hold themselves accountable for their actions. Our staff will model good citizenship and treat students with respect. We will infuse character into the curriculum. Students at each grade level will participate in projects focused on serving others and giving back to the community. We want to instill integrity in our students in addition to promoting strong academics, helping them become honorable members of society.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: Minds Engaged Academy, INC

Mailing Address: 7612 Metroliner Ct.

City/State/Zip: Charlotte NC 28213

Street Address: 7612 Metroliner Ct., Charlotte, NC 28213

Phone: 704-780-5830

Fax:

Name of registered agent and address:

Erika Hedgepeth

7612 Metroliner Ct., Charlotte, NC 28213

FEDERAL TAX ID: 45-4599230

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

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

- Yes (copy of letter from federal government attached)
 No

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school. N/A

Minds Engaged Academy

2. What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school. N/A
3. Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students N/A
4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.
Minds Engaged Academy will not have an EMO or CMO.
5. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles. N/A

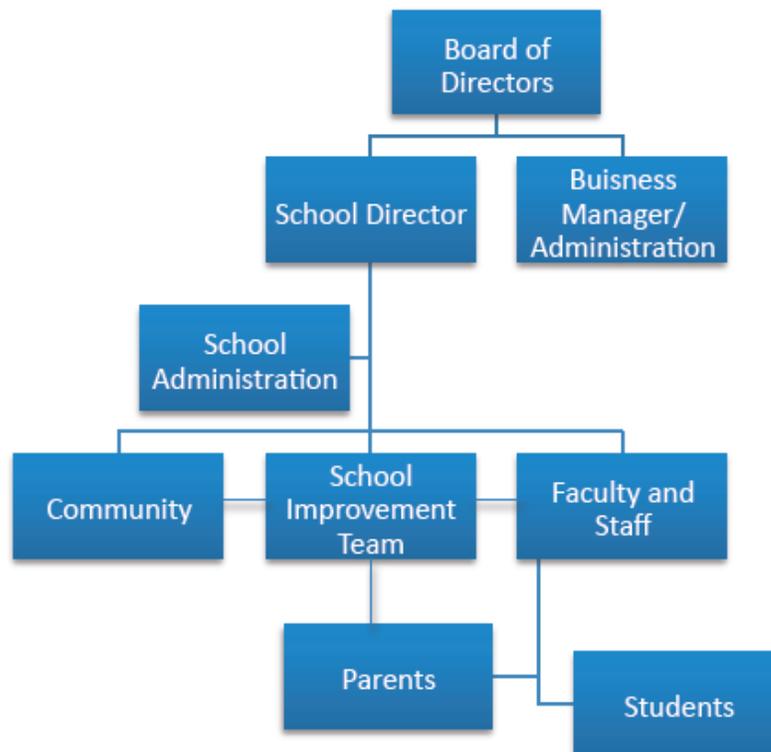
ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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

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

1. **A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.**

The following chart shows the relationship of the board of directors to the parents and staff at Minds Engaged Academy.



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

Kimberly Phifer

10446 Alexander Martin Avenue

Charlotte, NC 28277

(980) 939-3903

Summary of Qualifications:

- a. 18 years successful teaching as evidenced by year end evaluations, professional development presentations and improvement in standardized test results
- b. National Board Certification – Reading/Language Arts 2009
- c. North Carolina Teaching Certification (K-6 Middle)
- d. Maryland APC (Advanced Professional Certificate) Teaching Certification (K-6 Middle)
- e. Emphasis on teaching reading strategies and hands-on experiences
- f. Excellent classroom management skills
- g. Strong communication and organizational skills
- h. Creative implementation of behavior modification plans
- i. Proven ability in assisting parents with difficult behavior
- j. Served as grade level chairperson in 2nd, 3rd, and 5th grades
- k. “Closing the Gap” Cadre
- l. Coached girls’ basketball team

Work Experiences:

Charlotte-Mecklenburg School District

(2005-Present)

- h. Elizabeth Lane Elementary, 5th and 2nd Grade Teacher
- i. Irwin Avenue Elementary, 3rd Grade Teacher
- j. Billingsville Elementary, 4th Grade Teacher
- k. First Ward Elementary, 5th Grade Teacher

Anne Arundel County Public Schools

(2004-2005)

1. Mills-Parole Elementary, 3rd Grade Teacher

Prince George’s County Public Schools

(2000-2004)

2. Bradbury Heights Elementary, 3rd Grade Teacher
3. Henry G. Ferguson Elementary, 5th Grade Talented and Gifted Teacher

District of Columbia Public Schools

(1998-1999)

- Aiton Elementary, 3rd/4th Combination Grade Teacher

Baltimore City Public Schools

(1994-1998)

- Highlandtown Elementary, 2nd, 3rd, and 4th Grade Teacher

Educational Experience:

Bowie State University - Master of Arts Degree in Elementary Education

(1994-1997)

Bennett College - Bachelor of Arts Degree in Elementary Education

(1989-1993)

References available upon request

WORK OF EXPERIENCE

- 2005-present Community School of Davidson Davidson, NC
2nd-5th Grade Elementary Teacher, Middle School Social Studies Teacher
- identified children's individual and collective learning needs and planned, prepared and delivered instruction that caters for the full ability range within the class.
 - employed a variety of teaching methods designed to capture students' interest and maximize individual learning.
- 2003-2005 University City United Methodist School Charlotte, NC
Preschool Teacher
- provided relevant, concrete, real, and developmentally appropriate learning experiences.
 - encouraged phonemic awareness activities to build a foundation for reading readiness.
- 1997-1999 Charlotte Mecklenburg School District Charlotte, NC
3rd-4th Grade Elementary Teacher
- utilized assessment data to individualize instruction.
 - concentrated on improving literacy, specifically in the area of writing.
 - developed strong behavioral management skills focusing on positive reinforcement.
- 1995-1997 Freeport Area School District Freeport, PA
Instructional Support Teacher, 2nd Grade Elementary Teacher
- implemented intervention for students at risk emotionally, academically, and behaviorally.
 - worked cooperatively with a team of educators to meet the needs of all students.
 - focused on creativity and student-centered activities.
- 1995-1996 Lutheran Youth and Family Services Indiana, PA
Therapeutic Staff Support (TSS)
- provided therapeutic support to children in specific areas of social, behavioral, and emotional development.
 - facilitated the growth and development of the child through professional interventions within the school, home, and community.

EDUCATION

- 1991-1995 Indiana University of Pennsylvania Indiana, PA
- Bachelor of Science in Elementary Education
 - Certification: Elementary Education
 - Major QPA: 3.65/4.0 Overall: 3.6/4.0
 - Graduated Magna Cum Laude.

HONORS AND ACTIVITIES

- Teacher Consultant for Hope Academy and Mountain Island Charter School
Teacher Presenter as Community School of Davidson's Fresh Take Teacher's Conference
- Two-time presenter at NC Charter School Conference
 - UNC Charlotte Summer Writing Project National Initiative; NWP Teacher Consultant
 - Community School of Davidson School Leadership Team
 - New Staff Trainer/Mentor
 - Staff Development Presenter
 - Music Words Opera, Opera Carolina
 - BLAST After School Enrichment Teacher (Babysitting Lessons and Safety Training)
 - Summer Camp Instructor
 - Upwards Cheerleading Coach
 - Children's Church Coordinator, University City United Methodist Church
 - Smithfield Elementary Strategic Planning Committee Member
 - University Meadows Elementary Social Climate Committee Member
 - Buffalo Elementary Just Say No Club Sponsor
 - Alpha Gamma Delta Sorority Vice President Scholarship

REFERENCES

Available Upon Request

Minds Engaged Academy

7990 Heathersone Drive
Harrisburg, NC 28075

Antonio Wilder

Phone: (704)650-1868

E-mail: gowilder07@yahoo.com

Knowledgeable Mortgage Specialist with 15+ years experience in the mortgage industry. Skills & abilities include the following: Direct-Endorsement certification; proficient in LP & DU; excellent multi-tasker in high paced environment; committed professional with strong values & ethics; flexible & positive team player with a proven track record of performance; outstanding customer service reputation & collateral expertise.

Professional Experience

Zenta Corporation (Accenture)

6\2009- present- Operations Team Manager\ Corporate Trainer

- a. Train new hire Underwriters on CitiMortgage programs, processes, and products
- b. Review pipeline reports daily to drive production levels
- c. Coach\Mentor underwriters on a daily basis
- d. Review loans to provide solutions to issues that may arise

Equifirst Corporation (Barclays Capital), Charlotte, NC

5/2008-4/2009- Retail Operations Manager

- a. Developed and implemented operational process for FHA Retail Department
- b. Mentored & developed a team of processors and loan Coordinators
- c. Supported 25 loan officers in closed volume and scenarios
- d. Reviewed "outside-the-box" loans for guideline exceptions
- e. Developed relationships with 3rd party appraisal and title vendors
- f. Developed checklists that reduced errors & improved quality

7/2004 – 5/2008 – Group Manager

- Ensured branch profitability
 - Managed business relationships between account manager, account executives, and brokers
 - Monitored departmental pipelines
 - Trained and developed new and existing employees
 - \$650,000 underwriting signing authority

2/2003-7/2004 – Senior Underwriter

- Performed detailed reviews & credit analysis of mortgage loans
 - Monitored daily activities between account executives and account managers
 - Obtained additional information and/or documentation from origination offices as needed and educated originators through appropriate feedback
 - \$500,000 signing authority

1996-1/2003 Branch Manager, American General Finance, Inc.

- Directed and controlled all profit areas to ensure high net operating income.
- Approved mortgage, consumer, and auto loans based on the customer's financial capacity.
- Formulated and implemented plans to obtain business from retail dealers.

Antonia S. Mead, PhD, MCHES

6807 Moss Lake Rd.
Charlotte, NC 28214
(704) 378-1236 work (704) 393-2591 home
asmeadphd@bellsouth.net

EDUCATION

University of Alabama, Tuscaloosa, Alabama, December 2004
Doctor of Philosophy in Health Education and Promotion

University of Memphis, Memphis, Tennessee, December 1999
Master of Science in Human Movement Science; Health Promotion concentration

University of Memphis, Memphis, Tennessee, May 1996
Bachelor of Science, Biology, Vertebrate Zoology concentration, *Magna cum laude*

PROFESSIONAL EXPERIENCE

Associate Professor of Health Education, Department of Health & Human Performance, Johnson C. Smith University, Charlotte, North Carolina, 2011- present

Assistant Professor of Health Education, Department of Health & Human Performance, Johnson C. Smith University, Charlotte, North Carolina, 2005- 2011

Primary responsibilities are to teach health education courses. Advisor to majors and minors in the department. Perform scholarly research and community service. Also serve as student research advisor, mentor, and advisor to student organizations.

Faculty Liaison, Smith Institute Center for Minority Health, Lifestyle, Culture, & Wellness, Johnson C. Smith University, Charlotte, NC, 2009- present

Responsibilities include developing research partnerships with local and regional health care service agencies, conducting collaborative community/academic research to target the multiple factors that contribute to health disparities, and disseminating research findings into culturally relevant strategies and actions to eliminate health disparities.

Program Coordinator, Future Selves Family Life Education Project, Tuscaloosa, Alabama, 2003- 2004

Responsibilities included scheduling teen pregnancy prevention curriculum for middle school students in three rural counties, coordinating data collection, and supervising interventionist and graduate assistants.

CERTIFICATIONS

Master Certified Health Education Specialist; CPR/First Aid/AED, 2010-2012

CURRENT COMMUNITY SERVICE

United Negro College Fund (UNCF), Antioch M.B. Church Health & Healing Ministry, Alpha Kappa Alpha Sorority, Inc.

Vernie Johnson White

10812 Whittersham Drive Charlotte, North Carolina 28262
Phone: Home 704-549-9308 Cell 704-661-9149 e-mail: vwhite76@bellsouth.net

EXPERIENCE

2008 – present Guilford County School System Greensboro, NC
Education Consultant & Principal Mentor

2003 – 2008 Charlotte-Mecklenburg School System Charlotte, NC
Interim Assistant Principal

- a. Served as assistant principal at five middle schools and three high schools.
 - Performed all responsibilities expected of an assistant principal including supervising and observing teachers, discipline, parental contacts, other supervisory duties, implementation of initiatives to improve student performance and staff teaching practices.

2000 Retired from Charlotte-Mecklenburg School System

1989 - 2000 Charlotte-Mecklenburg School System Charlotte, NC
Assistant Principal

- b. Served as full-time assistant principal at two middle schools.
- c. Performed all duties and responsibilities of an assistant principal.
- d. Implemented training in-service for new teachers.
- e. Wrote grants for school improvement.

1969–1989 Charlotte-Mecklenburg School System Charlotte, NC
Biology and Physical Science Teacher

EDUCATION

1987-1988 UNCC Charlotte, NC

- f. Principals' Certification

1978-1981 UNCC Charlotte, NC

- Master of Education in General Science

1968 Purdue University West Lafayette, IN

- Further Studies in Microbiology

1964-1968 Johnson C. Smith University Charlotte, NC

- Bachelor of Science in Biology and General Science

INTERESTS

Reading, computer graphics, training Sunday School teachers and leaders.

AFFILIATIONS

- Delta Sigma Theta Sorority, Inc.
- Beta Kappa Chi National Honor Society
- National Educational Association
- National Science Teachers Association
- Charlotte-Mecklenburg Association of Retired Personnel
- Antioch Missionary Baptist Church – Administrative Asst. to the Pastor
- HELP (Helping Empower Local People)

Ernest Saxton

6026 Cambellton Drive Charlotte, NC 28269

Mobile (980) 207-8622 Email: ernest.saxton@cms.k12.nc.us

Professional Experience

Charlotte-Mecklenburg School District

1. Principal, Mc Alpine Elementary, 2009-present
2. Assistant Principal, Elizabeth Lane Elementary 2006-2009
3. Upper elementary teacher, Morehead Elementary, 2005-2006

Philadelphia Public School District

4. Upper elementary teacher, Philadelphia Public School District, 2000-2005
5. Math Facilitator
6. Math Curriculum Teacher Trainer

Philadelphia, PA

7. Produced a local weekly television entertainment show for 11 years

Qualifications

1. Leadership
2. Professional educator
3. Curriculum and Instruction Certification
4. Certified Principal K-12
5. NC Teaching Certification K-6
6. Communication
7. Human resource management
8. Crisis management
9. Video production and multimedia experience
10. Worked in accounts payable/receivable

Education

1. 1995-2000, *Temple University*, Bachelor's of Science in Education
2. 2002-2004, *St. Joseph's University*, Master's Degree in Administrative Leadership

Cedric N. Meekins

711 Yuma Street, Charlotte, NC 28213

Mobile (813) 405-5607 Email: ichurp@yahoo.com

Experience

- Charlotte, NC* 2009-Present
- Director, Charlotte Contemporary Ensemble
 - Executive Director of Worship and Fine Arts at Mayfield Memorial Baptist Church
- Charlotte-Mecklenburg School District,* 2007-2009
- North Mecklenburg High
 - Taught choral music and theory
- Baltimore City School District,* 1999-2007
- Lake Clifton Eastern High
 - Dunbar High
 - Douglas High
 - Empowerment Academy Charter School
 - Wrote Fine Arts Curriculum for the entire system (referred to Central) 2002-2004
- Baltimore County School District,* 1995-1997
- Carver Center for Arts and Technology
 - Music Depart Chair
 - Taught vocal music and applied theory

Education

Bachelor's Degree in Music Education
Norfolk State University 1992

Master's Degree in Composition Theory
Norfolk State University 1996

*In the process of obtaining Master's Degree in Theology: Sacred Music
United Theological Seminary (Dayton, Ohio)

1. Certified as a crisis intervention counselor in the state of Maryland
2. Pursuing Crisis Intervention Counselor Certification in the state of North Carolina
3. Oversees 9 active ministries, which includes about 250 people

- III. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)

**BYLAWS
OF
MINDS ENGAGED ACADEMY, INC.
A NOT-FOR-PROFIT CORPORATION
INCORPORATED UNDER THE LAWS OF THE STATE OF NORTH
CAROLINA**

ARTICLE I - ORGANIZATION

Section 1. Name

The corporation's name shall be Minds Engaged Academy, INC.

Section 2. Principle Office

The corporation's initial principle office shall be located at 7612 Metroliner Ct., Charlotte, NC 28213. The Board of Directors may change the principle office from time to time. The corporation may also have offices at such other places within this state as the Board may from time to time determine or the business of the corporation may so require.

Section 3. Fiscal Year

The fiscal year of the corporation shall begin on July 15th and end on July 14th of the subsequent year.

ARTICLE II - PURPOSES

Section 1: Organizational Purpose

The organizational purpose of the Minds Engaged Academy, Inc. is to be a public education charity that puts into practice the Basic School model by Dr. Ernest L. Boyer and maximizes student learning and achievement by providing a rigorous and relevant curriculum and visual, kinesthetic, and hands-on learning opportunities. The Corporation is organized exclusively for charitable, educational and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as an exempt organization under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 2: Compensation

No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

Section 3: Prohibited Activities

No substantial part of the activities of the corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in

opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal Income Tax under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future tax code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Section 4: Dissolution of the Corporation

Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or state or local government for public purpose. Any such asset not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III – BOARD OF DIRECTORS

Section 1: Management Of The Corporation

The Board of Directors shall govern the corporation. They shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation. Each Director shall be at least twenty-one (21) years of age and hold at least a high school diploma or its equivalent.

Section 2: Election And Term Of Directors

The initial Board shall select a third of its members to serve an initial one (1) year term, another third of its members to serve an initial two (2) year term and the remaining third of its members shall serve an initial (3) year term. New

Directors shall be elected in the fourth quarter of each succeeding year to fill any expiring terms.

After the initial Board of Directors has been established, each successive Director shall hold office for three (3) years, or until his successor has assumed office, or until his prior resignation or removal.

Directors may be reelected with no limit on the number of terms.

Section 3: Number Of Directors

The Board shall consist of at least five (5) and no more than nine (9) Directors. The number of Directors may be increased or decreased by a vote of a majority of all of the Directors. No decrease in number of Directors shall shorten the term of any incumbent Director.

Section 4: Newly Created Directorships And Vacancies

Newly created Directorships resulting from an increase in the number of Directors and vacancies occurring in the Board for any reason shall be filled by a vote of the majority of the Directors then in office, although less than a quorum exists. Vacancies occurring by reason of the removal of Directors without cause shall be filled by vote of the other Directors. A Director elected to fill a vacancy caused by resignation, death or removal shall be elected to hold office for the unexpired term of his predecessor.

Section 5: Removal Of Directors

Any or all of the Directors may be removed with or without cause by a 2/3 vote of the Directors serving

at the time. Directors may be removed due to non-fulfillment of duties required by the Board, misconduct, theft and misrepresentation of our organization all by a 2/3 vote of the Board members. In the event any Director is so removed, a new Director or Directors may be elected at the same meeting.

Section 6: Resignation

A Director may resign at any time by giving written notice to the Board, the president or the secretary of the corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the Board or such officer, and the acceptance of the resignation shall not be necessary to make it effective.

Section 7: Quorum Of Directors

A majority of the entire Board shall constitute a quorum for the transaction of business or any specified item of business.

Section 8: Action Of The Board

Unless otherwise required by law, the vote of a majority of the Directors present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. Each Director present shall have one (1) vote.

Section 9: Place And Time Of Board Meetings

The Board may hold its meetings at the principle office of the corporation or at such other places, either within the state, as it may from time to time determine.

Section 10: Regular Meetings and Open Meeting Law

The Board of Directors shall meet at least monthly at such times and dates as designated by the Board Chairman, through a written call of the majority of Board members, or upon resolution of the Board. Regular meetings of the Board may be held without notice at such time and place, as it shall from time to time determine. A regular annual meeting of the Board shall be held in June or at such other time as the Board may determine. In addition to all meetings being held in full compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9-143-318.19, all meetings of the Board shall be held in an open, orderly, and fair manner.

Section 11: Conflict of Interest Policy

If any member of the Board faces a conflict of interest in a matter pending before the Board, that member shall make full and candid disclosure to the Board of the nature of the conflict. A conflict of interest would occur if any matter before the Board is favorable or potentially favorable to the personal, family, or business interests of the Board member. Each member of the Board shall fill out, sign, and submit a Conflict of Interest Disclosure Form at the annual meeting.

If one (1) or more directors present at a meeting abstain from discussing and voting on a pending matter due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a majority of those voting directors shall be required to approve the motion.

Section 12: Special Meetings

Special meetings of the Board shall be called at any time by the chairman or by a written request by at least two Directors. Special meetings shall require at least three (3) days notice to each Director either personally or by mail or by wire.

Section 13: Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the adjournment shall be given to all Directors who were absent at the time of the adjournment and, unless such time and place are announced at the meeting, to the other Directors.

Section 14: Chairman

At all meetings of the Board the president, or in his absence, a chairman chosen by the Board shall preside.

Section 15: Executive And Other Committees

The Board, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other committees, each consisting of one (1) or more Directors. Each such committee shall serve at the pleasure of the Board.

Section 16: Board Member(s) Compensation

Each Board member shall serve as a volunteer without compensation. Board members may be compensated for actual expenses of serving on the Board or for other services to the organization as permitted by a vote of the Directors at any meeting.

ARTICLE IV – OFFICERS

Section 1: Offices, Election, Term

The Board shall elect or appoint a president, one or more vice-presidents, a secretary and a treasurer, and such other officers annually. They shall have such duties, powers and functions as hereinafter provided. Each officer shall hold office for the term for which he is elected or appointed and until his successor has been elected or appointed and qualified.

Section 2: Removal Or Resignation

Any officer elected or appointed by the Board may be removed by the Board with or without cause. In the event of the death, resignation or removal of an officer, the Board in its discretion may elect or appoint a successor to fill the unexpired term. Any two or more offices may be held by the same person, except the offices of president, treasurer, and secretary

Section 3: President

The president shall be the chief executive officer of the corporation; he shall preside at all meetings of the members and of the Board; he shall have the general management of the affairs of the corporation and shall see that all orders and resolutions of the Board are carried into effect.

Section 4: Vice-Presidents

During the absence or disability of the president, the vice-president, or if there are more than one, the executive vice-president, shall have all the powers and functions of the president. Each vice-president shall perform such other duties, as the Board shall prescribe.

Section 5: Treasurer

The treasurer shall be in charge of receiving and distributing to the Directors an accounting of all receipts and disbursements regularly, an annual statement of all receipts and disbursements, and the annual financial audit.

Section 6: Assistant-Treasurer

During the absence or disability of the treasurer, the assistant-treasurer, or if there are more than one, the one so designated by the secretary or by the Board, shall have the powers and functions of the treasurer.

Section 7: Secretary

The secretary shall keep the minutes of the Board of Directors and also the minutes of the members and, if applicable, the meetings of the committees appointed by the Board. He shall have the custody of the seal of the corporation and shall affix and attest the same to documents when duly authorized by the Board of Directors. He shall attend to the giving and serving of all notices of the corporation, and shall have charge of such books and papers as the Board of Directors may direct; he shall attend to such correspondence as may be assigned to him, and perform all the duties incidental to his office. He shall keep a membership roll containing the names, alphabetically arranged, of all persons who are members of the corporation, showing their places of residence and the time when they became members.

Section 8: Assistant-Secretaries

During the absence or disability of the secretary, the assistant-secretary, or if there are more than one, the one so designated by the secretary or by the Board, shall have all the powers and functions of the secretary.

Section 7: Sureties And Bonds

In case the Board shall so require, any officer or agent of the corporation shall execute to the corporation a bond in such sum and with such surety or sureties as the Board may direct, conditioned upon the faithful performance of his duties to the corporation and including responsibility for negligence and for the accounting for all property, funds or securities of the corporation which may come into his hands.

ARTICLE V - CONSTRUCTION

If there be any conflict between the provisions of the certificate of incorporation and these by-laws, the provisions of the certificate of incorporation shall govern.

ARTICLE VI - AMENDMENTS

The by-laws may be adopted, amended or repealed by the Board at the time they are entitled to vote in the election of Directors. By-laws may also be adopted, amended or repealed by the Board of Directors but any by-law adopted, amended or repealed by the Board may be amended by the Board members entitled to vote thereon as herein before provided. If any by-law regulating an impending election of Directors is adopted, amended or repealed by the Board, there shall be set forth in the notice of the next meeting of all Board members for the election of Directors the by-law so adopted, amended or repealed, together with a concise statement of the changes made.

ARTICLE VII – CONDUCT

Because of its strong beliefs in high moral standards based on traditional values, the organization reserves the right to expect from all of its officers and Directors to maintain high moral standards and social values that do not conflict with traditional spiritual morals.

ARTICLE VIII - INDEMNITY

The Corporation shall indemnify its Directors, officers, and employees as follows: Every Director, officer, or employee of the Corporation shall be indemnified by the Corporation against all expenses and liabilities, including counsel fees, reasonably incurred by or imposed upon him in connection with any proceeding to which he may be made a party, or in which he may become involved, by reason of his being or having been a Director, officer, employee, or agent of the Corporation or is or was serving at the request of the Corporation as a Director, officer, employee, or agent of the Corporation, whether or not he is a Director, officer, employee, or agent at the time such expenses are incurred, except in such cases wherein the Director, officer, employee, or agent is adjudicated guilty of willful misfeasance or malfeasance in the performance of his duties. The Corporation shall provide any person who is an officer, Director, employee, or agent of the Corporation or was serving at the request of a Director, officer, employee, or agent of the Corporation the indemnity against expenses of suit, litigation, or other proceedings, which is specifically permissible under applicable law.

CONFLICT of INTEREST POLICY for MEA Board of Directors

In their capacity as leaders, the members of the Board of Directors of Minds Engaged Academy (MEA) must act at all times in the best interests of the school. The purpose of this policy is to inform the Board as to what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest. This policy may be enforced against individual Board members as described below.

1. Board members have a fiduciary duty to conduct themselves without conflict to the interests of MEA. In their capacity as Board members, they must subordinate personal, individual business, third party, and other interests to the welfare and best interests of MEA.
2. A conflict of interest is a transaction or relationship, which presents or may present a conflict between a Board member’s obligations to MEA and the Board member’s personal, business or other interests.
3. Full disclosure of all actual and potential conflicts and a determination by the disinterested Board members – with the interested Board member prohibited from participating in debates and voting on the matter – are required. The remaining disinterested Board members shall constitute a quorum for that particular vote and a majority of those voting directors shall be required to approve the motion.
4. All actual and potential conflicts of interests shall be disclosed to the entire MEA Board through the annual disclosure form and/or whenever a conflict arises. The disinterested members of MEA shall make a determination as to whether a conflict exists and what subsequent action is appropriate (if any).
5. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form. All completed forms shall be provided to and reviewed by the MEA Board Secretary and President, as well as all other conflict information provided by Board members. The signed forms will be retained in the MEA office for a period of 7 years.

MINDS ENGAGED ACADEMY CONFLICT OF INTEREST DISCLOSURE FORM *(draft)*

ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the MEA Board Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as an MEA Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the MEA President and Secretary in writing.

Disclosure of Actual or Potential Conflicts of Interest:

Board Member Printed Name: _____

Board Member Signature: _____

Date: _____

- IV. **A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.**



Information for New Non-Profits from the Charitable Solicitation Licensing Division of the Department of the Secretary of State

Congratulations on the formation of your non-profit corporation in the State of North Carolina. The information that follows comes from the Charitable Solicitation Licensing Division (CSL) of the Department of the Secretary of State and advises you of relevant North Carolina law related to not-for-profit charitable organizations. CSL bears responsibility for licensing and for enforcement of North Carolina's Charitable Solicitation Act, N. C. Gen. Stat. § 131F. Chapter 11 of Title 18 of the North Carolina Administrative Code (NCAC) sets forth Rules for the Solicitation Licensing Program.

Each new non-profit that intends to solicit contributions in North Carolina from the public must know and follow the provisions of the Act and the Rules. Of special interest to new non-profits should be the provisions of N. C. Gen. Stat. § 131F-5, which address licensure requirements. Licenses are issued on an annual basis and must be renewed. Every charitable organization, sponsor, or person (as these terms are defined in the Act) who intends to solicit contributions in NC must have a license granted by the Department through the CSL Division unless the entity is exempt from licensure under N.C. Gen. Stat. § 131F- 3.

An application for licensure must be filed that meets the criteria set forth in N. C. Gen. Stat. § 131F-6. Unless an exemption from paying is applicable, a fee must accompany the application and ranges from \$50 to \$400, as determined by the provisions of N. C. Gen. Stat. § 131F-8. Under N.C. Gen. Stat. § 131F-9, charitable contributions may be solicited only for the purpose stated in the licensure application, and disclosures must be made. The specific content, including type size, for printed disclosures is found in N.C. Gen. Stat. § 131F-9.

Non-profits that choose to use fundraising consultants or solicitors will find additional licensure requirements at N.C. Gen. Stat. § 131F-15 and § 131F-16 respectively. Under the list of prohibited acts in N. C. Gen. Stat. § 131F-20 is a provision against contracting or entering into agreements with solicitors or fundraising consultants that are not licensed. New non-profits will want to familiarize themselves with what actions are prohibited by the Charitable Solicitation Act. Although some infractions may result in civil penalties, violations are also considered deceptive/unfair trade practices and may lead to the assessment of criminal penalties. The enforcement provisions are found at N. C. Gen. Stat. § 131F-23 and § 131F-24. Under N. C. Gen. Stat. § 131F-32, charitable organizations, sponsors, fundraising consultants, and solicitors must keep "true and accurate records as to their activities in the State" for at least three years.

Information about CSL is available on the Department's website, www.sosnc.com. In addition, CSL staff members are always willing to answer questions and to provide assistance through the Division's toll-free number of 1-888-830-4989.



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, **ELAINE F. MARSHALL**, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

MINDS ENGAGED ACADEMY, INC.

the original of which was filed in this office on the 7th day of March, 2012.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 7th day of March, 2012

Elaine F. Marshall
Secretary of State

SOSID: 1247877
Date Filed: 3/7/2012 10:10:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C201206200238

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the corporation is: Minds Engaged Academy, Inc.
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 7612 Metroliner Court
City, State, Zip Code Charlotte, NC 28213 County Mecklenburg
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
Erika Hedgepeth
6. The name and address of each incorporator is as follows: _____
Erika Hedgepeth, 7612 Metroliner Court, Charlotte, NC 28213

7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 7612 Metroliner Court,
City, State, Zip Code Charlotte, NC 28213 County Mecklenburg
11. The mailing address *if different from the street address* of the principal office is:

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

This is the 1st day of March, 2012.

Erika Hedgepeth
Signature of Incorporator

Erika Hedgepeth **INCORPORATOR**

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

NOTES:

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

Minds Engaged Academy, Inc.
Certificate of Incorporation Attachment

ARTICLE VIII- DISSOLUTION

1. The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.
2. The manner of distribution of assets in this Corporation's winding up is as follows: Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or state or local government for public purpose. Any such asset not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purpose or to such organization or organizations as said Court shall determine which are organized and operated exclusively for such purposes.

ARTICLE IX – PURPOSE

1. The organizational purpose of the Minds Engaged Academy, Inc. is to maximize student learning and achievements by providing a rigorous and relevant curriculum, visual, kinesthetic, and hands-on learning opportunities.
2. No substantial part of the activities of the corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in, any political campaign on behalf of any candidate for public office.
3. The Corporation is organized exclusively for charitable, educational and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as an exempt organization under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
3. These Articles of Incorporation may be amended at any time and from time to time at the direction of the Director and on the advice and consent of the Board of Directors; however, no amendment shall be adopted which deprives the corporation of tax exempt status under the tax laws and regulations of the United States of America

Minds Engaged Academy, Inc.
Certificate of Incorporation Attachment

4. Minds Engaged Academy, Inc. admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in the administration of educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

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

As stated in Article 3.2 of our bylaws, the MEA Board of Directors shall govern the corporation. They shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation in accordance to state and federal regulations. The Board will meet at least monthly to discuss and decide on all long-term school affairs. These affairs include, but are not limited to, personnel decisions, long-term planning, curriculum, school policies and procedures, business decisions, and ensuring the school is financially stable and fiscally sound. They will be presented regular reports from the School Director, School Improvement Team, and such other persons or committees determined by the Board.

As stated in article 3.14, the Board, by resolution adopted by a majority of the entire Board, may designate committees from among its members, each consisting of one or more Directors. Each committee shall serve at the pleasure of the Board. Example committees would be an Executive Committee, Building Committee, School Audit Committee, and such other committees to perform any functions determined by the Board and to advise the Board.

The school faculty and staff will carry out the day-to-day operations of the school. MEA faculty and staff will adhere to every policy, procedure, and decision of the Board.

The Board will be committed to ensuring that all MEA students are provided with the best education possible. Every action of the board will be made with the intent to meet or exceed each MEA performance-based goal and objective.

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

A policy can be implemented only after it has been presented, discussed, and voted upon by the Board at publicly announced Board meetings. Unless otherwise required by law, the vote of a majority of the Directors present at the time of the vote, if a quorum is present at such time, shall be the act of the Board (Article 3.8 of MEA Bylaws). Each Director present shall have one vote. Each Board member will vote in favor of a policy if, and only if, it promotes our schools mission, it aims to meet or exceed each MEA performance-based goal and objective, and it is fiscally sound. No policy shall be adopted that violates any state or federal regulation(s).

VII. **Portray how the board will involve parents and community members in governing the school.**

The board of directors will seek feedback from the School Improvement Team regarding such topics as the School Improvement Plan, assessment results evaluation, and student performance (academically and behaviorally). The School Improvement Team will consist of administrators, teachers, parents, and community members.

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

Goal 1: Each student will show evidence of academic growth.

Objectives:

(1.1) Each student makes one year or more of academic growth.

Goal 2: 80%+ of students will meet or exceed grade level expectations by 2015-2016.

Objectives:

(2.1) Students with special needs will be challenged and held to high standards.

(2.2) Students performing below grade level will be provided additional remedial tutoring.

Goal 3: Increase parental involvement in school.

Objectives:

- (3.1) Parents invited to volunteer in classrooms as additional aides.
- (3.2) Parents invited to chaperone field trips/off-campus experiences.
- (3.3) Parents asked to serve on School Improvement Team.
- (3.4) School will hold parent advisory workshops at least quarterly.

Goal 4: Instill character and essential values in students.

Objectives:

- (4.1) Teachers plan lessons that infuse character into units.
- (4.2) Staff members trained in Basic School Philosophy.

Goal 5: Maintain a healthy and positive school climate that promotes student learning.

Objectives:

- (5.1) Maintain class sizes at a maximum of 20 students.
- (5.2) Maintain Staff to Student ratio of 1:10 per classroom.
- (5.3) Adopt curriculums that engage students in learning and appeal to all learning styles.
- (5.4) Teachers will be trained in best educational practices.

Goal 6: The school is fiscally sound and financially sustainable.

Objectives:

- (6.1) A fiscally sound budget based on realistic revenue and expenditure projections is adopted and followed closely.
- (6.2) There is a contingency reserve at the end of the fiscal year.
- (6.3) A plan for funding cash flow shortfall is adopted.
- (6.4) Financial audits show that the school has been accurate and accountable.
- (6.5) The schools spending reflects the schools mission.

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

As stated in Article 3.11 in the MEA bylaws, if any member of the Board faces a conflict of interest in a matter pending before the Board, that member shall make full and candid disclosure to the Board of the nature of the conflict. A conflict of interest would occur if any matter before the Board is favorable or potentially favorable to the personal, family, or business interests of the Board member. Each member of the Board shall read the conflict of interest policy below. Afterwards, each member will fill out, sign, and submit a Conflict of Interest Disclosure Form at the annual meeting or whenever a conflict arises.

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Admissions Policy

Minds Engaged Academy

Students will be admitted according to (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1)). MEA admits students of any race, color, national origin, disability, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, English proficiency, creed, sex, religion, ancestry, disability, measures of achievement or aptitude, athletic performance, and ethnic origin in the administration of educational policies, admission policies, and athletic or other school-administered programs.

Marketing Strategy

MEA will use several marketing strategies to increase school visibility in our community including, but not limited to:

- Public ads/broadcasts, flyers, and brochures to publicize our school in Mecklenburg and Cabarrus County.
- Social media (Facebook and Twitter)
- Community service learning projects will take place in the community (i.e. local nursing home partnerships, etc.)
- MEA plans to host community ice cream socials, parent and community workshops, school open house, and other community outreach events

It is expected that the demographic makeup of our school will resemble that of the University City Area in Charlotte (shown in Figure 1). The MEA Board of Directors will compare the school demographics to the University City area demographics annually. If there are any major discrepancies, a strategic marketing plan will be adopted and then implemented to ensure demographic diversity at MEA. This may include, but is not limited to:

- Marketing more heavily to targeted demographic groups
 - Increase marketing strategies (flyers, ads/broadcasts, brochures) in neighborhoods, businesses, and churches where there is a high number of the targeted demographic group
- Passing out, in person, invitations and information about our school in select neighborhoods

Figure 1: Demographics of University City (Taken from the CharlotteChamber.org)
http://charlottechamber.com/clientuploads/Economic_pdfs/University_City_Report.pdf

2010 Household by Income

Household Income Base

<15,000	7.1%
\$15,000-\$24,999	6.5%
\$25,000-\$34,999	7.3%
\$35,000-\$49,999	14.0%
\$50,000-\$74,999	20.7%
\$75,000-\$99,999	17.2%
\$100,000-\$149,999	19.4%
\$150,000-\$199,999	4.7%
\$200,000+	3.0%

2010 Population by Race/Ethnicity

Total	168,357
White Alone	46.8%
Black Alone	38.3%
American Indian Alone	0.4%
Asian or Pacific Islander Alone	5.6%
Some Other Race Alone	6.7%
Two or More Races	2.3%
Hispanic Origin	11.9%

Enrollment Period

MEA will have open enrollment from the first day of the school year to the last business day in February. MEA will hold open house sessions throughout the year. MEA will use several marketing strategies to advertise our open enrollment period. Applications will be made available on our website and school office. All applications must be hand delivered, mailed, or faxed to the school office by the close of the last business day in February. Once the applications are reviewed, the applicants will be entered into a database for further tracking during the enrollment process.

All applications received after the open enrollment period will not be considered for the random selection process. These applications will be date and time stamped upon submission and added to the end of the waiting list in the order in which they were received. If there is no waiting list, their application will be accepted in the order in which they were received.

Enrollment Priority

MEA will give enrollment priority to the following:

- Students who are children of a current employee or founding board member so long as total number of students allowed under this exemption represents only a small percentage of the school’s total enrollment. Federal NCLB Guidance (USDOE, 2004).
- Siblings of students who are currently enrolled at MEA
- All remaining applicants

If the applicants in the above priority groups exceed available vacancies, a lottery will be held.

Random Selection Process (Public Lottery)

MEA will enroll all eligible students who submit their application during the enrollment period, unless the number of applicants exceeds the number of available openings. If the total number of applications exceeds the number of available spots, a public lottery shall be held. This random selection process will go as follows:

2. MEA will notify all applicants and the general public of the time and place of the public lottery.
3. MEA will create a database that includes each student's name, address, and any other pertinent information. A neutral third party that is not affiliated in any way with MEA, MEA staff, or MEA students will review this database to ensure the validity and accuracy of the information in the database.
4. This database will be imported into the EduLottery software (or a similar, reliable charter school lottery software). A neutral third party that is not affiliated in any way with MEA, MEA staff, or MEA students will observe this procedure to ensure the integrity of this process.
5. The EduLottery software will randomly select names until all available spots have been filled. Accepted applicants in attendance will be directed to pick up their enrollment/registration packets. Accepted applicants not in attendance will receive their packets by mail.
6. After the available spots have been filled, the EduLottery software will construct a randomly selected waiting list that includes all of the applicants who submitted applications during the enrollment period.
7. After the waiting list (in step 5) has been constructed, MEA will add names of the applicants who submitted applications after the enrollment period to the waiting list in the order in which they were received.
8. If openings remain available after the close of the random selection process, the available spots will be filled on a first come, first served basis until there are no further openings.
9. MEA will make every effort, including continual audits, to ensure the integrity, validity, accuracy, impartiality, and fairness of any and every public lottery held. Every lottery will be videotaped and stored for our records. These videotapes can be used as evidence if needed.

If multiple birth siblings apply, one surname will be entered in the lottery and if that name is drawn, all birth siblings will be admitted to the school.

The finalized acceptance list and waiting list will be made available to the public as soon as possible. Applicants on the waiting list will be contacted in order as openings become available.

Appeal Process

Any parent or guardian wishing to contest or appeal the lottery process can do so by contacting the Board of Directors in writing. A representative of the Board will make contact with the individual and discuss the issue. A final decision regarding the appeal or contest will be made by a vote of the Board in an open meeting.

Enrollment Policy

Accepted applicants must confirm their intent to enroll at MEA within four weeks of acceptance by returning the enrollment/registration packet. Also the applicants will be informed that if the student does not attend the first day of school or call in to request an excused absence by a date and time given by MEA, the student will forfeit their registered status in the school, will not be enrolled, and will have to resubmit another application in order to receive future consideration.

Minds Engaged Academy

Newly enrolled families will be invited to and strongly encouraged to attend student and parent orientations. Once students are enrolled, they will be eligible to return each successive year until they graduate. These students will not have to redo the enrollment process. Each student will be required to have filled out and turned in an intent-to-return form at a date and time given by MEA. All applicants on the waiting list will have to resubmit an application during the following school year's open enrollment period.

Transfers

Once registered, each student will have a personal data file created at MEA. Where applicable, all previous cumulative records (including report cards, interim reports and any testing data that have not been filed) will be requested from previous schools that students attended. Upon receiving previous documents, the records and previous history will be reviewed and any concerns will be reported to the assistant director (i.e., missing report cards, IEPs, etc.). If there are concerns, the assistant director will call the former school for further information. If necessary, the assistant director will communicate with teachers and the parents or guardian of the student to better serve their needs.

When a student transfers to another school and requests transfer of student's records to new school, MEA will comply with appropriate written documentation.

Withdrawals

Parents or guardians who are planning to withdraw their student(s) from MEA should report their intentions, to the appropriate school official, in person a minimum of three days prior to leaving MEA. Afterwards, the student will report to the records office to receive a school withdrawal form. Students must return all textbooks and other school property, pay all outstanding debts, obtain the required signatures, and return the completed withdrawal form to the records office in order for the withdrawal process to be complete.

Student Records

All records at MEA will be subject to retention laws, policies, and procedures of the NC State Board of Education. Student records will be kept in a limited access environment. Only the secretary, assistant director and director will be provided access to student records. No records will be shared without written consent except to those parties allowed by Family Educational Rights and Policy Act (FERPA) (34 CFR 99.31).

Denial of Admission

Notwithstanding any other law, the MEA Board of Directors may deny admission to or place reasonable conditions on the admission of a student who has been suspended from a school under G.S. 115C-390.5 through G.S. 115C-390.10 or who has been suspended from a school for conduct that could have led to a suspension from a school within the local school administrative unit where the student is seeking admission until the period of suspension has expired. Also, the MEA Board of Directors may deny admission to or place reasonable conditions on the admission of a student who has been expelled from a school under G.S. 115C-390.11 or who has been expelled from a school for behavior that indicated the student's continued presence in school constituted a clear threat to the safety of other students or staff as found by clear and convincing evidence, or who has been convicted of a felony in this or any other state. If the Board of Directors denies admission to a student who has been expelled or convicted of a felony, the student may request the Board of Directors to reconsider that decision in accordance with G.S. 115C-390.12.

V. EDUCATION PLAN

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

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

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

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

Minds Engaged Academy will focus on the four principles of the Basic School which are: 1) School as community 2) Curriculum with coherence 3) Climate for learning and 4) Commitment to character. Our Basic School framework encompasses practices from the following theories: Constructivism, Brain-based learning, and Differentiated Instruction.

An idea central to the theory of Constructivism is that learning is an active process. Children must continuously explore to make meaning of the world around them. Elements of constructivism support the first and third priorities of the Basic School which are: (1) to build community and (2) to create a climate that promotes learning. MEA will provide students with numerous opportunities to explore their community through field trips, gardening, and graphing changes in weather. Vygotsky, well-known social constructivist, claimed that higher levels of mental functioning originate in social processes. He believed children learned to a higher degree when collaborating with others. Part of our school climate will look like students sitting face-to-face and shoulder-to-shoulder, working together on projects or exchanging ideas in a Paideia seminar circle with minimal teacher input. The teacher will not be the only learning resource. Students will learn from each other as they share ideas and experiences. Teachers will teach students how to think independently and encourage students to remain curious, creating a team of lifelong learners. The constructivism theory goes hand in hand with the Basic School belief that a child’s learning is enhanced when s/he is challenged, engaged, and provided with opportunities for hands-on learning.

Brain-based learning is based on body, mind, and brain research. It emphasizes that effective teaching includes teaching with the brain in mind. For example, the teacher chooses activities that appeal to the left-brained learners as well as the right-brained learners. Planning and instruction should include a proper balance of activities that represent the diverse community of learners within. Brain-compatible teaching at MEA will ensure students frequently apply strategies proven to enhance learning such as incorporating energizers, removing stressful factors from the classroom, and teaching students how to deal with anxiety and distress. Our students will learn how to independently maintain high levels of engagement to reach their maximum learning potential. Dr. Ernest L. Boyer, author of The Basic School, 1995, wrote: “The Basic School is committed to serving the whole child, acknowledging that a student’s physical, social and emotional well-being also relates to learning” (p. 153). This statement supports the idea that students have physical needs that must be met in the classroom to promote student learning; teachers who help meet these needs are promoting the holistic approach associated with The Basic School, as well as establishing a climate that promotes student learning.

Most classrooms accommodate a wide spectrum of learners, ranging from severely below to significantly above grade level. Differentiated instruction is identifying which academic levels students belong to and adjusting instruction by implementing a small-group approach, then teaching students at their appropriate level. Differentiating does not mean teachers lower expectations for some students, but simply that they teach in a way that meets the varying needs of the individuals in the classroom. MEA pledges to differentiate instruction for students to ensure they reach their potential and make expected growth. Differentiation complements the Basic School principle: *maintain a school climate that promotes learning*.

- **Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.**

Courses of Study: MEA will continue to work with our educational consultant from Community School of Davidson, whose expertise is in Basic School philosophy and curriculum, to further develop our instructional program. Our consultant will help us implement the Basic School curriculum into our educational program and adjust, as needed, to meet the needs of our students. The Basic School curriculum meets all Common Core standards and standards found in the North Carolina Standard Course of Study. The goal is to educate the whole child, which includes teaching children to make smart decisions regarding their physical, emotional, and mental health. Our curriculum will ensure that each child receives a high quality education in a safe and nurturing environment.

The Basic School curriculum is based on eight themes called the Core Commonalities. They are:

1. *The Life Cycle*
2. *The Use of Symbols*
3. *Membership in Groups*
4. *A Sense of Time and Space*
5. *Response to the Aesthetic*
6. *Connections to Nature*
7. *Producing and Consuming*
8. *Living with Purpose*

These 8 themes will be integrated into all units taught in each grade level, from kindergarten to eighth grade. For example, when students are learning about the different classes of animals in second grade science, teachers might integrate applicable core commonalities such as *the life cycle*, *membership in groups*, *connections to nature*, and *response to the aesthetic*. At least two core commonalities should be relevant to any unit students are studying throughout the year.

Teaching Approach and Instructional Methodology: Teachers in all grade levels will encourage students to form their own opinions, express themselves, think critically, ask questions, make generalizations, explore their surroundings, and collaborate with their peers. Teachers will conduct mini-lessons structured by activating prior knowledge, building background knowledge, and sharing content. These mini-lessons will usually be limited to less than half an hour. After the mini-lessons, students will have time to practice and apply new concepts and skills as the teacher gently guides and facilitates. Often, the class will reconvene after the period of practice and share their finished products or accomplished tasks. Students and teachers will often reflect on what they learned during lessons and ways to improve performance. Teachers will teach in a way that engages students in learning. They will establish healthy, positive relationships with students and focus on presenting material in a way that motivates students to conduct their own research and think critically. All teaching approaches and instructional methodologies promote student learning and maximize student achievement.

Class Structure: MEA is committed to small class sizes with a teacher-to-student ratio of 1:10. Students will receive whole-group and small-group instruction frequently throughout the day. The purpose of small group instruction will be to review material and skills and focus on meeting individual student needs that are otherwise a challenge to meet during whole-group instruction. Small groups will be facilitated by teachers, assistants, and classroom volunteers. Classrooms will be equipped with tables or arranged in a way that encourages student collaboration and contains space for project and lab work; learning stations/centers with independent tasks to be visited by students during independent workshop periods; cozy reading spaces, or "book nooks"; large rug for whole group meeting area; a student spotlight area such as an "author's chair" for students to be celebrated and share stories and writing pieces. Student work will be displayed in the classroom in addition to class rules and interactive bulletin boards. MEA's class structure supports the school climate established in The Basic School philosophy.

Pillars of School Culture: MEA will have a school culture built on the seven core virtues of the Basic School, beginning in kindergarten and continuing through eighth grade. These seven virtues will be taught through the school climate, staff modeling (through word and deed), service projects, and integrated in the curriculum. The seven virtues are: *honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving.*

Curriculum Design: MEA will be a K-8 Design School, opening as a K-2 school and adding one grade level per year until we are a K-8 school: We base our decision to become a K-8 school on the research that supports this type of school. The Basic School philosophy will be implemented throughout all grade levels; however, as our students transition to middle school, MEA will adhere to the philosophies presented in [This We Believe: Keys to Educating Young Adolescents](#) as written in the position paper by The Association for Middle Level Education (2010). From ages 10-15, children experience many developmental changes and altering their environment would drastically enhance the symptoms that stem from those changes. We intend to continue the culture and community of the school environment as one that is inviting, safe, inclusive, and supportive of all. Students in grades 6-8 have one less thing to distract them from learning because their environment will not suddenly change. They can focus on school work in addition to reaping the benefits of small class sizes, integrated curriculum, and an environment that encourages them to live life with a purpose. We will continue to work with our educational consultant at Community School of Davidson, which is currently operating as a K-8 school, to effectively transition students from the elementary to middle school program and implement the middle school curriculum. The curriculum at all grade levels will be aligned with the North Carolina Standard Course of Study and the Common Core Standards.

Because we are committed to providing our students with a high quality education, teachers will plan numerous off-campus trips to add to what is being taught in the classrooms. Our goal is for students to participate in field trips at least once per quarter. When studying Harlem Renaissance artists, students will be able to visit the Harvey B. Gantt Center for African-American Arts & Culture in downtown Charlotte, NC; when learning about birds of prey during the animal unit in science, students will take a field trip to the Raptor Center in Huntersville, NC; etc. There are other local museums, farms, and centers that MEA plans to form partnerships with in order to give students constant first-hand experiences in learning.

Literacy

In kindergarten, MEA plans to adopt the Starfall Kindergarten Curriculum for Reading and Language Arts to be used in combination with studying the core commonalities of The Basic School framework. Starfall is a hands-on and interactive curriculum integrated with math, science, and social studies. It is highly engaging for all types of learners and incorporates technology throughout the lessons and activities. Students are issued a website password which enables them to independently practice phonics, reading, and math skills at home on the More Starfall website. First through eighth grade teachers will plan units that are thematic, integrated, and meet all reading and language arts standards through a balanced literacy approach; a few of the various reading and writing curriculums teachers will refer to for particular aspects are *Open Court*, *SRA Imagine It*, *Lucy Calkins*, and *Handwriting without Tears*. Teachers will heavily rely on activities from the *Florida Center for Reading Research (FCRR)* for independent games that enhance skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The FCRR games will be used to reinforce previously taught skills during reading and writing workshop. They are designed to be played in chronological order, with each subsequent game increasing in level of difficulty. Classrooms will each have grade level appropriate Scholastic News subscriptions which integrate literacy, social studies, and science concepts.

Social Studies

We plan to adopt the Nystrom social studies curriculum as one of our social studies resources. Nystrom is a hands-on program that helps students to develop social studies concepts by exploring the world through a variety of themes. It comes with software to be used for independent practice of social studies concepts as they are learned. Additional resources such as *Sheppard Software*, *Discovery Education*, and *Scholastic News* will be used to enhance learning, integrate disciplines, and increase exposure to technology.

Math

MEA will draw from multiple resources and curriculums that help us to meet and exceed state standards, which include *Investigations Math*. Classes will have memberships to the IXL and Ten Marks programs, two interactive websites that have games for every math standard for grades pre-K through eighth grade. IXL and Ten Marks allow students to set goals and track their progress, give incentives as students meet their goals, send evaluative feedback to teachers, and can both be used at home and school. IXL and Ten Marks are also great for teachers who need to provide differentiated activities for students because access to all grade level activities is included in the subscription.

Science

Our kindergarten science curriculum will include *Teach Science: Science Discovery*. In grades one through eight, we will use a variety of science curriculums including, but not limited to, *Otter's Science Curriculum*, *Classic Science*, and *Nutrients for Life*. Teachers will supplement science instruction with additional science resources such as *Discovery Education*, *Scholastic News*, and *Sheppard Software*.

The Arts:

In reference to art, Dr. Ernest L. Boyer wrote, "It is an essential language that makes it possible to communicate feelings and ideas words cannot express (Boyer, 1995, pg. 76). Minds Engaged Academy will ensure that students are exposed to the various art forms (music, dance, art, theater, etc.) and learn to use the arts as a means of communication. Our students' exposure to the arts will continue outside of the classroom as classes participate in field trips to art museums, symphonies and shows, and local exhibits. In addition to studying multicultural art, students will perform and produce artistic pieces that showcase their learning in the classroom. Students in middle school will study the importance of the arts and be able to take courses in performing arts and fine arts.

Health and Wellness:

Minds Engaged Academy is committed to using the holistic approach ingrained in the Basic School curriculum. MEA teachers will care for the whole child which includes their physical, emotional, and mental well-being. We will follow the North Carolina Standard Course of Study (NC SCOS) for Healthful Living Education in grades K-8. Under the NC SCOS, students will:

1. Develop knowledge and skills to enhance mental and emotional well-being.
2. Develop knowledge and skills to enhance personal and consumer health.
3. Develop healthy and effective interpersonal communication and relationship skills.
4. Apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.
5. Choose not to participate in substance abuse.
6. Demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.
7. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
8. Exhibit a physically active lifestyle.
9. Show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance.
10. Exhibit responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

In addition to following the NC SCOS for Healthful Living Education, students will learn about the importance of exercise and proper nutrition. Parents will be encouraged to pack healthy snacks and lunches, and water bottles will be available to students throughout the day. Minds Engaged Academy teachers will plan engaging lessons that incorporate movement and include active learning opportunities. Students will participate in physical education on a

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daily basis and some of the extra-curricular activities offered at MEA require physical movement such as *Girls on the Run* and *Let Me Run*. Some homework options will encourage physical activity such as:

- Act out spelling words with different body parts
- Use your legs to ice skate your vocabulary words on the ground
- Have a parent call out your basic math facts while you do jumping jacks for the answer

Minds Engaged Academy will seek to establish partnerships with community organizations that specialize in health and wellness. We will seek nutritional experts and fitness instructors (and other professionals) to conduct parent workshops during the school year, at least once per semester, to promote physical fitness and developing healthful habits. At the middle school level, topics such as substance abuse prevention, sexuality education, and stress management are more deeply discussed. MEA strives to guide our students to become physically active and healthy adults who adopt healthy practices for a lifetime.

Report Cards and Conferences:

Kindergarten through seventh grade students will not receive traditional letter grades. MEA will use a variety of on-going assessment results, including student portfolios, to determine student mastery of concepts and skills. Our report cards will include meaningful information, detailing academic growth and development. Grade level objectives will be listed on report cards and students will be measured on their level of mastery for the end of year goals. Report cards will be issued four times a year, or once per quarter: October, January, April, and June. An initial parent/teacher/student conference will be held at the end of the first quarter, to clarify the first report card and review student achievement, offering helpful tips for improvement and setting new goals. A second parent/teacher/student conference will be held at the end of the third quarter, to determine student progress toward goals. This conference will serve as an opportunity for the teacher to share whether the student is being considered for retention and what can be done to improve the status. Parent/teacher/student conferences will be held on an as needed basis, but at a minimum of once per semester, to determine what new goals to set for students and intervention methods for students who do not meet grade-level benchmarks. A sample portion of an elementary report card can be found on the following page. In eighth grade, students will receive traditional letter grades to prepare for the transition to high school. MEA will use the following 7-point grading scale authorized by the Department of Public Instruction:

A+	99-100
A	96-98
A-	93-95
B+	91-92
B	88-90
B-	85-87
C+	83-84
C	80-82
C-	77-79
D+	75-76
D	73-74
D-	70-72
F	0-69

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Sample Daily Schedule:

*SW = students will, TW = teacher will

8:00-8:15 Time set aside for students who need to eat breakfast, use restroom, get materials ready

8:15-8:30 SW read and set daily goals in their journals

8:30-8:35 Morning Meeting

8:35-9:55 Reader's/Writer's Workshop

9:55-10:55 Small group literacy rotations and learning stations

10:55-11:25 Recess

11:25-11:50 Lunch

11:50-12:50 Thematic centers focused on social studies and science standards

12:50-12:55 Energizer Break

12:55-1:35 Math

1:35-1:45 Afternoon reflections

1:45-2:00 Clean up, pack up

2:00 Dismissal

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*Below is a sample portion of a third grade report card. MEA will work with our educational consultant to create a full report card containing standards in all subject areas that students at each grade level K-8 should achieve. The report card below foreshadows the thorough evaluation that will take place for every student at Minds Engaged Academy.

Third Grade Report

Name of School: Minds Engaged Academy
 School Year: 2013-2014
 Name of Student: Student
 Name of Teacher: Teacher

Total	Attendance	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
185	Days in Quarter	49	44	49	43
181	Days Present	48	42	48	43
4	Days Absent	1	2	1	0
0	Days Tardy	0	0	0	0

Reading				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Applies reading strategies when attacking unknown words	S	S	S	S
Uses knowledge of phonograms to decode new words	S	S	S	S
Reading Comprehension (understands and correctly answers questions about stories/books read; builds vocabulary)	P	P+	S	S
Overall Reading				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Transitional				
Independent				
Evolving	X	X	X	X
Maturing				
Advanced				
Social Development				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Cooperates with others	S	S	S	S
Accepts responsibility for decisions	S	S	S	S
Participates as an active listener	P	S	S	S
Follows directions	S	S	S	S
Home School Connection				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Complete homework	X	X		
Read aloud to your child	X			
Work on word study words more at home (grades 1-5)				

Thank you for working with us as we strive to help your child succeed in all areas!

S – Meets grade level expectations with independence and consistency, **P** – Making progress/developing, **N** – Needs more development, **N/A** – Not assessed this grading period

Classroom Climate

MEA plans to have three classes per grade level from kindergarten through eighth grade. One teacher's assistant will be assigned to each classroom in K-8. Each assistant will be used to facilitate students in small focus groups and supervise other classroom activities. Assistants will provide individual attention for students throughout the day. MEA teachers will loop with their classes for as many as three years. A large population in the North East Mecklenburg area will especially benefit from looping with the same teacher from K-2 and again when in grades 3-5. Looping is practiced in many schools and helps teachers establish lasting unions with students, building trust and becoming in sync.

Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.

Our academic goals are for:

- 80-100% of students in grades 3-8 to meet or exceed grade level expectations as evidenced on standardized testing.
- 80-100% of students in grade K-2 to meet or exceed grade level expectations as evidenced on teacher summative assessments.
- Reading and math EOG scores of MEA students to surpass state scores by 5% or more.
- All students to meet or exceed grade level expectations by year 3, with exception to students with severe learning disabilities.

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

Entrance requirements: Parents must provide a copy of their child's birth certificate, immunization records, and proof of residency. Kindergarten students enrolling at MEA must be five years old by August 31 of the year they enter kindergarten.

Exit requirements: Students in each grade level that meet grade level expectations in reading and math will be recommended for promotion to the next grade level. Students who do not meet math and/or reading grade level expectations and have made insufficient progress during the school year will be considered for retention. Retention may be protested by parents but the director holds the right to retain a student.

The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.

YEAR ROUND SCHOOL CALENDAR (10 weeks on, 2 weeks off)

August 12 – October 18 ← 49 days

October 21 – November 1

November 4 – January 17 ← 43 days

January 20-January 31

February 3-April 11 ← 50 days

April 14-April 25

April 28-June 25 ← 43 days

2013 Holidays (No School)

September 2 Labor Day

November 11 Veteran's Day

November 27-29 Thanksgiving Holiday

December 23-31 Christmas Holiday

2014 Holidays (No School)

January 1 New Year's Day

January 20 MLK, Jr. Day

April 18 Good Friday

May 26 Memorial Day

The year-round school calendar coincides with the tenets of our mission at MEA in two ways:

1. MEA's mission is to maximize student learning. The year-round calendar is beneficial for those students whose needs include an abbreviated summer break to prevent regression of learning between school years, thus maximizing their learning potential.
2. A second element of our mission is to narrow the achievement gap between the socio-economically disadvantaged and advantaged students. Again, disadvantaged students who attend year-round schools have been shown to make academic advances in comparison to disadvantaged students who attend schools following traditional calendars.

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

The Scholastic Reading Placement Tests will be given to students K-6 at the beginning of each school year. These tests assess student ability and comprehension in reading, writing, speaking, listening, and viewing. The placement tests are observation and performance-based. The data collected from these assessments will be used to identify students' individual needs and differentiate plans to meet those needs.

Running records are a type of oral reading assessment where a student reads a text aloud while the teacher records observations made while listening to the student read. The record is helpful in determining what reading level a student is and identifies skills the teacher needs to review or re-teach. The assessment can be followed by a listening comprehension assessment to determine if the student is making sense of the text or comprehending while reading. The information from the oral and comprehension assessments can then give insight as to the level of books the student should read independently and during guided reading sessions.

Teachers in primary grades will periodically give basic mathematics addition and subtraction tests intended to build students' fluency with basic facts. Students in upper grades will periodically take basic multiplication and division tests to build fluency with those facts. Part of the homework in every grade level will be to review basic math facts.

Portfolios will be maintained per student and can contain samples of student work, written reports, audio and/or video presentations, project rubrics, and scores on formal assessments. The portfolio will remain at the school and parents will be able to view the contents of their child's portfolio at any time, with or without a conference with the teacher. Each student portfolio will be reviewed at the quarterly conferences.

Pretests and posttests will be conducted at the start and end of each quarter and/or unit. The structure of a pretest or posttest will not necessarily be formal, but can be as simple as a survey where a student answers 3-4 questions about the topic/concept that will be or has been taught. The results of both pretests and posttests will be kept in each student's portfolio and used as a reference during conferences and to determine student gains in learning.

Benchmark testing will be conducted at certain times during the year to determine if students are progressing in an area as the benchmark states they should. For example, the local school district uses the DIBELS reading fluency assessment to assess student reading fluency three times per year in second grade. Intervention strategies are then implemented, as needed, for students who do not meet the beginning, middle, or end of year benchmark in reading. MEA will use a similar evaluation method/tool to determine whether students meet benchmarks.

Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.

MEA has hired an educational consultant whose expertise is in the Basic School approach. The consultant will conduct staff training and workshops for the Basic School framework, best practices in inclusion classrooms, and

current educational research and trends. Other professional development needs include implementing SIOP strategies and technology in the classroom. MEA plans to employ additional consultants to train staff and/or provide opportunities for staff members to attend workshops, such as the *Fresh Take* conference hosted by Community School of Davidson. Our professional development will begin as soon as August 8, 2013 and continue regularly throughout the school year, up to June 2014. MEA will also reach out to community experts who specialize in working with children with special needs and disabilities. We will request training and presentations from these experts as well, on an as-needed basis.

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

Students’ expected levels of performance will be based on the level they are on when they enter the grade. After taking an initial pre-assessment, teachers will set individual expectations and benchmarks for students each quarter. Students who fail to meet their goals will be progress monitored in the following quarter and their assignments will be adjusted as needed to ensure progress.

MEA will provide assistance to students who are not meeting expectations through tutoring/intervention during the off weeks in between each quarter. This intervention may be re-teaching concepts in new ways during small group instruction provided by teachers and aides, holding parent-teacher-student conferences to discuss effective study skills and set new goals, and/or differentiating class work and homework to focus on individual needs.

Details in how the proposed charter plans to involve parents and community members within the school.

MEA believes in an open-door policy. Our school will have a parent room or designated area of the school building that contains a bulletin board with resources including homework tips, helpful websites and tutors. Parents will be invited into classrooms on a regular basis for events like Donuts with Dad, Muffins with Mom, Mystery Read Aloud, and to share career/hobby information and attend school wide assemblies. Grade levels will conduct assemblies several times per year, particularly at the end of a unit. The assemblies will also serve as school fundraising opportunities and will showcase student talents through performances. We plan to use the Junior Achievement program which solicits community volunteers to teach a hands-on and engaging social studies course in each grade level. Parents may chaperone field trips and assist in other outside learning activities like gardening and recreational activities such as field day. The Basic School emphasizes parents as partners in education. Parents will be encouraged to serve in the classroom by facilitating small groups and managing learning stations. They may regularly meet with a student to read with or tutor, especially for students who need the extra attention to improve chances of meeting grade level expectations. Minds Engaged Academy will hold parent workshops at a minimum of once per semester. One purpose of the parent workshops will be to inform parents of strategies and/or study skills that can be used to assist their children with homework and school work. Another purpose for parent workshops is to help them understand the Basic School principles and how they are implemented at MEA.

Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school’s process for identification and service of these students.

The regular education classroom will offer higher level critical thinking opportunities, thus meeting or exceeding the needs of all learners, including gifted children. Additionally, teachers will use Marcy Cook mathematical resources, *Enrichment Units in Math* and *Math Extension Units*, and similar books that offer extension or enrichment activities that are grade-level appropriate for advanced-level students. During guided reading, above grade level readers will be grouped to read and discuss higher reading level books. Teachers will plan literature circles amongst the group(s) with tasks that encourage critical thinking, problem solving, and higher order thinking skills.

Children who are at-risk will be continuously progress monitored once they are identified early in the school year (through teacher and staff observations, previous school records and referrals, and/or parent confirmation). During small group sessions, they will meet with a teacher to receive instruction and assistance in the identified struggling area. The teacher’s assistant will also be responsible for tutoring the at-risk children individually and assisting the

teacher with progress monitoring and intervention strategies. Teachers will stay in constant communication with parents to ensure both parties are on the same page as they work as a team to bring the student to academic proficiency. MEA will provide other services for at-risk children on an as-needed basis. Our budget includes costs for contracting a school counselor, psychologist, on-site nurse, transportation service and/or a nutrition program.

English language learners will be identified using the Home Language Survey <http://dpi.wi.gov/ell/pdf/homelang.pdf> and from thoroughly assessing student academic history to determine if lack of progress is a direct correlation to inability to comprehend English. Upon identification, teachers will support English language learners by incorporating Sheltered Instruction Observation Protocol (SIOP) strategies in the classroom. Some examples of the SIOP strategies include: promoting comprehension with supplementary materials (charts, illustrations, multimedia), providing access to hands-on materials and manipulatives for student practice, and allowing frequent opportunities for interactions about lesson concepts.

Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.

MEA plans to offer the following extra-curricular activities in the fall, winter, and spring:

- Chess club (chess is hands-on, teaches logic, and improves problem-solving skills)
- Debate team (students become skilled in public speaking, analyzing issues, and developing solutions)
- Girls on the Run (encourages preteen girls to develop self-respect and healthy lifestyles through running)
- Let Me Run (running and group activities promote physical activity and equip boys with tools to lead a balanced and fulfilling life)

The above extra-curricular activities will not require funding. MEA will be able to offer these activities dependent upon staff members or parents volunteering their time to manage these activities. In the case that any or all of these proposed extra-curricular activities are not able to be managed by a parent or teacher volunteer, they will not exist or cease to exist.

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

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

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

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Minds Engaged Academy will meet all state and federal requirements including those under the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). We will comply with all state and federal requirements to ensure that all students receive the services to which they are entitled. The classroom teacher will collaborate with the exceptional children's teacher at least quarterly to provide instruction that meets the individual needs addressed by the child's Individualized Education Plan (IEP). An IEP team including, but not limited to, parents, regular education classroom teachers, exception children teachers, school representatives, therapists, and others with knowledge or expertise that pertains to the student's needs, will collaborate to meet the needs of our exceptional children. MEA's educational consultant is pursuing a license in special education K-12 and her expertise will help ensure that MEA is maintaining exceptional children's compliance.

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The regular education classroom will offer higher level critical thinking opportunities, thus meeting or exceeding the needs of all learners, including gifted children. Additionally, teachers will use Marcy Cook mathematical resources, *Enrichment Units in Math* and *Math Extension Units*, and similar books that offer extension or enrichment activities that are grade-level appropriate for advanced-level students. During guided reading, above grade level readers will be grouped to read and discuss higher reading level books. Teachers will plan literature circles amongst the group(s) with tasks that encourage critical thinking, problem solving, and higher order thinking skills.

Children who are at-risk will be continuously progress monitored once they are identified (through teacher and staff observations, previous school records and referrals, and/or parent confirmation). During small group sessions, they will meet with a teacher to receive instruction and assistance in the identified struggling area. The teacher's assistant will also be responsible for tutoring the at-risk children individually and assisting the teacher with progress monitoring and intervention strategies. Teachers will stay in constant communication with parents to ensure both parties are on the same page as they work as a team to bring the student to academic proficiency. MEA will provide other services for at-risk children on an as-needed basis. Our budget includes costs for contracting a school counselor, psychologist, on-site nurse, transportation service and/or a nutrition program.

English language learners will be identified using the Home Language Survey <http://dpi.wi.gov/ell/pdf/homelang.pdf> and from thoroughly assessing student academic history to determine if lack of progress is a direct correlation to inability to comprehend English. Upon identification, teachers will support English language learners by incorporating Sheltered Instruction Observation Protocol (SIOP) strategies in the classroom. Some examples of the SIOP strategies include: promoting comprehension with supplementary materials (charts, illustrations, multimedia), providing access to hands-on materials and manipulatives for student practice, and allowing frequent opportunities for interactions about lesson concepts.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

In accordance with G.S. 115C-378, students under sixteen must attend school regularly while school is in session. If a child misses days (missed educational opportunities, slow progress of student learning, etc), a parent note, within three days of the absence, is required with an excusable reason in order for it to be considered an excused absence. A doctor's note is required if the excuse includes a visit to a clinic or a hospital. An unexcused absence will be recorded if the parent fails to submit a note with an acceptable reason for absence. An unexcused absence will also be recorded if the parent submits a note with a reason deemed unacceptable or if the note is submitted more than three days after the absence.

Attendance will be taken each day of the school year. In order to be considered in attendance, a student must be present in the school for at least half of the school day or at a place other than the school that has been approved by the school director or assistant director(s) for the purpose of attending an authorized school activity. Such activities may include field trips, athletic contests, student conventions, musical festivals, or any similar approved activity.

Excused/Lawful Absences

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For students at Minds Engaged Academy, the following are considered excused/lawful absences:

- **Illness or Injury:** When the absence results from illness or injury, which prevents the student from being physically able to attend school.
- **Quarantine:** When isolation of the student is ordered by the local health officer or by the State Board of Health.
- **Death in the Immediate Family:** When the absence results from the death of a member of the immediate family of the student. The immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.
- **Medical or Dental Appointments:** When the absence results from a medical or dental appointment of a student.
- **Court or Administrative Proceedings:** When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
- **Religious Observance:** - If the tenets of a religion to which a student or his/her parent adheres require or suggest observance of a religious event. The approval of such absences is within the discretion of the School Board of Directors, but approval should be granted unless the religious observance, or the cumulative effect of religious observance is of such duration as to interfere with the education of the student. The student shall be given the opportunity to make up any tests or other work missed due to this excused absence. (S.L. 2010-112)
- **Educational Opportunity:** When it is demonstrated that the purpose of the absence is to take advantage of a valid education opportunity, such as travel. The director or designee must grant approval for such an absence prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.
- **Absence related to deployment activities:** A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian. (G.S. 115C-407.5Article V (E))
- **Child Care:** Absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent are to be coded excused (lawful). (G.S.115C-375.5)

All other absences that are not covered in the list above are considered unexcused. The parent, guardian, or custodian of a child shall notify our school of the reason for each known absence of the child. We will report unlawful absences to proper authorities. After three unexcused absences, the required state procedure will be followed.

Hospital/Homebound:

If a student is confined at home or in a hospital, is unable to attend school, and is receiving homebound instruction from our school, he/she is to be considered Hospital/Homebound. Once school personnel have made contact (a face-to-face meeting) with the student to provide instruction, the student will be counted PRESENT.

The student will continue to be counted present for the span of time during which regularly scheduled hospital/homebound instructional services are delivered. (Supporting documentation will be maintained at the school.)

Students who are identified as having a disability under the federal Individuals with Disabilities Education Improvement Act (IDEA) or the corresponding Article 9 of Chapter 115C of the NC General Statutes, and whose IEPs are developed according to the specifications of those laws may be considered Homebound based on the IEP.

Unlawful Absences:

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For students at Minds Engaged Academy, unlawful absence is defined as:

1. A student's willful absence from school with or without the knowledge of the parent; or
2. A student's absence from school for any reason other than those provided in the excused/lawful absences list above, titled "Excused/Lawful Absences." or
3. When students are not permitted to attend school because they lack proper immunization.

Unlawful absences will be recorded and reported to the proper authorities. Unlawful absences will also be recorded to meet the requirements of the Compulsory Attendance Law.

Absences and Tardiness

Students must have a written excuse from a parent/guardian for any absences from school. The note must be given to the teacher no later than three days after the child returns to school following an absence, or the absence will be reported as unexcused. In order to be considered in attendance for the day, a student must be present in the school for at least half of the school day.

MEA expects students to be present and on time in order to reach their full learning potential. Excessive tardiness and absences equate to missed instruction. If a child misses instruction, we do not guarantee the teacher will be able to devote more of his/her unpaid time to re-teach the material. Students will be subject to assessments regardless of unexcused absences, which will most likely result in not being able to meet academic expectations, and ultimately could result in student failure and/or student retention.

Dress Code

Students shall attend school in appropriate clothes (not too revealing) and shoes. In elementary school, we request tennis/play shoes to be worn every day with no exceptions. Our students will participate in many hands-on and potentially messy activities and should come dressed for those experiences. We will request that parents send an extra change of clothes, with student names clearly identified, to be kept at school for emergencies.

In middle school, students shall attend school in appropriate clothes (not too revealing) and shoes. Students will be encouraged to have an extra change of clothes, with their names clearly identified, to keep in their lockers for emergencies. Spaghetti straps or halter-tops are not allowed and shirts must cover the entire abdominal area. Shorts should be at least fingertip length with arms extended down the side.

A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. This will include student clothing that poses a disruption to classes or other school activities, including but not limited to gang-related articles of clothing and clothing containing inappropriate language.

Teachers and administrators will encourage students to comply with the dress code with reminders and consequences that develop good habits of self-discipline, respect for school norms and respect for self. Students who come to school wearing inappropriate clothing will be given an item from the clothes closet to wear for the day with the expectation that the problem will be resolved with support from parents at home before the student returns on the next day of school.

General Rules of Student Conduct

MEA students are expected to be respectful and considerate to other students, MEA staff, and MEA visitors. MEA students are also expected to respect the property of MEA and of other students and staff.

No student shall in any way bully or exhibit inappropriate or disrespectful behavior toward other students, staff or any other person. Prohibited bullying can take many forms and can include any of the following:

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- Physical bullying, such as hitting, kicking, pushing, pulling hair, scratching, and tripping;
- Verbal bullying, such as teasing, name-calling, starting rumors, taunting and threatening;
- Emotional bullying, such as rejecting, excluding, defaming, humiliating, isolating, and ostracizing;
- Sexual bullying, such as exhibitionism, propositioning, and sexual touching;
- Cyber-bullying, which is defined as using technology to intimidate, embarrass, stalk, or coerce and
- Discrimination, such as harassment of a person based on race, color, gender, religion or ethnic origin.

MEA will implement The Basic School curriculum. The fourth principle of the Basic School is “commitment to character”. Our teachers will weave this principle throughout the curriculum, which consists of seven core virtues (honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving). Teachers will plan thematic units and choose literature that incorporates the core virtues to further instill these values in students. Teachers will commit to exemplifying these virtues, through word and deed, because students also learn by example. Students will be empowered to problem solve and apply the seven virtues when certain situations arise within their peer groups and with others.

As members in our school community, students will pledge to:

- Be responsible for their actions
- Always do their best as individuals and as a part of a team
- Respect the uniqueness and gifts of others
- Practice kindness and consideration
- To exhibit honesty in all situations (not lie, cheat, steal, etc.)

Behavior Philosophy

MEA believes that establishing a positive school climate and school culture, focused on promoting student learning and built on core virtues, will prevent most negative behaviors from forming.

We emphasize the theory of intrinsic motivation, which is motivation stemmed from within versus external rewards to temporarily motivate students to perform well academically and behaviorally. MEA also believes in holding students to high standards and expectations. We expect that students will strive to meet those higher standards when challenged to do so.

Discipline

The MEA Board of Directors will adopt a student behavior policy that includes levels of discipline for students involved in bullying incidents or other inappropriate behavior. Levels of offenses will be put in place to determine the degree of discipline. Discipline will be determined on a case-by-case basis, subject to certain parameters. MEA policies and procedures for discipline of students shall be consistent with state and federal laws and regulations. Notwithstanding the provisions of G.S. 115C-391, the policies and procedures for the discipline of students with disabilities shall be consistent with federal laws and regulations (G.S. 115C-391(g)). We will comply with the specific discipline provisions as stated in IDEA 2004.

A student shall be recorded present in school when participating in any disciplinary techniques grouped under the term “in-school suspension.”

Listed below are the levels of offense to provide general guidance as to the level of discipline that can be expected. The Director or Assistant Director will determine the level of offense.

- **Level One Offenses**

Level One Offenses include relatively minor incidents of bullying or similar actions, such as open defiance of a teacher's request, intentional or repeated disruption of class, use of inappropriate or obscene language, lying to a teacher or staff member, or an isolated, minor incident of verbal bullying. The classroom teacher will generally handle discipline for these offenses, and the discipline will generally be determined at the discretion of the teacher. Consequences for level one offenses should, however, always include parent contact.

➤ Level Two Offenses

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

➤ Level Three Offenses

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

Right to Request a Hearing

Every student is entitled to a hearing. If the student or parent/guardian desires a formal hearing to contest a disciplinary decision, the student or the parent/guardian must notify the Director in writing within three school days following receipt of notice of suspension. The notice of appeal shall state the issue(s) for the appeal, including concerns regarding the level of suspension, if any.

The student shall not return to school unless and until the appeal is resolved in his/her favor. In appropriate cases, the Director is authorized to waive this rule and allow a student to return to school while an appeal is pending.

No Hearing Requested

If a hearing is not requested within the allotted time, the Director shall provide the student/parent/guardian written notice of his decision whether to allow the student to remain in school. The decision of the Director shall be final.

Short-Term Suspension (Based on G.S. 115C-390.5)

- g. The Director shall have authority to impose short-term suspension on a student who willfully engages in conduct that violates a provision of the General Rules of Student Conduct shown above authorizing short-term suspension.
- h. If a student's short-term suspensions accumulate to more than 10 days in a semester, to the extent the Director has not already done so, he or she shall invoke the mechanisms provided for in the applicable safe schools plan adopted pursuant to G.S. 115C-105.47(b)(5) and (b)(6).
- i. A student subject to short-term suspension shall be provided the following:
 - 1) The opportunity to take textbooks home for the duration of the suspension.
 - 2) Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment.
 - 3) The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

Short-Term Suspension procedures (Based on G.S. 115C-390.5)

- e. No short-term suspension shall be imposed upon a student without first providing the student an opportunity for an informal hearing with the Director. The notice to the student of the charges may be oral or written, and the hearing may be held immediately after the notice is given. The student has the right to be present, to be informed of the charges and the basis for the accusations, and to make statements in defense or mitigation of the charges.
- f. The Director may impose a short-term suspension without providing the student an opportunity for a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the notice of the charges and informal hearing described in subsection (a) of this section shall occur as soon as practicable.
- g. The Director shall provide notice to the student's parent of any short-term suspension, including the reason for the suspension and a description of the alleged student conduct upon which the suspension is based. The notice shall be given by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. The notice shall be given by certified mail, telephone, facsimile, e-mail, or any other method reasonably designed to achieve actual notice.
- h. If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English, and both versions shall be in plain language and shall be easily understandable.
- i. A student is not entitled to appeal the Director's decision to impose a short-term suspension to the MEA Board of Directors. Further, such a decision is not subject to judicial review. Notwithstanding this subsection, the MEA Board of Directors, in its discretion, may review or appeal a student's short-term suspension.
- j. If a teacher is assaulted or injured by a student and as a result the student is short-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.

Long-Term Suspension (Based on G.S. 115C-390.7)

- g. The Director shall have authority to impose long-term suspension of any student who willfully engages in conduct that violates a provision of the General Rules of Student Conduct shown above that authorizes long-term suspension.
- h. Before the Director's imposition of a long-term suspension, the student will be provided an opportunity for a hearing consistent with G.S. 115C-390.8.
- i. If the student recommended for long-term suspension declines the opportunity for a hearing, the Director shall review the circumstances of the recommended long-term suspension. Following such review, the Director (i) may impose the suspension if it is consistent with MEA, state, and federal policies and appropriate under the circumstances, (ii) may impose another appropriate penalty authorized by MEA, state, and federal policy, or (iii) may decline to impose any penalty.
- j. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.

Long-Term Suspension Procedures (Based on G.S. 115C-390.8)

- a. When the Director recommends a student for long-term suspension, the Director shall give written notice to the student's parent. The notice shall be provided to the student's parent by the end of the workday during which the suspension was recommended when reasonably possible or as soon thereafter as practicable. The written notice shall provide at least the following information:
 - 1) A description of the incident and the student's conduct that led to the long-term suspension recommendation.
 - 2) A reference to the provisions of the General Rules of Student Conduct that the student is alleged to have

violated.

- 3) The specific process by which the parent may request a hearing to contest the decision, including the number of days within which the hearing must be requested.
 - 4) The process by which a hearing will be held, including, at a minimum, the procedures described in subsection (e) of this section.
 - 5) Notice that the parent is permitted to retain an attorney to represent the student in the hearing process.
 - 6) The extent to which the local board policy permits the parent to have an advocate, instead of an attorney, accompany the student to assist in the presentation of his or her appeal.
 - 7) Notice that the parent has the right to review and obtain copies of the student's educational records before the hearing.
 - 8) A reference to the MEA policy on the expungement of discipline records as required by G.S. 115C-402.
- b. Written notice may be provided by certified mail, fax, e-mail, or any other written method reasonably designed to achieve actual notice of the long-term suspension. When school personnel are aware that English is not the primary language of the parent or guardian, the notice shall be written in both English and in the primary language of the parent or guardian when the appropriate foreign language resources are readily available. All notices described in this section shall be written in plain English, and shall include the following information translated into Spanish:
- 1) The nature of the document, i.e., that it is a long-term suspension notice.
 - 2) The process by which the parent may request a hearing to contest the long-term suspension.
 - 3) The identity and phone number of a school employee that the parent may call to obtain assistance in understanding the English language information included in the document.
- c. No long-term suspension shall be imposed on a student until an opportunity for a formal hearing is provided to the student. If a hearing is timely requested, it shall be held and a decision issued before a long-term suspension is imposed, except as otherwise provided in this subsection. The student and parent shall be given reasonable notice of the time and place of the hearing.
- 1) If no hearing is timely requested, the Director shall follow the procedures described in G.S. 115C-390.7(c).
 - 2) If the student or parent requests a postponement of the hearing, or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing.
 - 3) If neither the student nor parent appears for the scheduled hearing, after having been given reasonable notice of the time and place of the hearing, the parent and student are deemed to have waived the right to a hearing and the Director shall conduct the review required by G.S. 115C-390.7(c).
- d. The formal hearing shall be conducted by the MEA Board of Directors, or by a person or group of persons appointed by the MEA Board of Directors to serve as a hearing officer or hearing panel. The Board shall not appoint any individual to serve as a hearing officer or on a hearing panel who is under the direct supervision of the Director recommending suspension. If the hearing is conducted by an appointed hearing officer or hearing panel, such officer or panel shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing. Following the hearing, MEA Board of Directors shall make a final decision regarding the suspension. The Board shall adopt the hearing officer's or panel's factual determinations unless they are not supported by substantial evidence in the record.
- e. Long-term suspension hearings shall be conducted in accordance with policies adopted by the board of education. Such policies shall offer the student procedural due process including, but not limited to, the following:
- 1) The right to be represented at the hearing by counsel or, in the discretion of the local board, a non-attorney advocate.
 - 2) The right to be present at the hearing, accompanied by his or her parents.
 - 3) The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records, laws, and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges consistent with subsection (h) of this section.
 - 4) The right of the student, parent, or the student's representative to question witnesses appearing at the

hearing.

- 5) The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as any of the factors listed in G.S. 115C-390.2(g).
- 6) The right to have a record made of the hearing.
- 7) The right to make his or her own audio recording of the hearing.
- 8) The right to a written decision, based on substantial evidence presented at the hearing, either upholding, modifying, or rejecting the Director's recommendation of suspension and containing at least the following information:
 - i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 - ii. Notice of what information will be included in the student's official record pursuant to G.S. 115C-402.
 - iii. The student's right to appeal the decision and notice of the procedures for such appeal.
- f. Following the issuance of the decision, the Board of Directors or the person or group appointed by the Board of Directors shall implement the decision by authorizing the student's return to school or by imposing the suspension reflected in the decision.
- g. Nothing in this section shall compel school officials to release names or other information that could allow the student or his or her representative to identify witnesses when such identification could create a safety risk for the witnesses.
- h. A decision of the MEA Board of Directors to uphold the long-term suspension of a student is subject to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes. The action must be brought within 30 days of the Board's decision. A person seeking judicial review shall file a petition in the superior court of the county where the local board made its decision. Local rules notwithstanding, petitions for judicial review of a long-term suspension shall be set for hearing in the first succeeding term of superior court in the county following the filing of the certified copy of the official record.

Suspension of Exceptional Child

In the event that a child with special needs exhibits behavior which, if the child were not a child with special needs, could result in the suspension or expulsion of the child from school for a period of more than ten school days or for consecutive periods that total more than ten school days, the school shall require a multidisciplinary team promptly to review the evaluation already completed for the child and conduct any additional evaluations necessary to determine if the behavior is caused by the child's special needs including:

- 1) Whether the child is presently receiving appropriate education, and
- 2) Whether medication is needed or present medication is appropriate.

If the review establishes no such relationship, the school may initiate its normal disciplinary procedures, but must continue to provide those services that the school-based committee finds are necessary to prevent the student from regressing educationally during the suspension. If the review does establish such a relationship, the school may not initiate its normal disciplinary procedures. The findings should be used in determining an appropriate program. Notwithstanding the provisions of G.S. 115C-391, the policies and procedures for the discipline of students with disabilities shall be consistent with federal laws and regulations (G.S. 115C-391(g)). MEA will comply with the specific discipline provisions of exceptional children as stated in IDEA 2004.

365-Day Suspension for Gun Possession (Based on G.S. 115C-390.10)

As required by the federal Gun Free Schools Act, 20 U.S.C. § 7151, a student who is determined to have brought or been in possession of a firearm or destructive device on school property, or to a school-sponsored event off of school property will be suspended for 365 calendar days. The Director is authorized to suspend for 365 days any student believed to have violated board policies regarding weapons. Notwithstanding the foregoing, the Director may modify, in writing, the required 365-day

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suspension for an individual student on a case-by-case basis. The Director shall not impose a 365-day suspension if the superintendent determines that the student took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, provided that the student delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or a school employee and had no intent to use such firearm or destructive device in a harmful or threatening way. MEA shall be in accordance with G.S. 115C-390.10.

Expulsion (Based on G.S. 115C-390.11)

Upon recommendation of the Director, the MEA Board of Directors may expel any student whose continued presence in school constitutes a clear threat to the safety of other students or school staff. Prior to the expulsion of any student, the Board of Directors shall conduct a hearing to determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. The student shall be given reasonable notice of the recommendation in accordance with G.S. 115C-390.8(a) and (b), as well as reasonable notice of the time and place of the scheduled hearing.

- a. The procedures described in G.S. 115C-390.8(e)(1)-(8) apply to students facing expulsion pursuant to this section, except that the decision to expel a student by the MEA Board of Directors shall be based on clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students and school staff.
- b. The MEA Board of Directors may expel any student subject to G.S. 14-208.18 in accordance with the procedures of this section. Prior to ordering the expulsion of a student, the Board of Directors shall consider whether there are alternative education services that may be offered to the student. As provided by G.S. 14-208.18(f), if the MEA Board of Directors determines that the student shall be provided educational services on school property, the student shall be under the supervision of school personnel at all times.

The process for expelled students.

- a. The MEA Board of Directors shall consider all petitions for readmission of expelled students, together with the recommendation of the Director on the matter, and shall rule on the request for readmission. The board shall consider the petition based on the records submitted by the student and the response by the administration and shall allow the parties to be heard in the same manner as provided by G.S. 115C-45(c).
- b. The student shall be readmitted if the student demonstrates to the satisfaction of the Board of Directors or school Director that his or her presence in a school no longer constitutes a clear threat to the safety of other students or staff.
- c. A decision by the MEA Board of Directors to deny readmission of an expelled student is not subject to judicial review.
- d. An expelled student may subsequently request readmission not more often than every six months. The Board of Directors is not required to consider subsequent readmission petitions filed sooner than six months after the previous petition was filed.
- e. A decision on readmission under this section shall be issued within 30 days of the petition.
 - 1) If a student is readmitted under this section, the Board of Directors and the school Director have the right to assign the student to any program within the school system and to place reasonable conditions on the readmission.
 - 2) If a teacher was assaulted or injured by a student, and as a result the student was expelled, the student shall not be returned to that teacher's classroom following readmission unless the teacher consents.

Possession of Illegal Substances

The possession, use, sale, exchange, or distribution of any prohibited substance on educational property will not be tolerated. "Prohibited Substances" include, but are not limited to, the following: tobacco products, alcoholic beverages, illegal drugs and controlled substances or over-the-counter pharmaceuticals. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Possession of Weapons

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The possession of weapons by students on school property or at any school function is prohibited. In addition to school consequences, such actions will be reported to local law enforcement and may be required to be reported to the Department of Motor Vehicles.

Reports to Law Enforcement Agencies

Pursuant to state law, principals/directors are required to report the following acts to law enforcement: “assault involving serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law.” N.C.G.S. § 115C-288 (g).

Reports to Department of Social Services

Pursuant to state law, school personnel are required to report any suspected cases of child abuse or neglect to the Department of Social Services.

Reports to Department of Motor Vehicles

Pursuant to state law, principals/directors are required to report the following acts to the Department of Motor Vehicles: possession or sale of alcoholic beverages or illegal controlled substances; bringing, possessing or using a weapon or firearm on school property; and physical assault on school staff when the conduct results in a suspension in excess of 10 days or the student is assigned to an alternative educational setting.

Medication

Without proper medical authorization, students shall not transport prescription or non-prescription medication to or from school or have medication in their possession at any time without meeting conditions prescribed by MEA Board of Directors. School employees will be allowed to administer medications prescribed by a doctor upon written request of the student's parent or guardian. The medication used at the school must be in its original container with the child's name, the dosage information, the drug, and the physician's name printed on it. If school personnel must administer medication, the parent must provide a doctor's signed authorization with the prescribed medicine in its original container. In addition, the student's parent or guardian must provide written directions with the student's name, the name of the medicine, the time and method of administration, the dosage, a summary of possible side effects, and the termination date for administering the medicine. For safety reasons, the school will not accept telephoned permission. The parent/guardian is responsible for supplying and retrieving the medication. The school retains the right to reject the request for administration of medicine.

Personal Property

A student will only bring or possess objects that have an educational purpose and will not distract from teaching or learning. Students will sell items on campus only as part of an approved school activity. (All other items will be confiscated and returned to the parent at a mutually agreeable time, not to exceed one calendar week.) The following are among the list of prohibited items:

Cellular Telephones, Mp3 Players, Electronic Games and Equipment, and Toys

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These and any similar devices are NOT to be in the possession of students while on the campus OR while attending MEA events off campus. Exceptions will be made only with explicit permission from the Director or the Assistant Director. These items become a distraction and contribute little or nothing to our learning environment or community. Phones will be available to our students for communication. Group access to music will be provided by other means. If a student brings one of these items to school, the equipment will be confiscated for the day. On a second offense, a parent will need to retrieve the item.

TIMELINES

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

Month	Major Tasks	Responsible Party
Year 2013		
March	Minds Engaged Academy granted charter approval	State Board of Education
	MEA Board of Directors holds planning meeting to review bylaws, roles of board members, and overall school vision/plan	Board, Director
	Building secured, necessary repairs made, thorough cleaning to prepare for entrance of administrative staff	Board, Director, Contracted Maintenance Company
	Board initiates marketing plan for school	Board, Director
	Board reviews job descriptions and qualifications for needed positions	Board, Director
	Board advertises for Assistant Director position	Board, Director
	Begin student enrollment process	Board, Director
April	Student enrollment period ends	Board, Director
	Student lottery conducted, if necessary	Board, Director, EduLottery
	Interview Assistant Director candidates and hire Assistant Director	Board, Director
	Enrollment notification letters mailed to families of accepted students	Director, Assistant Director
	Finalize and order K-2 curriculum	Board, Director, Assistant Director
	Advertise for administrative and instructional staff positions (secretaries, teachers, assistants)	Board, Director, Assistant Director
May	Interview candidates for administrative and instructional positions, hire staff	Board, Director, Assistant Director
	Review enrollment confirmation letters signed by parents and returned to school	Board, Director, Assistant Director
June	Interview and hire non-instructional staff (bus drivers, custodial staff, maintenance staff, etc.)	Board, Director, Assistant Director
	Welcome newsletter mailed to employees containing staff contact information (grade levels encouraged, if possible, to meet/greet in June)	Director, Assistant Director
July	Staff social	Board, All Staff
	<i>Ice Cream Social</i> held in community to welcome enrolled families	All staff and board members strongly encouraged to attend
Monday, July 29	Instructional and non-instructional staff report for training, classroom and building preparations, and develop particular aspects of curriculum and assessments	Director, Assistant Director, Staff
	Student classroom assignments sent in mail	All Instructional Staff, Directors
Wednesday, August 7	<i>Meet the Teacher</i> for families (brief introductory address by director and Assistant Director, students and parents meet teachers, student supplies, if any, may be dropped off in classrooms)	Director, Assistant Director, Teachers, Assistants, Custodial Staff
Thursday & Friday, August 8-9	Instructional staff attend <i>Fresh Take</i> conference at Community School of Davidson	Director, Assistant Director, Instructional Staff
Monday, August 12	First day of school for students; <i>Lemonade Drop-In</i> @ 7:30-8:30AM for parents before releasing children	All Staff

PRIVATE SCHOOL CONVERSIONS: *complete ONLY if the proposed charter is a private school conversion.*

- Provide a detailed description of the existing private school’s financial status. N/A
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
- Depict and analyze the current enrollment trends of the school over the past three academic years. N/A
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments. N/A
- Explain the proposed charter school’s expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status. N/A

VI. BUSINESS PLAN

PROJECTED STAFF:

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

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Director of Education	1	1	1	1	1
Business Director	1	1	1	1	1
Director Assistant	1	1	1	1	1
Administrative Assistants/Secretaries	1	1	2	2	2
Teachers	9	14	17	20	24
Teacher Assistants	9	12	15	18	21
Part-time Connect Teachers	2	0	0	0	0
Bus Driver(s)	1	1	2	2	3
Food Service	1	1	1	1	1

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school’s mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Staff Development

In the Basic School, teachers are seen as leaders in the school. MEA teachers will be supported and encouraged to pursue additional licensures and certification to enhance their performance. Based on outstanding evaluations from observations and strong recommendations, select teachers will be asked to aid in Professional Development by sharing effective teaching practices with the school staff and/or at parent advisory workshops. Staff, by a rotation schedule, will also be requested to serve on the School Leadership Team.

Our school budget includes funds towards consultation fees with Community School of Davidson educational consultants. As we grow and as our needs increase, we will seek more assistance from CSD consultants and other professional consultants (technology consultants, health and wellness consultants, etc.).

Timeline	Specific Action Steps	Lead Contact
June 2013	Welcome newsletter mailed to employees containing staff contact information (grade levels encouraged, if possible, to meet/greet in June)	Administrative Staff
July 2013	Staff social held at a location TBD	Board, All Staff
July 29, 2013	Instructional and non-instructional staff report for training, classroom and building preparations, and develop particular aspects of curriculum and assessments	Administrators, Educational Consultant
August 8-9, 2013	Instructional staff attend <i>Fresh Take</i> conference at Community School of Davidson	Administrators, Educational Consultant, CSD Contacts
Teacher Workdays during October 21 – November 1	Conduct staff training (not necessarily in this order) for: <ul style="list-style-type: none"> • Technology • Standardized testing preparation • Assessment techniques • Best-practices • Curriculum implementation • Special education • Basic School practices • Instructional strategies • <i>S/OP</i> (Sheltered Instruction Observation Protocol), especially beneficial for English Language Learners (ELLs) and students who learned English as a Second Language (ESL) 	Educational Consultant, Appointed Staff
Teacher Workdays during January 20- January 31		Educational Consultant, Appointed Staff
Teacher Workdays during April 14- April 25		Educational Consultant, Appointed Staff

Staff Mentorship

MEA recognizes the challenges associated with employment in the field of education. We are committed to helping to relieve the pressures our employees may face by providing a mentor program. Instructional staff with significant classroom experience will serve as mentors to beginning teachers. The specific duties of the mentors are to:

- Convene with mentee at least once per quarter to discuss topics of concern
- Perform at least one peer observation of mentee per semester
- Provide helpful advice and feedback to mentee following peer observation
- Allow mentee to observe a full or half day of instruction in mentor’s class

MEA currently communicates regularly with staff members at Community School of Davidson and has hired an educational consultant who, in addition to consulting, is also willing to mentor staff at MEA. This way, even our most experienced teachers and administrators have a resourceful contact person who is knowledgeable in Basic School philosophy and K-8 school matters.

Each year, MEA instructional staff will attend the *Fresh Take* conference, a series of educational workshops and staff development exercises, held at the Community School of Davidson in early August. In addition to the relationships already established with several staff members at CSD, we hope to form more unions between MEA staff and CSD staff.

Staff Retention

MEA is devoted to establishing a healthy, positive school climate where all employees feel respected and essential to the school's day-to-day operation. The staff members will be in charge of forming a Faculty Advisory Committee (FAC) consisting of representatives from each grade level and support staff representatives. Once a month, staff members will be able to anonymously and professionally submit concerns; FAC members will meet at the end of the month and discuss the voiced concerns and come up with possible solutions, then submit the concerns and suggested solutions to the administrative staff at the conclusion of the meeting. Administrators will be held accountable for replying in a timely and professional manner and FAC will forward the administration's responses to the staff body. Administrative staff will also have an open-door policy for employees to individually and professionally voice concerns and seek solutions in person. We expect the above procedures to help build a climate of trust and respect between all staff members.

Implementing the Basic School priorities in our school will help retain staff. For example, each classroom teacher will have a maximum number of 20 students assigned to them. Each teacher will also be assigned one full time teacher's assistant from the first to last day of school, to which they can delegate clerical tasks outside of instruction time. The primary role of the teacher's assistant is to help implement differentiated instruction in the classroom. With these combined practices, MEA is confident our teachers will feel valued and supported in the enormous effort to promote student learning and maximize student achievement.

Our budget includes a generous amount of funds to be distributed to instructional staff throughout the school year, in quarterly increments, towards the purchase of instructional and classroom materials and resources. Our instructional staff will be pleased to not be inclined to cover out-of-pocket expenses for the promotion of student learning. The budget also includes staff performance bonuses, upon meeting Adequate Yearly Progress. These bonuses will be an annual reminder to MEA staff that they are appreciated for their hard work and efforts to ensure our students progress in learning, make or exceed expected growth, and reach their full potential.

Administrative Staff Evaluation

The director will be evaluated by the board of directors at a minimum of twice per school year based on teacher and parent surveys, promotion of school vision, student behavior management, and overall student academic performance. Additional factors for evaluation may be determined by the school board.

The assistant director will be evaluated by the director at a minimum of twice per school year based on teacher surveys, promotion of school vision, student behavior management, and the organizational structure of the school. Additional factors for evaluation may be determined by the school board.

Instructional Staff Evaluation

Teachers will be evaluated by the administrative team at least once per quarter based on student surveys, adherence to employee policies and regulations, classroom management, student academic performance, and scheduled and unscheduled administrative observations. Additional factors for evaluation may be determined by the school board.

Teacher assistants will be evaluated by the administrative team at least once per quarter based on teacher and student surveys, adherence to employee policies and regulations, and scheduled and unscheduled administrative observations. Additional factors for evaluation may be determined by the school board.

Employees who are determined to have inadequate performance may be put on a performance plan. The performance plan will state the area(s) needing improvement by the employee, specific actions that will be activated to improve the area(s), a timeline for the activation of the actions, and a deadline for the review of the employee's cooperation with the details of the performance plan. Employees, who react positively to the implementation of the performance plan and improve to at least a satisfactory evaluation by the administrative team, will be recommended

for continued employment. Employees who react negatively to the implementation of the performance plan, or fail to follow the steps required by the plan, will not be recommended for continued employment, which can include immediate discharge.

Also include the following information for the proposed charter school:

- **Process to advertise for and employ members of the school**

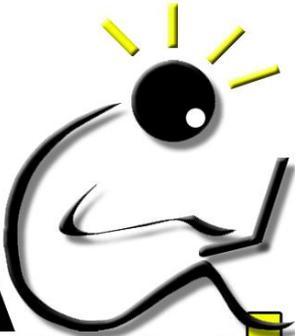
Minds Engaged Academy will employ members based on whether they possess the qualifications, skills, and abilities to perform the job requirements. We will not discriminate against applicants on the basis of race, gender, age, ancestry, disability, or sexual orientation. MEA will advertise all vacant positions via several methods: through local advertising including placing newspaper ads listing available positions and placing flyers in local university placement offices (UNC-Charlotte, Queens University, Johnson C. Smith University) and tutoring companies (Kumon and Sylvan Learning Center). Other methods of advertising include posting vacancy information on social network sites such as Facebook and Craigslist. We will post vacancies and the application for employment on our school website, as well.

The administrative team will review applications and interview candidates who appear, based on applications and resumes, to have the skills and qualifications necessary to meet the requirements for the position. Following the interviews, a final list of recommended candidates will be submitted to the board of directors, who will conduct a second interview on the candidates and decide upon the candidate who is deemed to be most qualified and best-fitted for the position. All candidates interviewed by the board of directors will be placed on a list of most to least recommended. In the event that the chosen candidate declines the job offer, the board will offer the position to the second choice candidate, and so on.

School board members or employees who are related to candidates must make this information known to the school board and director prior to the initial interview. No preference for employment will be given to candidates based on relation to or relationship with board members and employees. Board members and employees who share a personal or familial relationship with a candidate cannot be a part of the selection process.

- Sample employment policies to be implemented by the proposed charter school
- Procedures for grievance and/or termination

Minds ENGAGED Academy

The logo consists of a stylized black figure with a lightbulb for a head. The lightbulb has a black base and a white top with several yellow lines radiating from it, representing light or an idea. The figure's body is a simple black line, and its arms are raised in a 'V' shape. The figure is positioned between the words 'ENGAGED' and 'Academy'.

(sample)

STAFF HANDBOOK

2013-2014

Staff Handbook

This handbook is a compilation of the general policies and procedures at Minds Engaged Academy. It also serves as a reference tool for faculty and staff members to understand their roles and expectations in the school.

Sincerely,

Erika Hedgepeth

Director

General Expectations

Hours

The school will be open to staff from 7:00 am until 4:00 pm. Teachers and assistant teachers should arrive to school no later than 7:30 am and may leave no earlier than 2:30 pm. Staff members who need special arrangements on a short-term or long-term basis, require approval by the director. All arrangement requests may not be approved.

Attendance

Employees are expected to appear at work every school day. Employees are strongly encouraged to schedule appointments for times outside of school hours. In times of illness or emergency, employees must contact an administrator to report the unexpected absence, so that a substitute, if necessary, can be employed. Generic substitute lesson plans must be completed prior to the start of the school year. Absences due to appointments, travel, and other occasions outside of illness/emergency, must be approved in advance by an administrator.

Conduct

Staff members are expected to carry themselves in a professional manner that best represents the values of Minds Engaged Academy when they are on the school campus as well as when they are out in the community.

Attire

Staff members who interact with children, including administrators, should dress in a professional manner. Blouses with plunging necklines and midriff shirts should not be worn. Clothing and paraphernalia with inappropriate language is prohibited. Custodial staff and cafeteria staff must be uniform. There should be a clear distinction between staff members and students.

Termination Policy

The list below includes some, but not all, actions that are grounds for immediate termination. Other actions, not listed, may also result in termination, depending on their extremity and will be decided upon on a case-by-case basis. Termination may be recommended by an administrator but will be made official by the board of directors. A more detailed list of actions resulting in termination will be developed by the board of directors prior to the hiring of any staff.

- Unexplained/unexcused excessive tardiness and absences will result in termination.
- Employees who are found to have inappropriate sexual or violent interactions with other staff members will be terminated.

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- **Employees who are found to have inappropriate sexual or violent interactions with students will be terminated.**
- **Employees who handle themselves in a way that misrepresents the school values may be terminated.**
- **Employees who use drugs or alcohol on campus will be terminated.**
- **Employees, who discriminate against, harass, and/or bully fellow employees and/or students will be terminated.**

- **Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.**

Minds Engaged Academy will not partner with an EMO.

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

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

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

Minds Engaged Academy will employ members based on whether they possess the qualifications, skills, and abilities to perform the job requirements. We will not discriminate against applicants on the basis of race, gender, age, ancestry, disability, or sexual orientation. All positions require a background check prior to official hiring, to ensure the safety of our school community.

Business Director – The business director must hold a degree in business or business administration, or exhibit competency for the required role based on prior work experiences and/or education. The business director should come highly recommended for the business director position from a reputable employer, supervisor, and/or university.

Director of Education - Erika Hedgepeth will serve as MEA's Director of Education. She holds a bachelor's degree in elementary education from the University of North Carolina at Chapel Hill, with a focus in Children's Literature. She holds a NC Teaching License, as of 2006. She has several years of experience as a second grade teacher in the Charlotte-Mecklenburg School System. She has four years of experience in grades 2-5 in several schools, including a humanities magnet school, in Durham, NC. She earned National Board Certification in Reading/Language Arts in 2010. She was selected Teacher of the Year for 2010-2011 at Stoney Creek Elementary. She is the founder of Minds Engaged Academy since it opened as a private school in 2012. She is in the process of obtaining her Administrative License in the state of NC.

Administrative Assistant/Secretary – Administrative assistants need clerical experience that includes answering phones, office duties such as faxing and copying documents, organizing and filing student records, and providing administrative support. They must be cordial, patient, and have good communication skills as they will greet parents, students, and visitors as they enter the school building.

Teacher – Teachers must be highly qualified. By definition, highly qualified is one who is fully certified and/or licensed by the state; holds at least a bachelor's degree from a four-year institution; and demonstrates competence in each core academic subject area in which the teacher teaches. Teachers should have good communication skills and experience working with children in a child care facility or school. Grade level preference will be given to teachers with experience in the applied-for grade level. Teachers with exceptional qualifications such as national board certification, master's degree(s) in areas relevant to education, outstanding recommendations from supervisors and/or former employers, and/or experience in a Basic School or familiarity and deep understanding of Basic School philosophy, will be shown preference.

Teacher's Assistant – Teacher assistants must hold a high school diploma or its equivalent and an associate's degree from an accredited community college, technical school or other institution of higher education or several other options including apprenticeships and other program, according to state law and under NCLB. S/he should have experience working with children in a child care or school facility. In addition, they need clerical experience such as creating electronic newsletters, designing bulletin boards, and filing student documents. Assistants will be required to work well with students in small group settings and occasionally whole group settings. They must have good student management skills.

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

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

It is expected that the demographic makeup of our school will resemble that of the University City Area in Charlotte (shown in Figure 1). The MEA Board of Directors will compare the school demographics to the University City area demographics annually. If there are any major discrepancies, a strategic marketing plan will be adopted and then implemented to ensure demographic diversity at MEA. This may include, but is not limited to:

- Marketing more heavily to targeted demographic groups
 - Increase marketing strategies (flyers, ads/broadcasts, brochures) in neighborhoods, businesses, and churches where there is a high number of the targeted demographic group
- Passing out, in person, invitations and information about our school in select neighborhoods

Figure 1: Demographics of University City (Taken from the CharlotteChamber.org http://charlottechamber.com/clientuploads/Economic_pdfs/University_City_Report.pdf)

2010 Household by Income	
Household Income Base	\$63,659
<15,000	7.1%
\$15,000-\$24,999	6.5%
\$25,000-\$34,999	7.3%
\$35,000-\$49,999	14.0%
\$50,000-\$74,999	20.7%
\$75,000-\$99,999	17.2%
\$100,000-\$149,999	19.4%
\$150,000-\$199,999	4.7%
\$200,000+	3.0%
2010 Population by Race/Ethnicity	
Total	168,357
White Alone	46.8%
Black Alone	38.3%
American Indian Alone	0.4%
Asian or Pacific Islander Alone	5.6%
Some Other Race Alone	6.7%
Two or More Races	2.3%
Hispanic Origin	11.9%

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7)

Carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

MEA will use several marketing strategies to increase school visibility in our community including, but not limited to:

- Public ads/broadcasts, flyers, and brochures to publicize our school in Mecklenburg County.
- Social media (Facebook and Twitter)
- Community service learning projects will take place in the community (i.e. local nursing home partnerships, etc.)
- MEA plans to host annual community ice cream socials, parent and community advisory workshops, school open house, and other community outreach events
- MEA will be represented at job fairs

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

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

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. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

As a Basic School, Minds Engaged Academy is committed to using the principles established by Dr. Ernest L. Boyer. We are committed to creating a healthy school culture where students are seen as individuals; therefore, our plan is to maintain a small number of classes on each grade level. Our class sizes will contain a small number of students with two adults per classroom, to ensure students constantly receive individual attention, to better meet the needs of our student population. In addition to remaining dedicated to implementing the Basic School principles for building school community and a climate that promotes learning, Minds Engaged Academy is relying on the number of students on local charter school waiting lists to predict enrollment outcomes. Currently, Community School of Davidson and Corvian Community School, both nearby Basic Schools, have approximately 4,000 students on their waiting lists.

Based on the overwhelming response that Corvian Community School and the Community School of Davidson has received, we are extremely confident that we will fill each available slot that we offer. However, if budget projections are lower than anticipated, there are several items in our budget that we can modify. Here is a list:

- o Eliminate staff bonuses for meeting AYP (Budgeted \$20,000 or more years 2-5).
- o Although technology is important, we believe that the teacher is ultimately the most important resource for students. If needed, we can modify the amount of technology we invest in.
- o Instead of purchasing 3 buses, we would consider purchasing only one since we would have a smaller

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student population. The adjustment would save \$14,000. Also, this adjustment would save an additional \$24,000 in gas annually. Lastly, we would save an additional \$24,000 from the eliminated bus drivers. The total amount we could save here is \$48,000 per year plus the additional \$14,000.

- Since our nutritional budget is based on the amount of students enrolled, we would automatically save on the cost for nutritional services if we have fewer students.
- With fewer students, we would need less staff (teachers, teachers assistants). That would result in less money towards payroll, payroll taxes, staff development, and employee benefits.
- We would consider freezing staff raises and/or hiring connect (art) teachers at a part-time rate versus full-time.

See Budget Narrative on page 89 for exact numbers.

The break-even point for MEA is calculated using the following formula:

$$\frac{\text{(Essential needs)}}{\text{(Amount received per student)}} = \text{Amount of students needed}$$

Essential needs = \$1,068,052.00

Essential funding = \$1,070,900.80

Minimum number of students needed to break even = 160

School Minimum Funding To Break Even		
Revenue Projections	Budgeted Costs	Budget Narrative
State and Local Funds Per Pupil	\$6,693.13	
Minimum Amount of students needed	160	Based on Local Fundings and EC Funding (Mecklenburg)
Total Income	\$1,070,900.80	\$6,693.13 x 160
Estimated Expenses Total	\$1,068,052.00	Shown below
Budget Net Income	\$2,848.80	Remaining income at end of fiscal year will be placed in Contingency Reserves
Estimated Expenses		
Payroll Costs		
Salaries	\$588,000.00	1 Director (\$50,000), 1 Business Director (\$50,000), 1 Assistant Director (\$43,000), 1 secretary (\$24,000), 8 Teachers (\$264,000), and 8 Teachers Assistants (\$120,000), 1 Bus Drivers (\$12,000), 1 food service (\$12,000), 1 part time custodian (\$13,000)
Payroll Taxes	\$44,982.00	Payroll Taxes totaling 7.65% of total payroll
Employee Benefits	\$38,500.00	Based on 11 employees estimated at \$3,500 per year (Universal Life Insurance Rates) (Health, Life, and Dental)
Connect Teachers	\$20,000.00	Part time music, art, and dance teachers
Instructional Equipment		

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Central Copier/Printer	\$2,000.00	
Instructional Supplies		
Curriculums	\$16,000.00	\$2,000 per classrooms (8 total)
Student Supplies/Arts/Crafts/Testing	\$12,000.00	\$1,500 per classroom(8 total)
Furniture		
Tables/Chairs/Desks	\$14,200.00	160 student desks @ \$75 per desk; 22 admin desk and chairs for Faculty and staff (@ \$200 each)
Administrative Costs		
Staff Training / PD	\$3,300.00	\$300/year for 11 faculty and staff
Health and Safety Courses/Training/Signage	\$1,500.00	Estimated costs for Health and Safety
Office Supplies	\$2,500.00	Copier supplies, paper, toner, pens, pencils
Liability Insurance	\$7,200.00	Based on estimated Liability Insurance of \$600/month
Accounting Fees/Financial Audits	\$6,000.00	Estimated annual financial audit and financial statement compilation (\$6,000). First audit will start in 2014 for the 2013-2014 school year
Contract Services	\$25,000.00	Business contract services (i.e. Monthly budgeting and reports), student services(i.e school psychologists, etc)
Facility expenses		
Rent/Building Expenses	\$180,000.00	Based on Estimated rent of \$15,000/month
Maintenance	\$10,000.00	Estimated at \$1,000 / year for technology repair. \$15,000 per year for facility maintenance.
Utilities	\$25,000.00	Includes all basic utilities/ Common Area Management (CAM), wireless networking
Other Expenses		
Shuttle Bus	\$19,000.00	Purchase of one used 30-passenger school bus at \$7,000; \$1,000/month for gas
Automotive Insurance	\$4,200.00	Estimated at \$700/month for 12 months
Marketing Expenses	\$4,270.00	Flyers, banners, brochures, Directional signs, public ads/broadcasts, community events
Food/Cafeteria Supplies	\$44,400.00	Sensible meals at \$15.00 / student, per week for 37 weeks. 50.9% of all CMS students qualified for free or reduced lunch in 2009 (CMS Website). Using this percentage, we estimate that we will provide this service to 80 students.

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

MEA's spending priorities align with the school mission that states our devotion to fulfilling the vision of The Basic School. That vision is to offer a quality, free education to every child. At the forefront of every financial decision made is the question, Is this what is best for children? We developed a budget that ensures we are able to

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provide services that support our holistic approach for our student population that is likely to include many economically disadvantaged and at-risk students. This anticipated student population will most likely have needs that require MEA to contract out professional services (psychologist, counselor, nutrition program, transportation services) to meet these diverse needs. All services offered to MEA students align with our mission to narrow the achievement gap. We expect to improve learning opportunities for our children based on our decision to prioritize spending in a way that puts students well-being first. Our budget contains funds for technological devices (iPads, digital cameras, interactive whiteboard, etc.) so that all students have immediate access to and exposure to technology every day. MEA also included transportation costs (purchase used buses and hire drivers) in our budget, to ensure students are able to learn outside of the classroom as we take field trips. We have reserved a large portion of our budget for lead teacher and teacher assistant salaries to maintain a low teacher-to-student ratio (1:10), giving every student numerous opportunities to receive differentiated instruction on a daily basis. The connect teachers salaries are part of the budget to further enrich students and help students make connections between core subjects and the arts. We have budgeted professional development fees that include, but are not limited to, paying for all instructional staff to attend the annual Fresh Take conference at the Community School of Davidson and hiring educational consultants to train and mentor staff in The Basic School approach and effective classroom practices. MEA will purchase curriculums and resources that are highly engaging for students, have outstanding reviews from credible educators, and are proven to promote student learning and maximize student achievement.

MEA will hire Acadia NorthStar as our fiscal management provider. Some of their services include monthly financial reports, analytical graphs, budget forecasts, What-If scenarios, and other services such as payroll, tax reporting, accounts payable, and accounts receivable. We will meet with them to form our annual budget based on historical performance and industry trends. Once a budget is in place, they will continuously track expenses and provide MEA with constant updates. If a potential problem area within a budget arises, they will notify us immediately and assist with developing strategic adjustments or alternatives. Every budget will include the maintenance of a small, contingency reserve.

Contingency reserve in chart format is shown in the Budget Narrative on page 89. The services provided by Acadia NorthStar will help ensure that our school maintains a contingency reserve and operates using sound fiscal practices.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 – Mecklenburg

List LEA #2 – _____

List LEA #3 – _____

GRADES		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>60</u>	_____	_____												
First	1	<u>60</u>	_____	_____												
Second	2	<u>60</u>	_____	_____												
Third	3	_____	_____	_____	<u>60</u>	_____	_____									
Fourth	4	_____	_____	_____	_____	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____
Fifth	5	_____	_____	_____	_____	_____	_____	_____	_____	_____	<u>60</u>	_____	_____	<u>60</u>	_____	_____
Sixth	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	<u>60</u>	_____	_____

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA	LEA	LEA	LEA	LEA										
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Overall Total Enrollment		<u>180</u>			<u>240</u>			<u>300</u>			<u>360</u>			<u>420</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>--State ADM Funds</i>	<u>\$784,917.00</u>	<u>\$1,046,556.00</u>	<u>\$1,308,195.00</u>	<u>\$1,569,834.00</u>	<u>\$1,831,473.00</u>
<i>--Local Per Pupil Funds</i>	<u>\$448,810.28</u>	<u>\$597,974.86</u>	<u>\$747,139.44</u>	<u>\$896,304.02</u>	<u>\$1,045,468.60</u>
<i>--Federal Funds</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Grants*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Foundations*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Private Funds*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>--Other Funds*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$1,233,727.28</u>	<u>\$1,644,530.86</u>	<u>\$2,055,334.44</u>	<u>\$2,466,138.02</u>	<u>\$2,876,941.60</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data
The formula for figuring these allotments can be found in the Resource Guide.

2013 – 2014

\$4360.65 x 180 = \$784,917.00 **State Funding (Mecklenburg County)**

\$2332.48 x 158 = \$368,531.84 **Local Funding (Mecklenburg County)**

\$3649.02 x 22 = \$80,278.44 **EC Funding (Mecklenburg County)**

Total Funding: \$1,233,727.28

2014 – 2015

\$4360.65 x 240 = \$1,046,556.00 **State Funding (Mecklenburg County)**

\$2332.48 x 211 = \$492,153.28 **Local Funding (Mecklenburg County)**

\$3649.02 x 29 = \$105,821.58 **EC Funding (Mecklenburg County)**

Total Funding: \$1,644,530.86

2015 – 2016

\$4360.65 x 300 = \$1,308,195.00 **State Funding (Mecklenburg County)**

\$2332.48 x 264 = \$615,774.72 **Local Funding (Mecklenburg County)**

\$3649.02 x 36 = \$131,364.72 **EC Funding (Mecklenburg County)**

Total Funding: \$2,055,334.44

2016 – 2017

\$4360.65 x 360 = \$1,569,834.00 **State Funding (Mecklenburg County)**

\$2332.48 x 317 = \$739,396.16 **Local Funding (Mecklenburg County)**

\$3649.02 x 43 = \$156,907.86 **EC Funding (Mecklenburg County)**

Total Funding: \$2,466,138.02

2017 – 2018

\$4360.65 x 420 = \$1,831,473.00 **State Funding (Mecklenburg County)**

\$2332.48 x 370 = \$863,017.60 **Local Funding (Mecklenburg County)**

\$3649.02 x 50 = \$182,451.00 **EC Funding (Mecklenburg County)**

Total Funding: \$2,876,941.60

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Personnel Total # Of Staff And Projected Costs	27	\$676,000	35	\$886,000	43	\$1,173,700	50	\$1,357,100	58	\$1,716,580
--Administrator(S)	3	\$143,000	3	\$143,000	3	\$157,300	3	\$157,300	3	\$173,030
--Clerical	1	\$24,000	1	\$24,000	2	\$52,800	2	\$52,800	2	\$58,080
--Teachers	9	\$297,000	14	\$462,000	17	\$617,100	20	\$726,000	24	\$958,320
--Librarians	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Guidance	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Teacher Assistants	9	\$135,000	12	\$180,000	15	\$247,500	18	\$297,000	21	\$381,150
--Custodian	1	\$13,000	1	\$13,000	1	\$13,000	1	\$13,000	1	\$13,000
--Maintenance	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Food Service	1	\$12,000	1	\$12,000	1	\$12,000	1	\$12,000	1	\$12,000
--Bus Driver	1	\$12,000	1	\$12,000	2	\$24,000	2	\$24,000	3	\$36,000
--Other	2	\$40,000	2	\$40,000	2	\$50,000	3	\$75,000	3	\$85,000
Payroll Taxes	0	\$48,654	0	\$64,719	0	\$85,963	0	\$98,081	0	\$124,892
Annual Audit Services	0	\$0	0	\$6,000	0	\$6,000	0	\$6,000	0	\$6,000
Employee Benefits	0	\$77,000	0	\$110,250	0	\$142,774	0	\$174,223	0	\$212,714
Staff Development	0	\$8,100	0	\$10,500	0	\$16,300	0	\$18,700	0	\$21,500
Materials And Supplies	0	\$33,000	0	\$25,500	0	\$33,500	0	\$38,000	0	\$31,500
Office Supplies	0	\$2,500	0	\$3,000	0	\$5,000	0	\$5,000	0	\$6,000
Instructional Equipment	0	\$42,155	0	\$59,380	0	\$29,380	0	\$26,380	0	\$27,380
Office Equipment	0	\$19,000	0	\$5,900	0	\$5,700	0	\$5,700	0	\$5,700
Testing Materials	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Insurance	0	\$7,200	0	\$7,920	0	\$8,712	0	\$9,583	0	\$10,542
Utilities	0	\$25,000	0	\$30,000	0	\$45,000	0	\$45,000	0	\$45,000
Rent	0	\$180,000	0	\$285,000	0	\$285,000	0	\$450,000	0	\$450,000
Maintenance & Repair	0	\$13,000	0	\$16,000	0	\$23,000	0	\$33,000	0	\$34,000
Transportation	0	\$44,400	0	\$52,600	0	\$45,600	0	\$45,600	0	\$45,600
Marketing	0	\$4,270	0	\$7,870	0	\$2,000	0	\$2,000	0	\$2,000

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Food/Cafeteria Supplies	0	\$49,950	0	\$66,600	0	\$83,250	0	\$99,900	0	\$116,550
TOTALS	27.00	\$1,230,229	35.00	\$1,637,239	43.00	\$1,990,879	50.00	\$2,414,267	58.00	\$2,855,958

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

MEA 5-Year Budget and Budget Narrative		
2013-2014		
Revenue Projections	Budgeted Costs	Budget Narrative
State ADM Funds	\$784,917.00	State ADM Funds
Local Per Pupil Funds	\$448,810.28	Based on Local Fundings and EC Funding (Mecklenburg)
Total Income:	\$1,233,727.28	
Estimated Expenses Total:	\$1,230,229.00	
Budget Net Income	\$3,498.28	Remaining income at end of fiscal year will be placed in Contingency Reserves
Estimated Expenses		
Payroll Costs		
Salaries	\$636,000.00	1 Director (\$50,000), 1 Business Director (\$50,000), 1 Assistant Director (\$43,000), 1 secretary (\$24,000), 9 Teachers (\$297,000), and 9 Teachers Assistants (\$135,000), 2 Independent Contractors (Bus Drivers/Food Service @ \$12,000 each), 1 part time custodian (\$13,000)
Payroll Taxes	\$48,654.00	Payroll Taxes totaling 7.65% of total payroll
Employee Benefits	\$77,000.00	Based on 22 employees estimated at \$3,500 per year (Universal Life Insurance Rates) (Health, Life, and Dental)
Connect Teachers	\$20,000.00	Part time music, art, and dance teachers

Instructional Equipment		
Mobile Tablets/Computers	\$26,805.00	Totals based on \$17,055 for 45 ipads, \$7800 for 13 Mac minis, \$1950 for 13 monitors
CPU Software Costs	\$1,500.00	
Equipment Protection/Cases	\$1,700.00	Ipad cases (\$1000), CPU hardware security (\$700)
Projectors/Screens	\$9,550.00	1 Interactive Whiteboard (\$1,000), 9 projectors (\$7200), 9 projector screens (\$1,350)
Digital Camera/Webcam	\$600.00	3 Digital Cameras, 3 Webcams
Central Copier/Printer	\$2,000.00	
Instructional Supplies		
Curriculums	\$18,000.00	\$2,000 per classrooms (9 total)
Books	\$1,500.00	Grade level appropriate literature
Student Supplies/Arts/Crafts/Fine Art (Music) Supplies, Physical Education	\$13,500.00	\$1500 per class @ 9 classrooms
Furniture		
Tables/Chairs/Desks	\$16,400.00	160 student desks @ \$75 per desk; 22 admin desk and chairs for Faculty and staff (@ \$200 each)
Bookshelves	\$2,600.00	For admin offices and 9 classrooms
Administrative Costs		
Staff Training / PD	\$6,600.00	\$300/year for 22 faculty and staff
Health and Safety Courses/Training/Signage	\$1,500.00	Estimated costs for Health and Safety
Office Supplies	\$2,500.00	Copier supplies, paper, toner, pens, pencils
Liability Insurance	\$7,200.00	Based on estimated Liability Insurance of \$600/month
Accounting Fees/Financial Audits	None	Estimated annual financial audit and financial statement compilation (\$6,000). First audit will start in 2014 for the 2013-2014 school year
Contract Services	\$20,000.00	Business contract services (i.e. Monthly budgeting and reports), student services (i.e. school psychologists, etc)
Facility expenses		
Rent/Building Expenses	\$180,000.00	Based on Estimated rent of \$15,000/month
Tech Repair and Maintenance	\$13,000.00	Estimated at \$1,000 / year for technology repair. \$15,000 per year for facility maintenance.
Utilities	\$25,000.00	Includes all basic utilities/ Common Area Management (CAM), wireless networking

CPU Software Costs	\$2,000.00	
Equipment Protection/Cases	\$950.00	Ipad cases (\$750), CPU hardware security (\$200)
Projectors/Screens	\$3,000.00	3 projectors (\$2,400), 3 projector screens (\$600)
Digital Camera/Webcam	\$600.00	3 Digital Cameras, 3 Webcams
Central Copier/Printer	\$3,000.00	
CPU Lab	\$20,000.00	Will add a fully functional media lab this year
Music and art classrooms	\$20,000.00	Supplies/Equipment for new Music and art classrooms
Instructional Supplies		
Curriculum	\$6,000.00	\$2,000 per new classroom (3 total)
Books	\$1,500.00	Grade level appropriate literature
Student Supplies/Arts/Crafts/Fine Art (Music) Supplies, Physical Education	\$18,000.00	\$1500 per class @ 12 classrooms
Furniture		
Tables/Chairs/Desks	\$5,300.00	60 student desks @ \$75 per desk; 4 admin desk and chairs for Faculty and staff (\$200 each)
Bookshelves	\$600.00	For 3 classrooms
Administrative Costs		
Staff Training / PD	\$9,000.00	\$300/year for 30 members of faculty and staff
Health and Safety Courses/Training/Signage	\$1,500.00	Estimated costs for Health and Safety
Office Supplies	\$3,000.00	Copier supplies, paper, toner, pens, pencils
Liability Insurance	\$7,920.00	Based on estimated Liability Insurance of \$660/month. Estimate assumes increase of 10%
Accounting Fees/Financial Audits	\$6,000.00	Estimated annual financial audit and financial statement compilation (\$6,000). First audit will start in 2014 for the 2013-2014 school year
Contract Services	\$20,000.00	Business contract services (i.e. Monthly budgeting and reports), student services (i.e. school psychologists, etc)
Facility expenses		
Rent/Building Expenses	\$285,000.00	Based on Estimated rent of \$23,750/month.
Tech Repair and Maintenance	\$16,000.00	Estimated at \$1,000 / year for technology repair. \$15,000 per year for facility maintenance.
Utilities	\$30,000.00	Includes all basic utilities/ Common Area Management (CAM), wireless networking
Other Expenses		

Shuttle Bus	\$40,000.00	Purchase of one used 30-passenger school buses at \$7,000 each; \$3,000/month for gas
Automotive Insurance	\$12,600.00	Estimated at \$1050/month for 12 months
Marketing Expenses	\$7,870.00	Flyers, banners, brochures, Directional signs, public ads/broadcasts, community events
Food/Cafeteria Supplies	\$66,600.00	Sensible meals at \$15.00 / student, per week for 37 weeks. 50.9% of all CMS students qualified for free or reduced lunch in 2009 (CMS Website). Using this percentage, we estimate that we will provide this service to 120 students.
2015-2016		
Revenue Projections	Budgeted Costs	Budget Narrative
State ADM Funds	\$1,308,195.00	State ADM Funds
Local Per Pupil Funds	\$747,139.44	Based on Local Fundings and EC Funding (Mecklenburg)
Total Income	\$2,055,334.44	
Estimated Expenses Total	\$1,990,878.80	
Budget Net Income	\$64,455.64	Remaining income at end of fiscal year will be placed in Contingency Reserves
Estimated Expenses		
Payroll Costs		
		1 Director (\$55,000), 1 Business Director (\$55,000), 1 Assistant Director (\$47,300), 2 secretaries (\$26,400 each), 17 Teachers (\$36,300 each), and 15 Teachers Assistants (\$16,500 each), 1 custodian (\$13000), 3 Independent Contractors (Drivers/Food @ \$12,000 each). Estimates assumes 10% salary/cost of living increases for all faculty/staff
Salaries	\$1,123,700.00	
Payroll Taxes	\$85,963.05	Payroll Taxes totaling 7.65% of total payroll
Employee Benefits	\$142,773.75	Based on 37 employees estimated at \$3,858.75 per year (Universal Life Insurance Rates) (Health, Life, and Dental). Estimate assumes a 5% annual increase
Faculty/Staff Merit Increases/Bonuses	\$25,000.00	Estimates for performance bonuses and merit increases. Also includes extra pay for tutoring services
Instructional Equipment		
Mobile Tablets/Computers	\$9,830.00	Totals based on \$7580 for 20 ipads, \$1800 for 3 Mac minis, \$450 for 3 monitors
Software Costs	\$2,000.00	
Equipment Protection/Cases	\$950.00	Ipad cases (\$750), CPU hardware security (\$200)
Projectors/Screens	\$3,000.00	3 projectors (\$2,400), 3 projector screens (\$600)
Digital Camera/Webcam	\$600.00	3 Digital Cameras, 3 Webcams

Central Copier/Printer	\$3,000.00	
Music and art classrooms	\$10,000.00	Supplies/Equipment for Music and art classrooms
Instructional Supplies		
Curriculum	\$6,000.00	\$2,000 per new classroom (3 total)
Books	\$500.00	Grade level appropriate literature
Student Supplies/Arts/Crafts/Fine Art (Music) Supplies, Physical Education	\$27,000.00	\$1500 per class @ 18 classrooms (including music, art, and media)
Furniture		
Tables/Chairs/Desks	\$5,100.00	60 student desks @ \$75 per desk; 3 admin desk and chairs for Faculty and staff (\$200 each)
Bookshelves	\$600.00	For 3 classrooms
Administrative Costs		
Staff Training / PD	\$14,800.00	\$400/year for each member of 37 faculty and staff
Health and Safety Courses/Training/Signage	\$1,500.00	Estimated costs for Health and Safety
Office Supplies	\$5,000.00	Copier supplies, paper, toner, pens, pencils
Liability Insurance	\$8,712.00	Based on estimated Liability Insurance of \$726/month. Estimate assumes increase of 10%
Accounting Fees/Financial Audits	\$6,000.00	Estimated annual financial audit and financial statement compilation (\$6,000). First audit will start in 2014 for the 2013-2014 school year
Contract Services	\$25,000.00	Business contract services (i.e. Monthly budgeting and reports), student services (i.e. school psychologists, etc)
Facility expenses		
Rent/Building Expenses	\$285,000.00	Based on Estimated rent of \$23,750/month.
Tech Repair and Maintenance	\$23,000.00	Estimated at \$3,000 / year for technology repair. \$20,000 per year for facility maintenance.
Utilities	\$45,000.00	Includes all basic utilities/ Common Area Management (CAM), wireless networking
Other Expenses		
Shuttle Bus	\$33,000.00	\$3,000/month for gas
Automotive Insurance	\$12,600.00	Estimated at \$1050/month for 12 months
Marketing Expenses	\$2,000.00	Flyers, banners, brochures, Directional signs, public ads/broadcasts, community events. Budget assumes school will be advertised via word of mouth, siblings, etc.
Food/Cafeteria Supplies	\$83,250.00	Sensible meals at \$15.00 / student, per week for 37 weeks. 50.9% of all CMS students qualified for free or reduced

Books	\$500.00	Grade level appropriate literature
Student Supplies/Arts/Crafts/Fine Art (Music) Supplies, Physical Education	\$31,500.00	\$1500 per class @ 21 classrooms (including music, art, and media)
Furniture		
Tables/Chairs/Desks	\$5,100.00	60 student desks @ \$75 per desk; 3 admin desk and chairs for Faculty and staff (\$200 each)
Bookshelves	\$600.00	For 3 classrooms
Administrative Costs		
Staff Training / PD	\$17,200.00	\$400/year for each member of 43 faculty and staff
Health and Safety Courses/Training/Signage	\$1,500.00	Estimated costs for Health and Safety
Office Supplies	\$5,000.00	Copier supplies, paper, toner, pens, pencils
Liability Insurance	\$9,583.20	Based on estimated Liability Insurance of \$798.6/month. Estimate assumes increase of 10%
Accounting Fees/Financial Audits	\$6,000.00	Estimated annual financial audit and financial statement compilation (\$6,000). First audit will start in 2014 for the 2013-2014 school year
Contract Services	\$25,000.00	Business contract services (i.e. Monthly budgeting and reports), student services (i.e. school psychologists, etc)
Facility expenses		
Rent/Building Expenses	\$450,000.00	Based on Estimated rent of \$37,550/month. This estimate includes adding trailers for connect teachers or extending the current space.
Tech Repair and Maintenance	\$33,000.00	Estimated at \$3,000 / year for technology repair. \$20,000 per year for facility maintenance.
Utilities	\$45,000.00	Includes all basic utilities/ Common Area Management (CAM), wireless networking
Other Expenses		
Shuttle Bus	\$33,000.00	\$3,000/month for gas
Automotive Insurance	\$12,600.00	Estimated at \$1050/month for 12 months
Marketing Expenses	\$2,000.00	Flyers, banners, brochures, Directional signs, public ads/broadcasts, community events. Budget assumes school will be advertised via word of mouth, siblings, etc.
Food/Cafeteria Supplies	\$99,900.00	Sensible meals at \$15.00 / student, per week for 37 weeks. 50.9% of all CMS students qualified for free or reduced lunch in 2009 (CMS Website). Using this percentage, we estimate that we will provide this service to 180 students.
Security	\$20,000.00	Added to 2016-2017 budget for security detail, parking, crosswalk, etc.

2017-2018		
Revenue Projections	Budgeted Costs	Budget Narrative
State ADM Funds	\$1,831,473.00	State ADM Funds
Local Per Pupil Funds	\$1,045,468.60	Based on Local Fundings and EC Funding (Mecklenburg)
Total Income	\$2,876,941.60	
Estimated Expenses Total	\$2,855,957.62	
Budget Net Income	\$20,983.98	Remaining income at end of fiscal year will be placed in Contingency Reserves
Estimated Expenses		
Payroll Costs		
		1 Director (\$60,500), 1 Business Director (\$60,500), 1 Assistant Director (\$52,030), 2 secretaries (\$29,040 each), 24 Teachers (\$39,930 each), and 21 Teachers Assistants (\$18,150 each), 1 custodian (\$14,000), 4 Independent Contractors (Drivers/Food @ \$12,000 each). Estimates assume 10% salary/cost of living increases for all faculty/staff. Also added fulltime drama teacher this year.
Salaries	\$1,632,580.00	
Payroll Taxes	\$124,892.37	Payroll Taxes totaling 7.65% of total payroll
Employee Benefits	\$212,713.73	Based on 50 employees estimated at \$4,254.27 per year (Universal Life Insurance Rates) (Health, Life, and Dental). Estimate assumes a 5% annual increase
Faculty/Staff Merit Increases/Bonuses	\$35,000.00	Estimates for performance bonuses and merit increases. Also includes extra pay for tutoring services
Instructional Equipment		
Mobile Tablets/Computers	\$9,830.00	Totals based on \$7580 for 20 ipads, \$1800 for 3 Mac minis, \$450 for 3 monitors
Software Costs	\$2,000.00	
Equipment Protection/Cases	\$950.00	Ipad cases (\$750), CPU hardware security (\$200)
Projectors/Screens	\$3,000.00	3 projectors (\$2,400), 3 projector screens (\$600)
Digital Camera/Webcam	\$600.00	3 Digital Cameras, 3 Webcams
Tech Repair and Maintenance	\$4,000.00	Estimated at \$4,000 / year. Increased based on aging equipment
Music and art classrooms	\$10,000.00	Supplies/Equipment for Music and art classrooms
Instructional Supplies		
Curriculum	\$6,000.00	\$2,000 per new classroom (3 total)
Books	\$500.00	Grade level appropriate literature
Student Supplies/Arts/Crafts/Fine Art (Music) Supplies, Physical	\$25,000.00	\$1000 per class @ 25 classrooms (including media lab)

Education		
Furniture		
Tables/Chairs/Desks	\$5,100.00	60 student desks @ \$75 per desk; 3 admin desk and chairs for Faculty and staff (\$200 each)
Bookshelves	\$600.00	For 3 classrooms
Administrative Costs		
Staff Training / PD	\$20,000.00	\$400/year for each member of 50 faculty and staff
Health and Safety Courses/Training/Signage	\$1,500.00	Estimated costs for Health and Safety
Office Supplies	\$6,000.00	Copier supplies, paper, toner, pens, pencils
Liability Insurance	\$10,541.52	Based on estimated Liability Insurance of \$878.46/month. Estimate assumes increase of 10%
Accounting Fees/Financial Audits	\$6,000.00	Estimated annual financial audit and financial statement compilation (\$6,000). First audit will start in 2014 for the 2013-2014 school year
Contract Services	\$30,000.00	Business contract services (i.e. Monthly budgeting and reports), student services (i.e. school psychologists, etc)
Utilities	\$75,000.00	Includes all basic utilities/ Common Area Management (CAM), wireless networking
Facility expenses		
Rent/Building Expenses	\$450,000.00	Based on Estimated rent of \$37,550/month.
Tech Repair and Maintenance	\$34,000.00	Estimated at \$4,000 / year for technology repair. \$20,000 per year for facility maintenance.
Utilities	\$45,000.00	Includes all basic utilities/ Common Area Management (CAM), wireless networking
Other Expenses		
Shuttle Bus	\$33,000.00	\$3,000/month for gas
Automotive Insurance	\$12,600.00	Estimated at \$1050/month for 12 months
Marketing Expenses	\$2,000.00	Flyers, banners, brochures, Directional signs, public ads/broadcasts, community events. Budget assumes school will be advertised via word of mouth, siblings, etc.
Food/Cafeteria Supplies	\$116,550.00	Sensible meals at \$15.00 / student, per week for 37 weeks. 50.9% of all CMS students qualified for free or reduced lunch in 2009 (CMS Website). Using this percentage, we estimate that we will provide this service to 210 students.
Security	\$20,000.00	For security detail, parking, crosswalk, etc.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$0	
	Certificates of Deposit	\$0
	Bonds	\$0
	Real Estate	\$0
	Capital Equipment	\$0
	Motor Vehicles	\$0
	Other Assets	\$
	TOTAL	\$0

ADDITIONAL NOTES:

SCHOOL AUDITS:

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

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

MEA believes in school accountability and will be held accountable to the school board of directors, school community, and the community for promoting the school mission. There will be several factors used to evaluate the overall effectiveness of the school. These factors include, but are not limited to:

- Standardized test scores (EOG data)
- Teacher-created summative assessment scores
- Student portfolio documents
- Teacher, parent, and student satisfaction surveys
- Report cards (quarterly)
- Progress reports (mid-quarterly)
- Student suspensions rate

At the end of the school year, the School Improvement Team, which may consist of administrators, parents, teachers, and community members, will meet to create a report documenting MEA's overall effectiveness based on the above data. The School Improvement Team will also create a School Improvement Plan to ensure that MEA will strive to improve at effectively promoting student learning, meeting student needs and meeting/exceeding state standards. The School Improvement Plan will be submitted to and approved by the Board of Directors.

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

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

An independent audit of MEA's finances will be conducted annually by an independent auditor and in accordance with the statutory regulations and requirements of the state of North Carolina for non-profit organizations. We expect to retain Potter & Company, P.A.

Potter & Company, P.A.
434 Copperfield Blvd., NE
Concord, NC 28025
704-786-8189 (Phone)
704-786-4447 (Fax)

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000 per occurrence
Officers and Directors/Errors and Omissions	\$1,000,000 per claim
Property Insurance	2,000,000
Motor Vehicle Liability	\$1,000,000 per occurrence
Bonding	No less than \$250,000
Minimum amount:	\$250,000
Maximum amount:	\$250,000
Other	

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

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

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

MEA will work with families to locate transportation services, so that no child is denied access to the school. We will arrange carpool pick-up and drop-off locations. We will attempt to establish partnerships with organizations, such as child care facilities, that offer drop-off and pick-up transportation services from the facility to our school in the mornings and vice versa in the afternoons. With these partnerships, we hope to negotiate a discounted rate for services to lower economic families. In the event that these services are not practical and/or affordable for any of our families, MEA has already planned to purchase two used 30-passenger school buses and hire a driver in the first year. Our budget also reveals plans to purchase a third used 30-passenger school bus in year three. We are committed to providing the best education for our students and anticipate numerous field trips to nursing homes, museums, learning centers, and more. For this reason, we will have on-site transportation to provide services to students who lack transportation.

See Appendix D Transportation

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

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

MEA has scouted an ideal property that has been on the market for about 5 years. It is a 29,169 square foot building located on a secluded 5.57 acres of land in the heart of University Research Park of the University City area of Charlotte. The facility was originally built in 1991 and it was remodeled in 2002. MEA has identified this facility as a great property to meet our needs.

The facility was originally built to suit a daycare, however, it can be easily up fitted to serve the needs of MEA. The facility has 19 ideal-sized classrooms with each having their own outside door. This allows for easy access to the playgrounds, gardens, and safety in case of an emergency. Most classrooms contain at least one bathroom. There are also two large restroom areas upstairs. The facility comes with a fully equipped kitchen. The ample acreage of the property allows us room to expand to accommodate additional needs.

The property also features three playground areas, a nice-sized garden area, and a paved parking lot. There is a walking trail adjacent to the facility that leads to the heart of UNC-Charlotte. There is also a large recreational field right beside the facility.

See Attachment Appendix C - Facility

Name of the facility (if known): _____

Address: 9501 David Taylor Drive

City/State/Zip: Charlotte, NC 28262

Description of the Facility:

Total square feet:	<u>29,169</u>
Number of Classrooms:	<u>19</u>
Number of Restrooms:	<u>25</u>
Other Rooms:	<u>4 Multipurpose Rooms, Offices, Computer Lab, Reading Room, Teachers Lounge, Kitchen</u>
Auditorium:	<u>0</u>
Gymnasium:	<u>0</u>
Music Room:	<u>1</u>
Art Room:	<u>1</u>
Laboratory:	<u>0</u>

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: _____
- (b) Type of Lease: _____
- (c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

- (a) Fire: N/A
- (b) Safety: N/A
- (c) Handicapped accessibility? N/A

Describe how the maintenance will be provided for the facility.

The general upkeep and safety of the facility will be the responsibility of all faculty and staff. MEA intends to hire a custodian to make sure the building is well maintained at all times. MEA will also explore the hiring of a

management company that can handle all cleaning and maintenance of the school. Nevertheless, MEA will contract out jobs that require skills such as HVAC, electrical, plumbing, landscaping, construction, equipment repair, preventative maintenance, etc. An important stipulation of each contract will be prompt response in case of an emergency. Maintaining a safe environment for the staff and students is of the utmost importance.

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

If, for some reason, MEA cannot be located in the planned building, our Board of Directors will form another building committee to lead the search for a facility that meets our needs as quickly as possible. This building committee will consist of at least one board member and other qualified individuals. MEA may also look to partner with a reputable and qualified realtor to help us find a facility that can meet our needs.

In the event that we have not secured a building in enough time to start the 2013-2014 school year, we will lease space from United Wesleyan Church (see Facility Contingency Plan). United Wesleyan is located on approximately 18 acres of land in the University Area. Their board of trustees has unanimously approved MEA to lease out space for as long as we need. Currently, they have 11 classrooms and are open to us using their land to place leased trailers, if needed. They are currently undergoing renovations to the building housing these classrooms. The architect has been instructed to make sure their building is up to all codes, is safe, and is handicap accessible.

Below is a Letter of Intent from United Wesleyan



2601 Rocky River Road, Charlotte NC, 28215
704-921-2134 Office 704-921-2135 Fax
unitedwc@bellsouth.net
Jeff Haynes, lead pastor

April 10, 2012

To Whom It May Concern,

This letter is to inform you that we, United Wesleyan Church, have committed to house the Minds Engaged Academy upon its inception. We have been in communication with MEA for some time now and have fully explored the ramifications of collaboration between the Minds Engaged Academy and United Wesleyan Church. The church board has approved the Academy to lease the church facilities, and is taking the necessary steps to guarantee facility compatibility. We are working with a local architect to ensure that we have the correct zoning and codes for our church building and 18 acres of property. The only remaining step on our end is for our local congregation to accept this with a vote. This is scheduled for this Sunday, April 15, 2012.

United Wesleyan Church is very excited about partnering with MEA to provide a quality education for the children in our area. The principles and standards of excellence proposed by Minds Engaged Academy are right in line with ours as a church. We believe that the best use of our land and building is as a bridge to our community, and MEA will help us achieve that purpose.

We understand that MEA is still in developmental stages, and that there are still many unknowns. However, we commit to working within the budget and space needs MEA will have. If leasing trailers on the property is necessary, we will allow that, provided that they are aesthetically compatible with the rest of our facilities.

We hope that you will consider the Minds Engaged Academy as a strong and worthy candidate for a North Carolina Charter School. Please feel free to contact us if you have any further questions.

With excitement,

A handwritten signature in black ink, appearing to read 'Jeff Haynes', is written over a light blue horizontal line.

Pastor Jeff Haynes
United Wesleyan Church

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

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

- **Safety:** MEA will have procedures in place to ensure we maintain a safe, healthy environment for everyone. Students, staff, parents, and visitors will be required to wear highly visible identification when on campus. Visitors and parents will sign in and present a photo ID upon entering the campus, and when removing children from school. All potential visitors and volunteers will have background checks done before having access to classrooms and areas where children frequent. All staff members will be trained in the school's emergency and crisis plans and procedures.
- **Immunization of Students** According to § 130A-152, every child must be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, red measles and rubella and against any other disease that is determined by the Commission is in the interest of the public health. MEA will make sure that students, upon enrollment, are immunized. Parents will be notified that students who are not immunized will be required to receive the required immunization at the age required by the Commission. Children who have not received required immunizations by the specified age will not be admitted to school until doing so.
- **Fire and Safety Regulations:** MEA will follow state fire and safety regulations. This includes conducting monthly fire drills, having regular safety and fire inspections, teaching children fire drill procedures and safety skills for home and school, conducting severe weather drills and teaching children severe weather procedures for home and school, and ensuring our facility meets the proper building and furnishing codes to prevent fire.
- **Food Inspections:** MEA will not prepare food in a cafeteria for students. Students will bring their own bag lunches from home. Students in financial need will be provided free or reduced bag lunches by MEA. In the event that our food procedures change to include hot lunches prepared in a cafeteria, MEA will comply with state and federal health and safety regulations.
- **Hazardous Chemicals:** MEA plans to use products that are considered environmentally safe to avoid accidental exposure or ingestion of toxic products. In instances where hazardous chemicals have to be used, MEA will provide information to all employees on how to properly store hazardous chemicals in locked cabinets. We will follow all NC statutes regarding hazardous chemicals to ensure the safety of our staff and students.
- **Blood-borne Pathogens:** In accordance with the Department of Health and Human Services policy, MEA will ensure that all employees receive formal blood-borne pathogens training as required by OSHA 1910/1926 Industry and Construction Standards and State Workplace Requirements Program Manual for Safety and Health. In doing so, we will protect employees who are identified as occupationally exposed to blood and other infectious materials.
- **Diabetes care plans:** MEA will adhere to Senate Bill 911 by following procedures and policies in place for students with diabetes. We will ensure that all staff members are trained on diabetic student support procedures and that we properly assist students with diabetes in accordance with their individual diabetes care plans.
- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn:**
 - MEA does not plan to offer grades 9-12.
- Providing parents and guardians with information about:

- **Meningococcal meningitis and influenza and their vaccines at the beginning of each year:** In adherence to Senate Bill 444, MEA will provide parents/guardians with information concerning meningococcal meningitis and influenza and their vaccines at the beginning of the school year.
- **Cervical cancer, cervical dysplasia, human papillomavirus (HPV) and the vaccines available to prevent diseases:** In adherence to § 115C-548, MEA will provide parents with materials and information about cervical cancer, cervical dysplasia, human papillomavirus (HPV), and the vaccines able to prevent these diseases. We will post this information on our school website and/or provide materials in the school enrollment package.

VII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B (d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

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

VIII. APPENDICES (OPTIONAL)

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

Appendix A: Sources

Sources

Ballinger, C., (November 1995) "Prisoners No More," Educational Leadership. Retrieved from <http://www.ascd.org/publications/educationalleadership/nov95/vol53/num03/Prisoners-No-More.aspx>

Boyer, E. (1995) *The Basic School; A Community for Learning*. San Fransico: Jossey-Bass.

CMS Website. (11/18/2009). Percentage of CMS students receiving free or reduced lunch. Retrieved from <http://www.cms.k12.nc.us/News/Pages/PercentageofCMSstudentsreceivingfreeorreduced-ricelunchrises.aspx>

Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268.

NC School Report Cards. <http://www.ncreportcards.org/src/>

Way, Dan. (March 12th, 2012). Charter Waiting Lists Mount, Frustrating Parents and Educators. Carolina Journal Online. Retrieved from <http://www.studygs.net/citation.htm>

Appendix B: Statistics of Target University City Schools

Below are key statistics of schools within an 8-mile radius of UNC-Charlotte. The data below comes from www.NCReportCards.org

Key Statistics of Schools Located in University City		
Percent of schools that made AYP:	11.1%	(2 out of 18)
Percent of schools that DID NOT make AYP:	88.9%	
Average Percent of students on Reading Level:	58.25%	(41.75 not on grade level)
Average Percent of students on Math Level:	74.5%	(25.5 not on grade level)
Percent Title 1 in this neighborhood:	61.1%	(11 out of 18)
Percent Priority in this neighborhood:	27.7%	(Almost 1 out of every 3)
Total Number of Trailers:	Appx. 134	(2,948 pupils *If 22 per trailer)

Individual School Data:

School	AYP Made	# of Trailers	% On Reading Level	% On Math Level	Comments
Joseph w Grier academy elementary	No	18	62.7	82.0	Title 1
Newell elementary	No	23	57.8	79.5	Title 1
Northridge Middle	No	9	57.8	73.8	Title 1
Reedy Creek Elementary	No	11	62.4	74.4	
Cochrane Middle	No	0	52.1	59.3	Title 1 Priority School
University Meadows	Yes	27	67.7	78.2	
James Martin Middle	No	7	49.2	64.1	Priority School
Kipp Charlotte	No	0	59.8	74.5	Title 1 (Charter)
Martin Luther King Middle	No	0	43	71.1	Title 1 Priority School
Hickory Grove Elementary	No	4	50	64.3	Title 1 Priority School
John M Morehead Stem Academy	Yes	0	83.9	93.9	Magnet School
Hidden Valley Elementary	No	4	56.2	74.4	Title 1
Sugar Creek Charter	No	0	66.4	85.3	Title 1 (Charter)
Stoney Creek Elementary	No	5	55.4	77.0	
Winterfield Elementary	No	4	46.8	68.5	Title 1 Priority School
David Cox Elementary	No	16	59.6	67.3	
Mallard Creek Elem	No	0	63.9	76.4	
Nathaniel Alexander	No	6	53.8	76.1	Title 1



Commercial Property

9501 David Taylor Drive
Charlotte, NC 28262



Available For Purchase

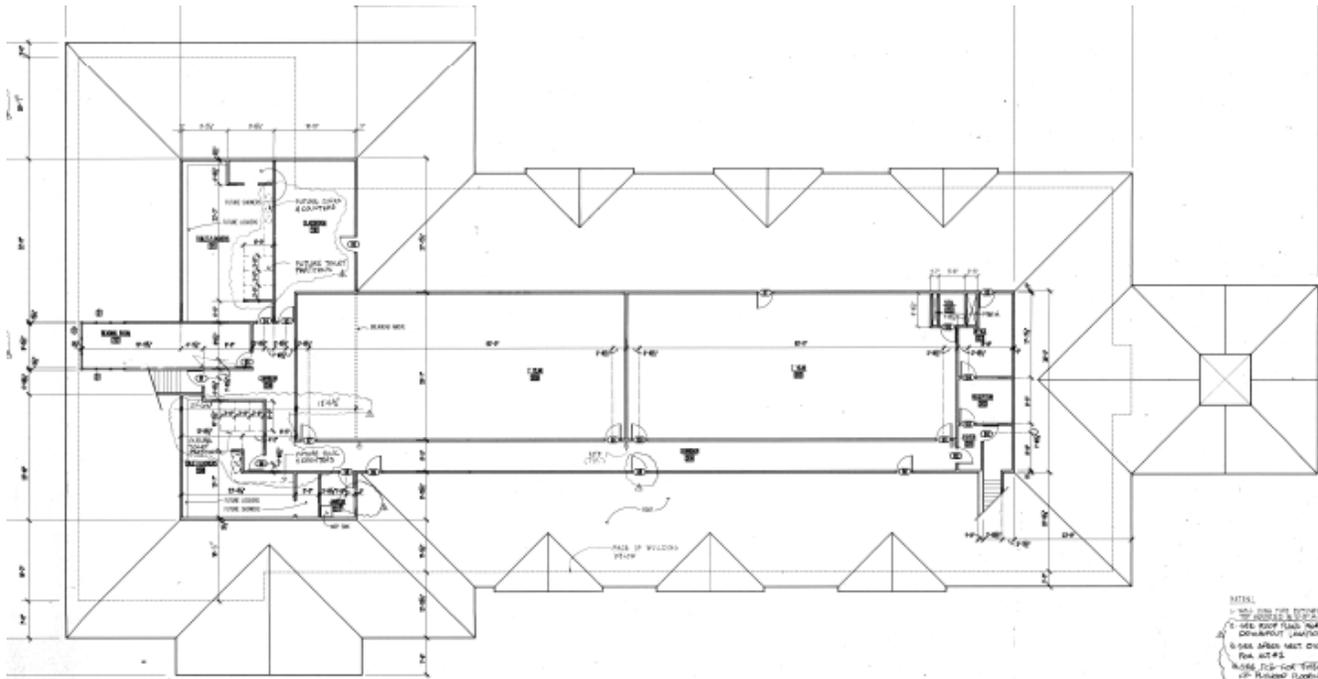
- +/- 29,169 Sq Ft
- +/- 5.57 Acres
- Zoning RE-2
- Daycare Built in 1991
- Renovated in 2002
- Parcel ID: 04735106
- Lower Level (+/- 21,385 Sq Ft)
 - 18 Classrooms
 - 1 Multipurpose Room
 - Fully Equipped Kitchen
- Upper Level (+/- 7,784 Sq Ft)
 - 3 Multipurpose Rooms
 - Restrooms with Showers
- Playground is Entirely Fenced
- Each Classroom has Outdoor Access
- **Sales Price: \$1,850,000**



JUSTIN L. SMITH
704.326.1984
justin@parkcre.com

JOHN M. PHILLIPS
704.336.9084
john@parkcre.com

Second Level Floor Plan



① SECOND FLOOR PLAN
 8-17
 10/4.01/08

NOTES:
 1- SEE PLAN FOR DIMENSIONS
 2- SEE PLAN FOR DOOR & WINDOW PLACEMENT
 3- SEE PLAN FOR DOOR & WINDOW PLACEMENT
 4- SEE PLAN FOR DOOR & WINDOW PLACEMENT
 5- SEE PLAN FOR DOOR & WINDOW PLACEMENT
 6- SEE PLAN FOR DOOR & WINDOW PLACEMENT
 7- SEE PLAN FOR DOOR & WINDOW PLACEMENT
 8- SEE PLAN FOR DOOR & WINDOW PLACEMENT
 9- SEE PLAN FOR DOOR & WINDOW PLACEMENT
 10- SEE PLAN FOR DOOR & WINDOW PLACEMENT

Side of Building



Commercial Truck Trader™

www.commercialtrucktrader.com™

2000 THOMAS SCHOOL BUS

Ad Listing ID: 102140484
Stock Number: 72A

\$6,995.00

SELLER INFORMATION

Lutz Sales

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Oakfield, NY 14125



- Business: (877) 668-0725
- <http://www.lutzbussales.com/>

Over 250 Buses In Stock! Call For Your Needs!!



VEHICLE DETAILS

Year:2000
Make:THOMAS
Model:SCHOOL BUS
Location:Oakfield, NY
Type:CLASS 3 (GVW 10001 - 14000)



SELLER DESCRIPTION

2000 THOMAS SCHOOL BUS, Bus. Nice 30-Passenger With Air Brakes, Model: Thomas, Transmission: Auto, Seats: 30, Windows: 5, Engine: 3126, Brakes: Air,

Printed on Apr-09-2012
Courtesy CommercialTruckTrader.com™

2010-11

Community School of Davidson



Community School of Davidson

Joy Warner, Principal
 Joy Warner, Prior Principal
 565 Griffith Street
 Davidson, NC 28036

(704) 896-6262
 Grades K-9
 Regular School
 Traditional Calendar

SAFE, ORDERLY AND CARING SCHOOLS

School Safety

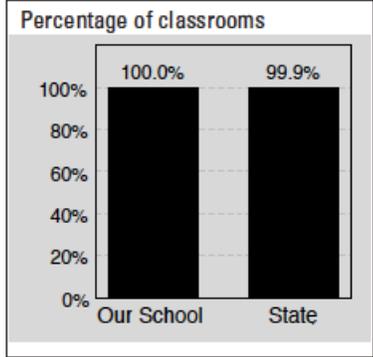
The number of acts of crime or violence reported below includes all acts occurring in school, at a bus stop, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Out of 943 students in our school, there were a total of 0 act[s] of crime or violence.

The number of acts of crime or violence reported per 100 students:

OUR SCHOOL	0
STATE	0.39

Access to Technology



SCHOOL PROFILE

School Size
 The total number of students in our school and the average number of students in schools with similar grade ranges in the state.

OUR SCHOOL	943
STATE	416

Average Class Size
 The average number of students enrolled in a "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	20	24	21	17	22	13	21	20	16
State	20	19	20	20	21	21	22	22	21

* Due to data entry issues, some class sizes in select schools are unavailable for 2010-11.

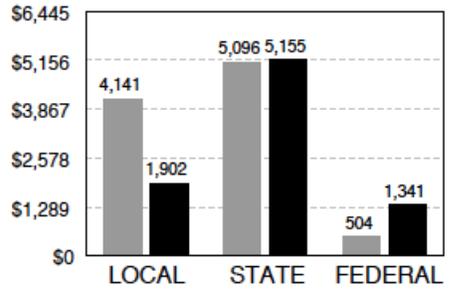
Average Course Size
 The average number of students enrolled in the the courses listed at the time of testing.

	English I	Algebra I	Algebra II	Geometry	Biology	Physical Science	Civics & Econ.	US History
Our School	11	14	N/A	---	13	N/A	N/A	N/A
State	18	20	20	---	18	18	19	18

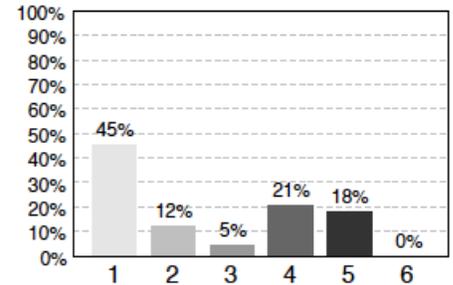
* Geometry tests were eliminated from the ABCs effective 2010-11.

FINANCIAL SUPPORT

Source of Funds (Amount per Student)
 Charter schools in North Carolina operate with funding from local, state, and federal sources. The financial support reflected in these numbers includes all expenses concerned with operating a charter school, including teacher and administrator salaries, textbooks, and other educational supplies and materials.



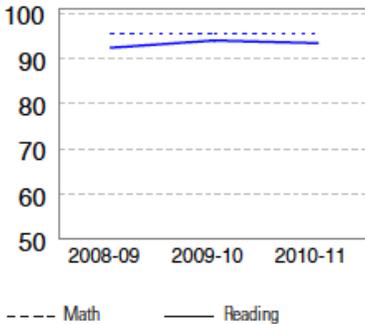
Use of Funds
 Education is a labor-intensive enterprise, as reflected in the accompanying chart. Salaries for teachers and other staff are usually the largest expense in a charter school. State and federal funds are generally allotted for specific purposes, services, or programs.



HIGH STUDENT PERFORMANCE

Three-Year Trend of Student Performance on the ABCs End-of-Grade Reading and Math Tests

Percentage of students at or above grade level for the past three years.



School Attendance

The average percentage of students who attend school daily.

Our School	96%
State	95%

To learn more about federal No Child Left Behind (NCLB) requirements, visit <http://www.ncpublicschools.org/nclb/>

For information about the ABCs of Public Education and Adequately Yearly Progress (AYP), visit <http://www.ncpublicschools.org/accountability/>

Performance of Students in Each Grade on the ABCs End-of-Grade Tests
Percentage of Students' Scores At or Above Grade Level

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		OVERALL	
	Reading	Math												
Our School	84.6%	>95%	94.6%	>95%	94.8%	>95%	>95%	>95%	90.4%	>95%	>95%	>95%	93.4%	>95%
State	67.6%	82.1%	71.6%	83.8%	72.3%	82.0%	75.1%	80.7%	67.8%	81.1%	69.8%	84.4%	70.7%	82.4%

N/A = Fewer than five students

Performance of Students in Each Course on the ABCs End-of-Course Tests
Percentage of Students' Scores At or Above Grade Level

	English I	Algebra I	Algebra II	Geometry	Biology	Physical Science	Civics & Econ.	US History
Our School	92.2%	>95%	N/A	---	93.1%	N/A	N/A	N/A
State	80.6%	76.7%	82.3%	---	79.9%	76.5%	80.0%	81.5%

N/A = Fewer than five students

* Geometry tests were eliminated from the ABCs effective 2010-11.

Performance of Each Student Group on the ABCs End-of-Grade Tests

Percentage of Students, Grouped by Gender, Ethnicity, and Other Factors, Who Passed BOTH the Reading and Math Tests

	Male	Female	White	Black	Hispanic	Amer. Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	91.8%	94.5%	94.3%	78.9%	77.3%	N/A	>95%	N/A	95.0%	85.7%	93.5%	N/A	N/A	76.2%
# of tests taken	267	307	505	19	22	N/A	5	N/A	20	21	553	N/A	N/A	105
State	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

E.D. = Economically Disadvantaged

N.E.D. = Not Economically Disadvantaged

L.E.P. = Limited English Proficiency

N/A = Fewer than five students

Performance of Each Student Group on the ABCs End-of-Course Tests

Percentage of Passing Scores on the End-of-Course Tests Grouped by Gender, Ethnicity, and Other Factors

	Male	Female	White	Black	Hispanic	Amer. Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	92.5%	>95%	>95%	72.2%	N/A	N/A	N/A	N/A	66.7%	>95%	93.4%	N/A	N/A	80.0%
# of tests taken	147	146	266	18	N/A	N/A	N/A	N/A	6	19	274	N/A	N/A	60
State	78.4%	81.0%	87.7%	66.0%	74.0%	71.3%	86.6%	82.6%	82.4%	69.4%	88.2%	48.7%	59.2%	45.0%

E.D. = Economically Disadvantaged

N.E.D. = Not Economically Disadvantaged

L.E.P. = Limited English Proficiency

N/A = Fewer than five students

HIGH STUDENT PERFORMANCE, CONTINUED

School Performance

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. These designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year.

Our School's Designation(s): Honor School of Excellence, High Growth

DESIGNATION	PERFORMANCE: STUDENTS PERFORMING AT GRADE LEVEL	GROWTH: LEARNING ACHIEVED IN ONE YEAR			PERCENT OF SCHOOLS WITH DESIGNATION IN THE STATE
		High Growth	Expected Growth	Expected Growth Not Achieved	
HONOR SCHOOL OF EXCELLENCE	At least 90% of students at grade level and school made adequate yearly progress (AYP)	✓			16%
SCHOOL OF EXCELLENCE	At least 90% of students at grade level				0%
SCHOOL OF DISTINCTION	At least 80% of students at grade level				36%
SCHOOL OF PROGRESS	At least 60% of students at grade level				35%
NO RECOGNITION	60 to 100% of students at grade level				3%
PRIORITY SCHOOL	50 to 60% of students at grade level, OR Less than 50% of students at grade level				9%
LOW PERFORMING	Less than 50% of students at grade level				0%

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values are not displayed because of federal privacy regulations. In these cases the results are shown as >95% or <5% for the group.

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind (NCLB).

Our school made adequate yearly progress.
Our school met 13 out of 13 AYP targets.

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Classes Taught by Highly Qualified Teachers
Our School	80	80%	98%
State	29	94%	96%

*The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.

Keeping you informed

More information about your school is available on the NC School Report Cards website at: <http://www.ncreportcards.org>



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Appendix F: Excerpts From The Basic School

Excerpts from The Basic School

A Community for Learning by Ernest L. Boyer

There are four priorities, or building blocks:

THE SCHOOL AS COMMUNITY

- **A Shared Vision.** The Basic School has, as the first requirement, a clear and vital mission. The school is a place where everyone comes together to promote learning. Every classroom is, itself, a community. But in the Basic School, the separate classrooms are connected by a sense of purpose, a climate that is communicative, just, disciplined, and caring, with occasions for celebrations.
- **Teachers as Leaders.** In the Basic School, teachers are empowered. Working together as teams, they serve as mentors to their students and have the time and resources needed to be professionally renewed. The principal in the Basic School is lead teacher, the one who guides the institution more by inspiration than directive.
- **Parents as Partners.** In the Basic School, the circle of community extends outward to embrace parents, who are viewed as the child's first and most important teachers. A vital partnership is created between the home and school, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues from kindergarten through grade five.

A CURRICULUM WITH COHERENCE

- **The Centrality of Language.** In the Basic School, literacy is the first and most essential goal. All children are expected to become proficient in the written and spoken word. But language in this school is defined broadly to include words, numbers, and the arts, the essential tools of learning which, taken together, help create a curriculum with coherence.
- **The Core Commonalities.** In the Basic School, all students become well informed. They study the various fields of knowledge, which are organized, thematically, within a framework called "the Core Commonalities." These eight commonalities, based on shared human experiences, integrate the traditional subjects, helping students see connections across the disciplines and relate what they learn to life.
- **Measuring Results.** The Basic School is accountable to parents, to students, and to the community at large. Academic standards are established both in language and the Core Commonalities, with benchmarks to monitor student achievement. The personal and social qualities of students also are observed and evaluated informally by teachers. Assessment in the Basic School is, always, in the service of learning.

A CLIMATE FOR LEARNING

- **Patterns to Fit Purpose.** In the Basic School, every student is encouraged to become a disciplined, creative, well-motivated learner. Class size is kept small, the teaching schedule is flexible, and student grouping arrangements are varied to promote learning. Connections are made across the generations, to strengthen community and enrich the lives of students.
- **Resources to Enrich.** The Basic School makes available to all students rich resources for learning, from building blocks to books. Libraries, zoos museums, and parks in the surrounding community become resources, too. Students are given access to the new electronic tools that connect each classroom to vast networks of knowledge.
- **Services for Children.** The Basic School is committed to serving the whole child, acknowledging that a student's physical, social, and emotional well-being also relates to learning. Beyond a solid academic program, the school provides basic health and counseling services for students, referrals for families, and a new calendar and clock, with after-school and summer enrichment programs for learning and creative play.

A COMMITMENT TO CHARACTER

- **The Core Virtues.** The Basic School is concerned with the ethical and moral dimensions of a child's life. The goal is to assure that all students, on leaving school, will have developed a keen sense of personal and civic responsibility. Seven core

virtues, such as respect, compassion, and perseverance, are emphasized to guide the Basic School as it promotes excellence in living, as well as learning.

- Living with Purpose. The core virtues of the Basic School are taught both by word and deed. Through the curriculum, through school climate, and through service, students are encouraged to apply the lessons of the classroom to the world around them.

In a nutshell...

Community – focuses on how people relate to one another.

Curriculum Coherence – considers what all students should learn.

Climate – deals with effective teaching and learning.

Character – considers how the school experience shapes the ethical and moral lives of students.

The Core Commonalities:

THE LIFE CYCLE

All Basic School students understand that human life has a beginning, a time of growth, and an ending. They acquire a basic knowledge of the body's needs and its functions, and adopt personal habits that promote wellness. They develop an appreciation for the sacredness of life, and understand how life experiences differ from one culture to another.

THE USE OF SYMBOLS

All Basic School students understand that people communicate with each other through symbol systems. They explore the history of language, consider the purposes of communication, learn about new technology, and discover how mass communication can enhance or diminish human understanding. And they discover that integrity is the key to authentic human interaction.

MEMBERSHIP IN GROUPS

All Basic School students understand that everyone holds membership in a variety of groups, beginning with the family. They consider how organizations shape our lives, how we, in turn, can shape institutions, and they develop, in the end, a sense of civic and social responsibility.

A SENSE OF TIME AND SPACE

All Basic School students learn that people everywhere have the miraculous capacity to place themselves in time and space. Students explore our shared sense of time through history and through intergenerational connections. They learn about our nation's history and study the traditional of other cultures. And they gain perspective, as well, about where they are located, spatially, on the planet and in the universe.

RESPONSE TO THE AESTHETIC

All Basic School students understand that people respond to beauty and can be expressive in the arts. They explore the rich variety of artistic expression, learning about the various works of art, recognizing the benefits of making art, and knowing some of the ways in which visual and performing arts have evolved in different cultures.

CONNECTIONS TO NATURE

All Basic School students recognize that everyone is connected to the natural world. They learn about the scientific method and, in the process, increase their understanding of the world around them. Above all, students discover the beauty and wonder of nature and develop a profound respect for it.

PRODUCING AND CONSUMING

All students learn that people, as a part of being human, engage in making and using things. They recognize the value and dignity of work, distinguish wants from needs, and understand the importance of becoming creative producers, informed consumers, and responsible conservers.

LIVING WITH PURPOSE

All Basic School students learn that all people seek meaning and purpose for their lives. They understand the importance of values and ethics, learn how religious experience has consequentially shaped the human experience, and begin to see the significance of service.

The Seven Virtues:

HONESTY

Each person carries out his or her responsibilities carefully and with integrity, never claiming credit for someone else's work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust, with confidence that what is written and spoken is honestly expressed and that all people are trustworthy.

RESPECT

Each person responds sensitively to the ideas and needs of others without dismissing or degrading them. Differences among people are celebrated, and all members of the community are able to accept both praise and constructive suggestions from others. While affirming individual freedom, the rights of the group are also fully honored.

RESPONSIBILITY

Each person has a sense of duty to fulfill willingly the tasks he or she has accepted or has been assigned. All work is conscientiously performed. Members of the community feel comfortable asking for help and agree that they must be held accountable for their behavior.

COMPASSION

Each person is considerate and caring. There is a recognition that everyone, from time to time, feels hurt, confused, angry, or sad. Instead of ignoring such conditions, people reach out to one another. In the case of conflict, members of the community seek reconciliation and try to understand each other, even forgive.

SELF-DISCIPLINE

Each person agrees to live within limits, not only the ones mutually agreed upon, but, above all, those established personally. Self-discipline is exercised in relationships with others, especially in the way people speak to one another. Self-discipline also applies to the use of time. At the simplest level, self-control reflects habits of good living.

PERSEVERANCE

Each person is diligent, with the inner strength and determination to pursue well-defined goals. It does matter that a task be completed once begun, and to persevere not only teaches discipline, but brings rewards as well. Each person pushes hard to complete assignments, and all members of the community willingly support others in their work.

GIVING

Each person discovers that one of life's greatest satisfactions comes from giving to others, and recognizes that talents should be shared, through service. Rather than waiting to be asked, members of the community look for opportunities to respond positively to the needs of others, without expectation of reward.

Boyer, Ernest L. *The Basic School: A Community for Learning*. San Francisco, California: Jossey-Bass Inc., 1995

Appendix G: Resumes For Personnel



Erika J. Hedgepeth

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EDUCATION BACKGROUND:

University of North Carolina at Chapel Hill
Bachelor of Arts, Elementary Education, 2006
Language and Literature concentration
Children's Literature sub-focus
3.1 GPA

HONORS:

North Carolina Teaching Fellow
UNC Academic Excellence Award, April 2006

LICENSURE/QUALIFICATIONS:

K-6 Teaching License, State of North Carolina, 2007
National Board Certification in Reading/Language Arts, 2010
Teacher of the Year, Stoney Creek Elementary, 2010-2011

AREAS OF PROFICIENCY:

- ✓ Creative Lesson Planning
- ✓ Student Motivation
- ✓ Parent-Teacher Communication
- ✓ Technology Integration
- ✓ Classroom Management
- ✓ Hands-on Learning Experiences
- ✓ Differentiation

PROFESSIONAL EXPERIENCE:

Elizabeth Lane Elementary, 2nd Grade Teacher, Matthews NC 2006-2009
Stoney Creek Elementary, 2nd Grade Teacher, Charlotte NC 2009-Present

VIII. SIGNATURE PAGE

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

Print/Type Name: _____

Position: _____

Signature: _____ Date: _____

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.