

2023 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

MINA Charter School of Onslow County

Telephone

Fax

Address

Unit/Suite

Zip Code

City

State



Primary Contact Name *

Dr Shawn Williams

Opening Year *

2025

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Board Chair

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

shawn.williams@minacs.org

Management Organization Phone

Primary Contact Phone *

2526710472

Management Organization Email

Primary Contact Address *

3125 Hickory Hill Drive

Unit/Suite *

Zip Code *

27330

City *

Sanford

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Dr. Shawn Williams	3125 Hickory Hill Drive	27330	shawn.williams@minacs.org	Leadership



1. Application Contact Information

Q1. Name of Proposed Charter School

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

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

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

The primary contact for MCSOC is Dr. Shawn Williams, and his alternate phone number is 919-745-1442.

Q3. Geographic County in which charter school will reside

MCSOC will reside in Onslow County.

Q4. LEA/District Name

The LEA/District Name is Onslow County School District.

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

The zip code for the proposed school site is 28540.

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)

[https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlsIsh9eI7BC8rRkMVLthGg%3d%3d&ptid=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0\)?](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlsIsh9eI7BC8rRkMVLthGg%3d%3d&ptid=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0)?)

- Yes
- No

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

The third-party consultant for this application is Katy Ridnour with KLR Partners.

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



The fees paid to the third-party consultants were paid through donations.

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

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

Q10. Projected School Opening Month

MCSOC has a projected opening month of July 2025.

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

- Yes (Year-Round)
- No

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

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

Resources



Enrollment Summar...

Applicant Evidence :



Enrollment Summar...

Uploaded on **4/27/2023**
by **Katy Ridnouer**

Q13. At full capacity, what is your estimated student enrollment and grade spans?



At full capacity, MCSOC will serve 476 students in grades Kindergarten through Eighth, which will occur by Year 5.

Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

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

Resources


Enrollment Demogr...

Applicant Evidence :


Enrollment Demogr...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



Number and Grade-Level Rationale:

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

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

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

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

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

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q17. Explanation (optional)

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



2. Non-Profit Corporation Information

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

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

Q18. Organization Type

- Non-Profit Corporation
- Municipality

Applicant Evidence :


Secretary of State R...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC State Board of Education.

The official name of the private, non-profit corporation as registered with the NC Secretary of State is MINA Charter School of Onslow County, Inc.

Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Applicant Comments :

Yes, MCSOC has applied for and received its 501(c)(3) non-profit status.



Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

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

Yes

No

Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Evidence :



Uploaded on **4/23/2023**

by **Katy Ridnouer**

Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Dr. Shawn E. Williams

3125 Hickory Hill Drive

Sanford, NC 27330

Q24. Federal Tax ID

The Federal Tax ID is 81-1813491.





3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q25. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

- Yes
- No



4. Conversion

Q39. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q56. Do you want this application to be considered for standard or fast-track replication?

- Standard
- Fast-Track



No, this is not a replication



6. Alternative

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

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

Q67. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q69. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
- No



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

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

Q84. Please state the mission statement of the proposed charter school (35 words or less)

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

Mission Statement:

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

Q85. Please state the vision statement of the proposed school.

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

Vision Statement:

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



Q86. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Educational Need and Targeted Student Population:

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

Only 14% of Onslow County Schools' total enrollment comprises Black or African American students, and 11% are Hispanic. 5% identify as two or more races, and 68% are White. According to the latest NC Report Card (2021-2022), 12.22% of Onslow County Schools' AP students are Black, 13.4% are Hispanic, and 61.8% are White. This disproportionate enrollment of Black and Brown students in AP classes results in a decreased number of Black and brown students who can enjoy the benefits of AP courses, which include developing college-level academic skills, impressing college admission officers, saving money on college tuition, and potentially graduating earlier from college. Not only that, when students are not given a chance to think critically in core subjects, especially those for which they have a passion or skill, then it is less likely that they will have the knowledge or the competitive edge to enter that field after graduation. MCSOC wants to equip all students with the skills and experiences they need to create a fulfilling adult life that serves the community. That starts with ensuring they can access coursework that will provide the knowledge, skills, and discipline they need to excel.

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

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



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

Q87. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



Enrollment Trends and Academic Performance Outcomes:

In Onslow County, the school system is growing by 300 students yearly, mainly in the elementary grades, due to military restructuring. The county is funding construction projects to keep pace with the projected increase in enrollment. In its first year of operation, MCSOC will enroll 252 students, representing less than 1% of its student population of 27,943, according to the Month One PMR for the 2022-2023 school year.

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

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

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

	Onslow County	Pender County	Jones County
Attribute	Number, Percentage, or Ratio		
Total number of Students K-12	27,943	10,780	1,001
Student/Teacher Ratio	16.2:1	18:1	17.3:1
County Math Proficiency Rate: Grades 3-8	64%	54%	39%



State Math Proficiency Rate: Grades 3-8	50%	50%	50%
Black Student Math Proficiency Rate: Grades 3-8	25%	26%	24%
Hispanic Student Math Proficiency Rate: Grades 3-8	43%	36%	44%
White Student Math Proficiency Rate: Grades 3-8	51%	63%	55%
County Reading Proficiency Rate: Grades 3-8	50%	50%	44%
State Reading Proficiency Rate: Grades 3-8	48%	48%	48%
Black Student Reading Proficiency Rate: Grades 3-8	28%	23%	30%
Hispanic Student Reading Proficiency Rate: Grades 3-8	44%	29%	44%
White Student Reading Proficiency Rate: Grades 3-8	52%	58%	52%
County English Learner Progress	22.9%	21%	25%
County Graduation Rate	88.5%	94.2%	85.1%
State Graduation Rate	86.4%	86.4%	86.4%
Percentage of families with income below the poverty level	16.1%	17.4%	25.8%



Percentage of Students with Disabilities	7.8%	6.8%	10.3%
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Charter Schools:

- ZECA School of Arts and Tech is the only charter school in Onslow County.
 - Demographics of ZECA:
 - 121 students
 - 21:1 student-teacher ratio.
 - Minority enrollment is 88.5%
 - 29% Math Proficiency
 - 46% Reading Proficiency
- Tiller School is the only charter school in nearby Carteret County.
 - Demographics of Tiller
 - 191 students
 - 11:1 student-teacher ratio
 - Minority student enrollment is 18%
 - 75% Math Proficiency
 - 64% Reading Proficiency
 - Demographics of Carteret County:
 - 7,964 students
 - 13:1 student-teacher ratio
 - Minority student enrollment is 14%
 - 64% Math Proficiency
 - 60% Reading Proficiency

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

Meeting the Needs of the Targeted Student Population:

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

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



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

Q88. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

Total Projected Enrollment:

MCSOC will enroll 252 students in Year 1, representing 1.2% of Onslow County School's Average Daily Membership for grades K-8, reported as 19,803 in the Month One ADM report 2022-2023 school year.

Q89. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



The MCSOC Difference:

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

- MCSOC will strongly focus on science, technology, reading, engineering, arts, and math (STREAM). Our students will be engaged in a blended learning environment utilizing technology and teacher instruction. All students at MCSOC will have access to technology in the classroom for individual use. Students without internet access at home can apply for wifi hotspot use to fulfill the mission and vision of furthering students' access to technology.
- The devices will be kept at school because every student cannot access the internet at home. In addition to State, local, and federal find, MCSOC will seek outside grant opportunities and donations from corporate sponsors to ensure our students can access innovative technology. The teaching components used at MCSOC will incorporate technology to enhance the skills learned via teacher-led instruction.
- MCSOC will offer Spanish language instruction to students starting in kindergarten. The goal is that students starting with MCSOC will be fluent in two languages by the time they get to Middle School, and in Middle School, they will be introduced to a third language.
- MCSOC will strongly commit to cutting-edge educational programming that enhances students' individual and personalized learning plans, allowing teachers to create more customized learning paths than traditional public schools.
- MCSOC will utilize the Next Generation Science Standards (NGSS) that are shown to prepare students for the 21st-century global society.
- MCSOC will emphasize critical thinking and problem-solving; collaboration, agility, and adaptability; effective oral and written skills; individual initiative; accessing and analyzing of information; and curiosity and imagination.
- MCSOC has a non-traditional approach in that students grades K-3 will be "looped" with their teachers to develop strong, personalized educational plans for each student. Looping is the process where the teachers will stay with their individual students for a minimum of two years. They will teach across various grade levels and will not only enhance their teaching skills, but they will develop a much broader relationship with the students they teach.
- MCSOC will ensure that each classroom has a student-to-teacher ratio no greater than 18:1 across all grade levels.
- MCSOC will implement a more flexible & student-friendly classroom learning environment. MCSOC will have traditional desks, lounging chairs, sofas, and collaboration tables.
- MCSOC will be one of few public charter schools in NC that will promote a No Out-of-School Suspension Policy for its students (unless they violate one of the 16 reportable criminal offenses per NCGS 115c-288). MCSOC will implement a multi-tiered version of intervention strategies that will



help teachers and staff to identify which discipline offenses can be handled within the classroom before a referral by the teacher to the school administration.

Q90. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Supportive Relationships:

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

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

We will distribute collateral materials in English and Spanish, such as brochures, rack cards, flyers, posters, and lawn signs, to interested parties. MCSOC will undertake a systematic series of contacts with leaders of all types in the coming months to generate awareness and solicit feedback and recommendations. Dr. Williams spent time in Jacksonville during the week of March 27th. He sent out correspondence to many churches and met several pastors and passed out copies of the brochures.

- He attended the Jacksonville Rotary and shared with many members.
- He met with Cindy Edwards and Rev Jones.
- He also met with Brian Jackson of the City Council, who will introduce Dr. Williams to the City Manager for a presentation.

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

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



Hispanic board member and volunteers, which will provide MCSOC with a much greater ability to earn credibility and understanding with this important and valued segment of our potential student population.

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

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

Q91. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Comments :

Evidence of Community/Parent Support:

For over a year, MCSOC has been surveying local residents to learn more about perceptions of area schools and the degree of interest in special curricula, programs, attributes, and characteristics under consideration by MCSOC. Throughout this duration, the level of enthusiasm for conventional public schools has been tepid. To the statement, “The local school system meets my family’s academic needs,” only 46.3% answered positively. This level of response has been consistent for over a year.

We also see relative dissatisfaction with the variety of school choices available to local residents. When asked, “The local school system provides my family with a good variety of educational options,” only 43.1% of respondents answered positively. 32.6% of the replies were negative. A large segment of local residents are looking for more school choices.

MCSOC also continues to see enthusiasm for the STREAM curriculum we contemplate. For example, 76.7% of our participants answered positively to our statement, “If you had the option to send your child to a free local school with a STREAM curriculum (Science, Technology, Reading, Engineering, Arts, Math) how likely would you be to consider it.” We’ve also observed a steady increase in the degree of interest in the STREAM concept over the past year.

While MCSOC is encouraged by the consistency of the residential responses we’ve seen for over a year, we are even more enthusiastic about the additional feedback we’ve received in recent months. We provided some of our survey respondents with an opportunity to answer more questions about the specific programs, attributes, and characteristics under consideration by MCSOC. Without exception, the response has been extremely positive and very enthusiastic.

Applicant Evidence :



Appendix A - Eviden...

Uploaded on **4/28/2023**

by **Katy Ridnouer**

8.2. Purposes of the Proposed Charter School

Q92. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

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



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

Q93. Provide a brief narrative to coincide with each applicable legislative purpose(s).



MCSOC's Legislative Purposes:

Legislative Purpose 1: At MCSOC, our teachers will participate in professional staff development throughout the school year, both onsite and online. New and innovative learning programs will allow teachers to select individualized learning programs for diverse students. Smaller class sizes will allow teachers to create and implement different lessons for each student. Technological platforms the teacher selects will motivate and empower them to improve their professional development while remaining on the cutting edge to enhance the students' learning experience inside the classroom. A survey will be conducted during year one to determine staff development needs. Staff development will primarily focus on teacher knowledge and understanding of the school's curricula compared to the state's expectations. Through curricula comparisons, any standards not included in our curricula but included in state assessments will be added to MCSOC curricula and learning expectations. Staff development needs will be developed as determined by leadership and peer observations.

Effective classroom instruction with a focus on curricula delivery, school culture, and student/parent/teacher relationships will be our primary focus. MCSOC administrators will use Kim Marshall's Walkthrough Tool for Teacher Evaluations and Observations. MCSOC will operate as a year-round school. All teachers and staff will participate in professional development at least one afternoon each month as part of the Professional Learning Community (PLC). Staff PLCs will collaborate with professional inquiry and action in a recurring and self-renewal process for teachers to enhance their instructional preparation and facilitation within the classroom. Student data in the form of monthly assessments and quarterly benchmarks will help guide the PLC process.

More intense Professional Development will take place at least once each quarter. The professional development will consist of at least 2 hours during scheduled teacher workdays for which teachers will receive Continuing Education Units (CEU) credits. Individual Teacher Professional Development Plans (PDPs) and regularly scheduled teacher-classroom observations will allow the school administrator to monitor and provide feedback on teacher performance regarding the implementation and fidelity of strategies provided through staff development. Leaders at MCSOC will be developed through grade level and curriculum department assessments.

A strong mentor/mentee program will be in place to support our beginning and lateral entry teachers. Leadership opportunities will be assigned based on demonstrated abilities while providing opportunities to other staff members to develop leadership skills through learning activities. The staff will also participate yearly in a yearlong book study. Administrators will be trained in Kim Marshall's Walkthrough Tool for Teacher Evaluations.

Legislative Purpose 3: MCSOC will offer parents and students expanded choices from various innovative learning programs for students. In grades K-1, one teacher and one teacher assistant per class will ensure our students benefit from diverse learning experiences. Not only will class sizes be



small, but classes will be non-traditional. The students will have a 21st-century classroom with collaborative tables and comfortable lounging chairs to create a more inviting and stress-free learning environment. Students will have the latest technological devices with the most recent innovative software proven effective in promoting academic achievement.

MCSOC will actively reach out and encourage parents to become active partners in the choices and implementation of educational programs to enhance students' learning experiences. The school's easy-to-navigate website will be available to parents. Teachers and staff will provide biweekly updates of their children's progress through PowerSchool and other digital platforms convenient to parents. Consistent communication between parents and the school will be a goal of the school and will be reinforced from day one. Parents will complete surveys each semester during parent-student-teacher conferences to give anecdotal input on the effectiveness of learning strategies and support for their children. Included in the survey will be opportunities for input on the School Compact. Students will have opportunities to reflect on their learning each semester before parent-student-teacher conferences. The information gathered during these reflections and surveys will help drive professional development and lead to more involved student engagement.

8.3. Goals for the Proposed Charter School

Q94. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



MCSOC's Goals for 2025-2030:

- Operations:
 - MCSOC will maintain a student-teacher ratio of no more than 18:1 for the entire five-year period while utilizing an unbiased enrollment process.
 - MCSOC will provide professional development opportunities for staff to pursue additional expertise in areas of need and/or interest. Each teacher and teacher assistant will be expected to complete a minimum of 3 to 8 hours of professional development per school year, depending on years of experience: Those with 0-3 years of experience shall complete a minimum of 8 hours; those with 4-10 years of experience shall complete a minimum of 4 hours and those with over 10 years experience shall complete a minimum of 3 hours.
 - MCSOC will achieve a retention rate of staff members:
 - 2025-2026: 75%
 - 2026-2027: 80%
 - 2027-2028: 85%
 - 2028-2029: 90%
 - 2029-2030: 90% by seeking to hire individuals who have a thorough understanding of MCSOC philosophy and by creating a nurturing, supportive workplace where staff members will be encouraged to grow and utilize creative methods of educating students.
 - MCSOC will communicate weekly with parents/community. This will include contact through PowerSchool and other electronic, telephonic, or written communication.
 - Recognizing the importance of parental involvement, MCSOC expects at least 90% of the parents to be involved in the education of its students. MCSOC will give parents opportunities to participate in their children's education by scheduling open houses each grading period for student report card pick-up and parent-teacher conferences; encouraging membership in the school's Parent-Teacher-Student Organization (PTSO); and hosting quarterly after-school functions to celebrate student academic successes.
- Academics:
 - MCSOC students will outperform Onslow County School elementary students by five percent (5%) by the end of the 202-2025 school year on EOG testing.
 - EOGS will be administered following all state-mandated protocols. The school will appoint a testing coordinator, and the testing coordinator will train all staff members to administer state tests in accordance with all applicable protocols.
 - By the end of the first five years, MCSOC students will outperform the statewide averages on reading, math, and science EOG testing.
- Finances:
 - MCSOC will have an independent audit each year and receive no significant findings.
 - A yearly fundraising campaign will raise at least \$5,000.00 per year.
 - MCSOC will manage the annual budget not to exceed 95% of the total state and county funding levels.



- Governance:
 - The board will meet 11 times per calendar year and have special call meetings as needed. Board attendance will exceed eighty percent (80%) at each meeting.
 - Board members will attend/participate in professional development for at least 16 hours per calendar year. The topics may include open meeting laws, board responsibilities, school/education law, and charter school board best practices.
 - During each year of their term, all board members will participate on at least one subcommittee: Finance, Facilities, Governance, Policy, or Curriculum.

Q95. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

Attaining MCSOC's Mission:

At MCSOC, the goal is not only to prepare our students for meeting high school graduation requirements but also to prepare them to be lifelong learners, innovative thinkers, and good citizens in a global, diverse, and technologically advancing world. The Lead Administrator/Principal will provide accurate and timely analysis and reporting of the academic, financial, and personnel activities to the Board as part of the annual School Improvement Plan reporting and updating process. At the start of each academic school year, the school's Administrator will submit a School Improvement Plan to the Board of Directors that will include academic achievement goals for the current school year as well as areas within the plan for the administration to provide an update on the progress of meeting these academic and operational goals each nine-week student grading period.

MCSOC's Academic Goal is to improve student academic performance in math and reading. By the end of the 2025-2026 school year, MCSOC will exceed 5% of Onslow County Schools in grades three through five in student academic performance on both NC End-of-Grade Tests. MCSOC will meet this goal by maintaining small student class sizes and implementing new and innovative online learning programs. The school will provide a variety of pedagogical approaches that will meet the needs of diverse student learners. By the end of the first five years of student enrollment, MCSOC students will exceed state performance on student reading, math, and science EOG Testing (grades three through eight). MCSOC Attendance rate for all enrolled students will be at or above 93% for the entire school year.



9. Educational Plan

9.1. Instructional Program

Q96. Provide a detailed description of the overall instructional program of the proposed charter school, including:

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



Instructional Program:

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

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

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

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

Restorative Circles will be used through the school's Restorative Justice Practices to provide students and teachers with conflict resolution skills. These practices allow students to experience a harmonious learning environment, build empathy, awareness, and responsibility, see the benefit of respectful relationships, and think in a reflective way (Kehoe, Bourke-Taylor, and Broderick, 2017). Building these skills within our students helps reduce negative student behavior and gives students



the necessary focus for academic achievement. These interventions and looping will help MCSOC meet the needs of all students: academically gifted, mainstream, learners with disabilities, and exceptional children. Every student will be on an individualized path to success.

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

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

Q97. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q101. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



MCSOC's Learning Environment:

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

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

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

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

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

Students will also be engaged in a blended learning environment that includes technology, group interaction, and teacher-facilitated instruction. MCSOC desires that all students be engaged while working on their career learning paths. A high level of student time on task is an expectation. Student assessments are expected monthly. The assessments will be in ELA, math, and science. These assessments will be non-intrusive, so students do not feel the stress of being tested. Data from the monthly assessments will help teachers and parents develop strategies for the student's



individualized learning path. There will be informal assessments daily and long-term. With these tools, the teacher and the parents can concentrate on each student's weakest areas of the standards. These assessments will show the success of the students in meeting and exceeding EOG expectations, which further drives all instruction.

Q102. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



Curriculum Alignment:

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

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

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

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

Our STREAM approach to student learning in the classroom aligns with the accountability model for the State to increase scores on the End-of-Grade Tests. MCSOC will emphasize critical thinking and problem-solving, collaboration, agility & adaptability, effective oral & written skills, individual



initiative, accessing & analyzing information, and curiosity and imagination. These are critical components of skills our students will need to become contributing citizens in this global society.

Q103. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



Primary Instructional Strategies:

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

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



may need to be adjusted for others in the classroom. Research shows that students in mastery classrooms reach higher levels of academic achievement.

Q104. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

Ensuring Student Readiness:

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

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

Q105. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.



Academic Calendar:

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

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

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

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

Q106. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



A Day at MCSOC:

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

Instructional Notes:

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

Q107. Describe a typical day for a teacher and a student in the school's first year of operation.

A Typical Day at MCSOC:

Teachers are at their doors from 7:40 - 8:00 a.m. to receive students with positive affirmations. Positive affirmations from students' teachers will be personalized and may include personalized handshakes or fist bumps. As students walk through hallways, all staff members will greet students positively with such language as, "Good Morning." "We are excited to see you today." "Welcome back, MINA Scholar!" The scholars will go through their day with positive affirmations given to them. They will learn Math, ELA, and Science. Grades 2-5 will rotate between teachers, while K-1 will be self-contained. EC and ELL services will be provided for all students that qualify. They will have 30 minutes of recess per day.

Q108. Will this proposed school include a high school?

- Yes
- No

Q114. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix B - Curricu...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

Q115. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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

Applicant Evidence :


Appendix D Yearly A...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

Q116. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15

Applicant Evidence :


Appendix E Daily an...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

9.2. Special Populations and "At-Risk" Students



Q117. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Identifying and Meeting Learning Needs:

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

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

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

Q118. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



Board Experience with Special Populations:

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

- Ciera Dixon is a licensed school counselor.
- Dr. Shawn Williams is the Lead Administrator/Principal at MINA Charter School of Lee County and a former Lee County School Board Member and SRO.
- Artheresa Best is a CTE teacher.
- Deloris Wells is a retired teacher.

Q119. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

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



1. Methods for Identifying EL Students:

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

2. Specific Instructional Programs, Practices, and Strategies:

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

3. Plans for Monitoring and Evaluating:

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

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

4. Means for Providing Qualified Staffing for EL Students:

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

Q120. Explain how the school will identify and meet the needs of gifted students, including the following:

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

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



Identifying and Meeting the Needs of Gifted Students:

1. Research-Based Instruction for Gifted Students:

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

2. Monitoring and Evaluation Plan:

- In providing specific instructional programs and practices for meeting the needs of gifted learners, MCSOC will create and implement the 6 Standards AIG Plan as utilized across the state by other LEAs. The standards are as follows:
 - Standard 1: Student Identification - The formal outlining of the MCSOC plan and effort in screening and identifying potential AIG students.
 - Standard 2: Differentiated Curriculum and Instruction - MCSOC will employ challenging, rigorous, and relevant curricula to accommodate the range of academic, intellectual, and emotional needs of gifted learners. Each student's AIG plan will provide teachers with evidenced-based strategies and learning programs that meet the student's needs.
 - Standard 3: Personnel & Professional Development - MCSOC will recruit and retain highly qualified teachers and staff to provide effective professional staff development concerning AIG students' academic and emotional needs. Professional staff development in this area will be continuous, developed from research-based criteria for meeting the school's AIG plan.



- Standard 4: Comprehensive Programming within Total School Community - MCSOC will provide a variety of learning programs and services by the total school community to meet the diverse academic, intellectual, and emotional needs of gifted students.
- Standard 5: Partnerships - MCSOC will ensure ongoing and meaningful participation of stakeholders in the planning and implementation of the AIG program.
- Standard 6: Program Accountability - MCSOC will implement, monitor, and evaluate the AIG program to ensure that it effectively meets the needs of gifted students.
 - Means for Providing Qualified Staffing for Gifted Students:
 - The School Administrator and a teacher with Gifted certification will monitor the program to ensure that each identified student receives the required services. The School Administrator will provide the monitoring and oversight to ensure. MCSOC is committed to identifying the appropriate faculty to ensure that those students who are academically gifted are fully served. Sometimes, the designated gifted and talented teacher may work with other classroom teachers to ensure students are challenged appropriately and consistently. As the school population grows, along with the gifted population, our gifted and talented teacher may work full-time with those students who warrant it.

As with all MCSOC students, we will create an instructional plan to ensure that each gifted child is challenged appropriately. MCSOC will monitor the progress of our gifted students through data from the benchmark and annual testing, portfolio work, and individual interactions with these students.

MCSOC will recruit highly-qualified teachers and provide professional development to meet the needs of AIG students, and we will collaborate with AIG specialists with Onslow County Schools when necessary.

9.3. Exceptional Children

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

Q121. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for



special education services or are protected under Section 504 of the Rehabilitation Act.

Identifying Students:

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

Scholars that come to the school with an IEP or 504 will have services and accommodations begin immediately. The school will implement a process so that a designated staff member is responsible for reviewing all student records as scholars transfer in and identifying any students with prior identifications.

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

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

MCSOC will contract with service providers for special education, specifically, as they are needed for Occupational Therapy, Physical Therapy, Speech, and Psychological testing.



Q122. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

Identification Process:

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

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

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

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

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

Q123. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

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



Student Records Management:

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

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

The school will create a way to track records received from previous schools within each student's cumulative file. If files are not sent promptly, the school will designate a staff member to follow up with the transferring school. To ensure compliance, the school will designate a staff member to randomly audit five EC and/or 504 files in the first and second semesters. All EC and/or 504 files will be subject to inspection during the annual audit.

Q124. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



Meeting Students' Learning Needs:

MCSOC will open enrollment to all children, regardless of disability status, in compliance with Public Law 94-142, which requires “a free appropriate public education is available for exceptional children.”

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

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

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

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

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

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

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



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

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

Q125. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

Ensuring a Full Continuum of Services:

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

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

Q126. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



Ensuring FAPE:

Inclusion at MCSOC means students with and without disabilities will work with their classroom teachers to address their individual learning needs. Instead of mainstreaming, where students are placed back into general education classes without support, inclusion will involve adding special education and related services to the general program. Students with and without disabilities benefit from the collaborative team of educators.

Q127. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

Monitoring and Reporting IEPs:

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

The school will designate a case manager for each child with an IEP. After each grading period, the case manager will communicate with the child's parents. At each grading period, the case manager will report the child's progress toward his/her goals. The case manager will also be responsible for scheduling an annual review of the child's IEP with the child's parents and required IEP team members.

Q128. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



Related Services and Staffing:

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

All EC teachers will maintain EC licensure from an accredited licensing agency.

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

MCSOC has budgeted for contracted Occupational and Physical Therapy, Speech and Language Services, and testing services of a School Psychologist as needed. We will provide adequate space within the building so service delivery can occur seamlessly and optimize all students' time at school.

9.4. Student Performance Standards

Q129. Describe the student performance standards for the school as a whole.



Student Performance Standards:

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

MCSOC's promotion and retention standards will be reinforced each 9-week grading period throughout the school year as the teachers communicate progress reports every week and report cards once each 9-week grading period. MCSOC will use this as a measurement of success by exceeding Onslow County schools in overall math, reading, and science within its first five years. MCSOC's academic goal is to improve student academic performance in both math and reading annually. By the end of the 2025-2026 school year, we will exceed, by 5%, OCS in grades 3-5 in student academic performance on both NC End-of-Grade Tests.

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

Q130. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Evaluation Tools/Assessments:

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



Q131. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Promotion Policies and Standards:

Scholars who show adequate understanding/mastery of grade-level standards will be promoted to the next grade level. Teachers will be responsible for communicating whether a scholar will be promoted to the next grade level on the year's final report card. The school will share each scholar's progress towards promotion with parents at each parent-student-teacher conference.

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

Q132. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

Exit Standards:

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

9.5. School Culture and Discipline

Q133. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social



development.

MCSOC Culture:

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

Q134. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

Creating and Implementing School Culture:

The MCSOC difference is that everyone in the school is part of the school family, and while there is great respect for them as professionals, there is also great care given to them as people. We will support them on their most challenging days and celebrate them at their best.

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

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

Q135. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**



3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.



Governing Student Conduct:

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

The school will ensure that parents of students with disabilities are given a copy of The Parent's Rights and Responsibilities annually.

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

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

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

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

The grievance process will be detailed in the student handbook. For students classified as Exceptional, disciplinary actions will be directed by State and Federal laws, policies, and practices as described within the Individuals with Disabilities Education Act (IDEA), including holding a



manifestation determination hearing to discuss whether or not the behavior was brought about because of the student's exceptionality.

9.6. Certify

Q136. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q137. Explanation (optional):

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



10. Governance and Capacity

10.1. School Governing Body

Q138. Organization Street Address (if you have one)

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

MCSOC's current organization address is 3125 Hickory Hill Drive, Sanford, NC 27330.

10.2. Governance

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

Q139. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

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

Resources



Initial Members of t...

Applicant Evidence :



Initial Members of t...

Uploaded on **4/27/2023**
by **Katy Ridnouer**

Q140. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to



overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

Governance Structure:

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

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

Q141. Describe the size, current and desired composition, powers, and duties of the governing board.

MCSOC Board Composition, Powers, and Duties:

The Board of Directors for MCSOC will consist of a minimum of five (5) and a maximum of thirteen (13) board members. The current Board has nine members, of which 44% are educators. Board members have been chosen and represent diverse backgrounds in Education, Logistics, Service, Pastoral Care, Business, Law, Parks and Recreation, the Arts, and Leadership.

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

The duties of the Board include their fiduciary duties of care, loyalty, and obedience.

Q142. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The Founding Board:

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

Board membership includes the following committed members:

- Mrs. Artheresa Best: Mrs. Best is a Career and Technical Education/STEM Teacher with Duplin County Schools. She helps students learn to work independently and collaboratively, think creatively, problem-solve, and utilize technology. She is also an Instructor at Wayne Community College, assisting adult learners in computer skills, resume preparation, and other soft skills needed once they graduate.
- Pastor Joel Churchwell: Pastor Churchwell has served as the Senior Pastor Sandy Run Missionary Baptist Church since 2004. He served on the Onslow County Board of Education for four years and was a Supply/Fiscal Chief in the United States Marine Corps for five years. He is a doctoral candidate in Faith, Health, and Social Equity at Drew University in Madison, New Jersey.
- Mr. Claude Crews: Mr. Crews served as a Park Ranger for the State of North Carolina for thirty-three years. In that role, he enforced laws and regulations within the parks and educated visitors on area wildlife and regional history. He patrolled all areas on foot and by vehicle to assess park conditions. From 1988 until 2020, he worked for Onslow County Parks and Recreation, and his latest role was a District Coordinator. He provided ongoing direction and leadership for program operations. He's also volunteered with the Swansboro high and middle school athletic programs since the early 1980s. In December 2021, the Swansboro Middle School annex gym was named after Mr. Crews for his dedicated service as a scorer, serving food to players, painting lines on fields, and overseeing the basketball program.
- Ms. Cierra Dixon: Ms. Dixon is the Dean of Scholars at MINA Charter School of Lee County and has served in that capacity since July 2020. She is a licensed school counselor with a Master of Arts degree in School Counseling from North Carolina Central University and served as a School Counselor for Northwood High School for four years.
- Mrs. Doris Harris: Mrs. Harris is a Magistrate with the State of North Carolina Judicial System, serving there since 1997. She was also the Deputy Clerk of the Court for the State of North Carolina in Jones County from 1983 until 1997. She is a motivated professional who collaborates well and meets tight deadlines.
- Dr. Deitra Hicks: Dr. Hicks holds a Doctorate in Sacred Music and is a Performing Arts Teacher who teaches vocal lessons and produces concerts and plays throughout the school year.
- Mrs. Deloris Wells: Mrs. Wells is a retired teacher who served students for thirty-four years. She was named Teacher of the Year three times and Outstanding Teacher once during her tenure. She served as ELA Department Chairperson, Beginning Teacher Mentor, Dinner Theater Coordinator, School Speech Coordinator, and Middle School Coordinator. She also worked as a teacher-on-loan



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

- Mrs. Joyce Williams: Mrs. Williams has worked in the service industry for the past thirty-five years. Working in a variety of roles throughout that time, she currently serves Lee County Schools as a Custodian and a Bus Driver. She ensures health and safety within the school and on the bus. She has also served as an Assistant Manager at MCAS Cherry Point and as a Custodian/Housekeeper at Craven Regional Hospital, Days Inn, and Camp Lejeune.
- Dr. Shawn Williams: Dr. Williams serves as the Lead Administrator for MINA Charter School of Lee County. He is skilled in organizational leadership, operations management, administration, staff development, and program development. As the founder of MINA Charter School of Lee County, he has demonstrated these skills as he brought his vision to fruition by completing the charter application process and leading every step to full implementation. He also serves as a Pastor at God's Promise in Sanford and has worked in the International Resolution Department for American Airlines. He founded the 21st CCLC Program in Sanford, NC and was the Police Chief for Jones County Schools Special Police. He served in our nation's Marine Corps for thirteen years and was a supervisor in his last role. He serves as Secretary for the NC Association of Public Charter Schools and has served as Chair of the Lee County School Board from 2007 to 2012.

Q143. Explain how this governance structure and composition will help ensure that

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



MCSOC Governance Assurances:

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

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

- To ensure that the school's academic program will meet the needs of all enrolled students and that the program's success will be measured by assessments completed internally and externally.
- To ensure that the school operates in alignment with the mission and vision outlined in the school's charter.
- To ensure that the school is compliant and continues to monitor and assess the success of operational processes and procedures.
- To ensure the school's viability, especially regarding financial solvency; meeting the needs of Exceptional Children, English Learners, Economically Disadvantaged Students, and otherwise at-risk students; and employing highly-qualified, committed, and caring staff and teachers.

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

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

Board members have a fiduciary duty to the school, which involves care, loyalty, and obedience. The concept of care involves taking the necessary measures to ensure that the school's governance will serve students and bring the school's mission to fruition. Loyalty involves placing the needs of the individual behind the needs of the organization and staying true to the concept that a board speaks with one voice. Members will work in the school's best interest and not use information related to



the school to benefit themselves personally. Obedience involves the basics of attending all meetings. It also includes actively participating in committee and board-level work in the individual's area of expertise to ensure that the school leadership, operations, finances, and safety are compliant and reflect the school's mission.

Q144. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Board Recruitment and Selection:

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

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

Q145. Describe the group's ties to and/or knowledge of the target community.

Ties to the Onslow Community:

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

- Mr. Crews has dedicated over thirty years to youth sports in Onslow County, ensuring that the little details are attended to so that children can play and learn together. As a founding member of the Swansboro Century Club, he has committed his time and energy to volunteering at fundraising events to ensure that money will never be a reason a child doesn't play sports.
- Mrs. Wells is a retired educator who worked in Onslow County Schools, serving students and colleagues.
- Reverend Churchwell is the Senior Pastor of Sandy Run Missionary Baptist Church, which is located and serves the Onslow County community.



Q146. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

Strategic Board Calendar:

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

Q147. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Board Training:

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

Q148. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



Addressing Conflicts of Interest:

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

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

Q149. Explain the decision-making processes the board will use to develop school policies.



Decision-Making Process:

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

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

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

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

Q150. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.



Advisory Bodies:

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

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

Q151. Discuss the school's grievance process for parents and staff members.



Grievance Process:

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

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

Steps in the Grievance Process:

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



Q152. Attach as Appendix G Organizational Chart

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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix G - Organi...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

Q153. Attach as Appendix H Charter School Board Member Information Form and Resume

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

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

Resources


Charter School Boar...

Applicant Evidence :


Appendix H Charter ...

Uploaded on **4/27/2023**
by **Katy Ridnouer**

Q154. Attach Appendix I For Each Board Member



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

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 50

Resources


Charter School Boar...

Applicant Evidence :


Appendix I Charter S...

Uploaded on **4/28/2023**
by **Katy Ridnouer**

Q155. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3



Applicant Evidence :


Appendix J Proposed...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

Q156. Attach Appendix K Articles of Incorporation or Municipal Charter

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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix K Articles ...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

10.3. Staffing Plans, Hiring, and Management

Q157. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

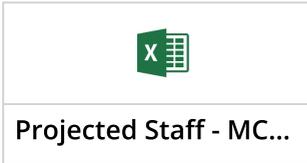
Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources


Staffing Chart Templ...



Applicant Evidence :



Uploaded on **4/27/2023**
by **Katy Ridnouer**

Q158. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.

Recruiting and Retaining High-Performing Teachers:

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

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

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

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



Q159. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

Lead Administrator Selection:

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

Q160. Attach in Appendix O the School Leader's Resume If the school leader has been identified, include the school leader's one-page resume in Appendix O.

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

Applicant Comments :

MCSOC has not yet identified a school leader.

Q161. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.



Employee - Board Relationship:

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

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

Q162. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring and Dismissing School Personnel:

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

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

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

Q163. Outline the school's proposed salary range and employment benefits for all levels of employment.



Salaries and Benefits:

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

- Principal: \$85,000
- Clerical/Office: \$26,000
- Food Service: \$25,000
- Custodian: \$25,000
- Teachers: \$41,000
- Elective Teachers: \$41,000
- EC Teachers: \$41,000
- Teacher Assistants: \$22,800

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

Q164. Provide the procedures for handling employee grievances and/or termination.



Grievance Procedures:

The grievance process aims to establish a fair and timely resolution of issues that may arise at MCSOC. A complainant cannot be discriminated nor retaliated against for using this grievance process. If an individual has a reasonable fear of retaliation or retribution by the offending party, they may bypass Step 1 and begin the grievance process in Step 2.

Steps in the Grievance Process:

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

Q165. Identify any positions that will have dual responsibilities and the funding source for each position.



Roles with Dual Responsibilities:

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

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

Q166. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Qualified Staffing:

In anticipation of the potential that twelve percent of our student enrollment will be comprised of Exceptional Children (EC), MCSOC will employ at least one qualified EC teacher. If the potential EC student enrollment increases, MCSOC will add at least one additional EC teacher to meet student needs and maintain a minimal EC student caseload.

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

Q167. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



Responsibilities, Qualifications, and Licenses:

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

10.4. Staff Evaluations and Professional Development

Q168. Identify the positions responsible for maintaining teacher license requirements and professional development.



Licensure Requirements:

Teachers and staff responsible for maintaining a North Carolina licensure and regularly participating in ongoing professional development opportunities include the following:

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

Q169. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



Mentoring, Retaining, and Evaluating Staff:

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

Teachers and administrators will also be trained in Kim Marshall's Walkthrough Tool for Teacher Evaluations.

Beginning Teachers will be supported through the mentoring program described above, along with monthly meetings with administration review requirements of BT teachers as described by NC DPI. Beginning Teachers can propose questions during these meetings, work through issues, and learn about PD opportunities. MCSOC will also take advantage of free Beginning Teacher Professional Development offered by NC DPI. The school will make sure to have a Beginning Teacher Support Plan on file with The Office of Charter Schools that meets all required components of a BT Support Plan.

Q170. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.



Professional Development Plan:

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

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

Q171. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



Pre-Service Professional Development Plan:

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

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

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

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

- An Individual Teacher Self-Assessment using the same evaluation instrument that will be used by the school administrator within the State's NCEES system.
- Three identified Teacher Performance Goals (one of which is the school's overall adopted goal within the School Improvement Plan). For each of the three adopted goals, the teacher will develop his or her own strategies, actions, and measurements, which he or she will implement and follow to meet the goals by the end of the school year.
- Each quarter, the teacher and the principal will meet to discuss the teacher's goals within their PDP with the principal and teacher, discussing progress and strategies for which the goals may be accomplished. Each adopted goal for the teacher within their PDP must be SMART Goals (Specific, Measurable, Action-Oriented, Realistic, and Timely). The overall goals of a teacher's PDP should align with the goals within the School Improvement Plan for MCSOC.



- Individual Teacher PDPs and regularly scheduled Teacher Classroom Observations using Kim Marshall's Walkthrough Tool for Teacher Evaluations.
- Post-conferences will allow the school administrator to monitor and provide feedback on teacher performance regarding the implementation, fidelity, and facilitation of the strategies and programs provided through professional teacher-staff development.

Q172. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.



Professional Development Days/Hours:

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

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

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

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

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute



regarding admissions 115C-218.45 carefully.

Q173. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



Marketing to Potential Students and Parents:

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

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

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

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

MCSOC also plans to use advertising channels to heighten awareness and encourage application to the school. At MINA Charter School of Lee County, we have experienced considerable success in student recruitment, even during the COVID-19 pandemic. Our deployment of targeted Facebook advertising – supported by messaging on Instagram, YouTube, and outdoor advertising - has proven very effective. Heading into Year 1 of operation, MINA Charter School of Lee County recruited just under 500 applicants and easily reached our ADM objective of 252 students. In Year 2, the Sanford-



based school was one of a very small number of charter schools in North Carolina to surpass its ADM numbers for the year. Our attendance for year #3, beginning in July 2022, appears equally promising.

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

This combination of initiatives will lay a solid foundation for more extensive marketing. MCSOC board members and volunteers actively engage in many organizations and aspects of Onslow County life. Many are natives or life-long residents committed to the success of MCSOC and the impact our school can have on many traditionally disadvantaged segments of our population. Our board members and volunteers have often developed strong connections with organizations and leaders who specifically serve these communities. We are also methodically building active relationships with area churches, pre- and after-school programs, service organizations, pediatric care providers, and social groups interested in working with us. Several organizations are eager to help spread the news and to promote specific activities we will undertake from the moment we receive our charter.

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

MCSOC has retained the services of Media Integrations to assist in our marketing strategies and execution. This branding and marketing strategies firm is based in Raleigh and is an active partner with a handful of NC charter schools, including MINA Charter School of Lee County. Media Integrations has proven to be an effective marketing partner with client schools throughout the state. Media Integrations is providing nearly all of its services on a pro bono basis in the time leading up to the school's anticipated opening in fall 2025.



Q174. Describe how parents and other members of the community will be informed about the school.



Informing Parents and the Community about MCSOC:

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

- Parent Survey: MCSOC has already reached out to Onslow County parents through an online and printed Parent Survey to gauge the concerns and opinions of parents regarding how the school can better meet the needs of their children.
- Parent & Community Forums: Between approval and school opening, the school administrator and MCSOC Board of Directors members will schedule a series of open community forums around Onslow County to educate and inform parents of the mission and vision of MCSOC. This will assist in the application process for parents to enroll their child in MCSOC.
- School Webpage, Social Media, and Electronic Newsletters: Creating a user-friendly webpage for MCSOC will allow for the dissemination of information that will keep parents and other community stakeholders informed and engaged before the opening of MCSOC. The website will include links informing parents of future community forums/meetings, instructions on applying for student enrollment, a description of the school's mission and vision, and a link to communicate with the school's principal and staff. Monthly electronic newsletters will keep parents and the community informed and updated. Along with updates via the school's webpage, MCSOC will also use social media such as Facebook, Instagram, and Twitter to keep parents and the community updated on the development of MCSOC before opening for students in the fall of 2025.

Once MCSOC is open in the fall of 2025, the school will continue to engage parents and the community as a Professional Learning Community for input on improving student learning. MCSOC will engage the parent community and other community stakeholders in the daily life of the school:

- PTSO (Parent-Teacher-Student Organization): This will be parent-led with an opportunity for parents to provide feedback in developing the annual School Improvement Plan to set and meet the school's goals and offer support.
- Quarterly Parent Nights/Open Houses: Each grading period, MCSOC will schedule an Open House for parents to come after school hours to meet with their child's teachers and to see displays of student work throughout classrooms and hallways within the school.
- Parent Report Card Pick-Up: MCSOC will provide parent report card pick-up at the school as another opportunity for parents to receive their child's grades and to participate in parent/teacher conferences at that same time. During this time, parents can learn whether their child is on track in their grade level and discuss any academic interventions that can be implemented.
- Ongoing Parent Surveys: Quarterly, parents will be allowed to participate in online parent surveys to provide ongoing feedback to engage them in their child's learning experiences.



- Quarterly Parent Workshops: There will be workshops with teachers and counselors in assisting parents on how to improve their grades and study skills for their children. These workshops will also give parents valuable tools and resources to provide the necessary support at home for their child's academic improvement.
- Parent Resource Center: A portion of the main office or media center will include a Parent Resource Center (PRC). The PRC will offer a welcoming and engaging environment for parents, educators, and community members to access information and resources to support the success of all students, including those with learning challenges, special needs, and disabilities.

Q175. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



Recruitment Strategies:

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

MCSOS will begin its open enrollment period from the time of notification from the State Board of Education of the Charter through April 2025. During that time, the Administrator and the Board will engage the community through neighborhood events, block parties, pool parties, and other efforts to solicit students to attend MCSOS. Every year thereafter, the enrollment period will be from January 3rd to March 31st. MCSOS will have applications for admission to be picked up or filled out and returned on the school website. Throughout the year, in addition to the open enrollment period, MCSOS will participate in community events and sponsor events allowing students to enroll during that time.

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

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

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



Q176. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



Ensuring Equal Opportunity:

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

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

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

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

Two other essential elements of our model at MCSOC will help facilitate "better than equal" opportunities for all to attend our school. For many families in poverty, especially, access is a critical consideration. Accordingly, MCSOC will provide transportation for all area students. Our pick-up/drop-off locations will primarily focus on low-income neighborhoods to ensure that these



families have no transportation barriers to attendance. Families in poverty also often face significant challenges with child care in the daylight hours immediately before and after school. MCSOC will develop before- and after-school services, including adult supervision and provision of healthy snacks, to address these additional issues that low-income families often confront. We recognize that by providing these families with additional logistical services, we can make a significant difference in their quality of life and offer a compelling incentive to attend MCSOC. As an added considerable benefit, increased access to these students in hours beyond traditional school can help us in helping the students focus on their academic performance.

Q177. What established community organizations would you target for marketing and recruitment?



Community Organizations:

The members of the MCSOC Board of Directors have been in communication with or plan to be in communication with the following Onslow and Jones County churches community organizations in an effort to market the school and recruit future students:

- Youth Service Organizations
- YMCA
- Boy Scouts and Girl Scouts
- Brigade Boys & Girls Club (Various locations throughout the county)
- Belgrade Community Action Association
- Advocacy Organizations
- The Onslow Hispanic Latino Association
- The Hispanic Outreach Advocate Office at Onslow Women's Center.
- Churches
- Sandy Run Missionary Baptist Church
- Washington Chapel Missionary Baptist Church
- Marshall Chapel Missionary Baptist Church
- Abundant Life Baptist Church
- River of Life Church
- St. Julia AME Zion Church
- JT Kerr Memorial Baptist Church
- Bell Fork Road Church of Christ
- Evening View Baptist Church
- New Beginnings Christian Center
- New Life Family Worship Center
- First Missionary Baptist Church of Kellumtown
- Iglesia Adventista del Séptimo Día Hispana de Jacksonville
- First Missionary Baptist Church of Belgrade
- Myrtle Grove Christian Church
- True Deliverance Family Worship Center



- St Paul Freewill Baptist
- Wailing Wall Ministries
- Iglesia De Dios Pentecostal Church Pentecostal
- Union Missionary Baptist Church
- Haw Branch A.M.E. Church
- St. Louis Missionary Baptist Church
- Catalyst Church
- St. Luke AME Zion Church The Door CFM
- Infant of Prague Catholic Church.
- Living Hope Community Church
- Little Zion AME Zion Church
- Jenkins Chapel Missionary Baptist Church
- Changing Hearts Ministries
- Fraternal Organizations
- Eastern Star
- Omega Lodge #292
- Richlands Star Chapter #342
- Greek Letter Organizations
- Delta Sigma Theta Sorority, Inc
- Alpha Kappa Alpha Sorority, Inc
- Zeta Phi Beta Sorority, Inc Mu Lamda Zeta Chapter
- Phi Beta Sigma Fraternity, Inc Eta Theta Sigma Chapter

10.6. Parent and Community Involvement

Q178. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



Communicating With and Engaging Parents and Community Members:

MCSOC will communicate with and engage parents and community members about the programming, services, and curricula offered by MCSOC by hosting events within the community and by staffing tables at community events. We will continue to provide regular updates about the school on the school's website, via social media, and through email blasts to community members who have participated in our surveys. Board members will serve as ambassadors in and out of Onslow County to raise awareness of the new charter school that will welcome all students.

Q179. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Building Engaging Partnerships:

Once MCSOC is open in the fall of 2025, the school will continue to engage parents and the community as a Professional Learning Community for input on improving student learning. MCSOC will engage the parent community and other community stakeholders in the daily life of the school:

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

Q180. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and



vision.

Mission-Based Programs:

MCSOC will allow parents, teachers, and students to participate in MCSOC's PTSO (Parent-Teacher-Student Organization). This will be parent-led, giving parents an opportunity to provide feedback in developing the annual School Improvement Plan for setting and meeting the school's goals and offering support.

10.7. Admissions Policy

Q181. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

Yes

No

Q182.Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery



MCSOC's Weighted Lottery:

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

Q183.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Lottery Processes and Procedures:

Our weighted lottery will reserve at least 85% of available seats for Economically Disadvantaged Students to achieve parity within the county.

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

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

Q184.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

Support for MCSOC's Weighted Lottery:

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



Q185. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

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



Admitting Students:

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

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

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

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

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



10.8. Certify

Q186. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q187. **Explanation (optional):**

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



11. Operations

11.1. Transportation Plan

Q188. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

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



MCSOC's Equitable Transportation Plan:

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

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

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

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

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

11.2. School Lunch Plan



Q189. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

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

MCSOC's Equitable Lunch Plan:

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

MCSOC will partner with Preferred Meals to supply meals daily. The meals will be flash-frozen and delivered every week from the distribution center in SC. The produce, bread, and milk will all be delivered to Preferred Meals from local farmers and companies within North Carolina. Preferred Meals will handle all contracts for distribution.

MCSOC selected Preferred Meals as its meal provider because its rates are below the reimbursement of the NSLP and SBP. By doing business with this organization (along with the funds from those paying for their meals), MCSOC believes that the cafeteria will break even financially in operational costs.

Preferred Meals will train the school's staff in the operations, preparation, and distribution of student meals. The meal prices will absorb the equipment price, so MCSOC will have little or no startup costs with Preferred Meals. One full-time cafeteria manager and one part-time cafeteria worker will be employed to operate the food service program. Additionally, teacher assistants will help and assist during meal times.



11.3. Civil Liability and Insurance

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

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

Q190. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

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

Resources


Insurance Coverage ...

Applicant Evidence :


Insurance Coverage ...

Uploaded on **4/23/2023**
by **Katy Ridnouer**

Q191. Attach Appendix L: Insurance Quotes

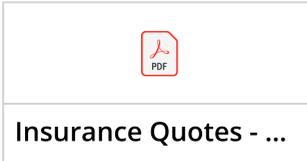
- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/23/2023**
by **Katy Ridnouer**

11.4. Health and Safety Requirements

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

Q192. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

11.5. Start-Up Plan

Q193. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



MCSOC Start-Up Plan:

2nd Quarter 2024 (April - June)

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

3rd Quarter 2024 (July - September)

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

4th Quarter 2024 (October - December)

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

1st Quarter 2025 (January - March)

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

2nd Quarter 2025 (April - June)

- Board of Directors:



- Conduct lottery.
- Establish job descriptions.
- Establish policies and employee handbook and hiring process.
- Establish employee benefits.
- Select vendors (including transportation and lunch vendors).
- Establish fiscal and internal control policies that ensure board oversight over financial management.
- Hire the Lead Administrator with a start date of July 1, 2024.
- Hold job fairs for teachers and staff in conjunction.
- Develop student handbook.
- Set up an inventory management system.
- Select samples of textbooks to review.
- Develop a safety plan and emergency procedures.
- Get approval from the board to place orders for curriculum, supplies, furniture, fixtures, and equipment.
- Draft teacher contracts.
- Continue to engage the community by implementing the marketing plan.
- Implement family engagement activities.
- Identify opportunities to partner with other community organizations
- Continue to research grant opportunities and submit applications (with board approval).

3rd Quarter 2025 (July - September)

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



Q194. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

Anticipated Challenges:

There are three areas in which the MCSOS anticipates challenges:

1. Educating parents in and around Onslow County about charter schools and MCSOC's programming specifically. To overcome these challenges, the board will implement its robust outreach and marketing efforts, which will include a multi-pronged approach to explaining that public charter schools are tuition-free and open to all students whose families are residents of North Carolina and that the MCSOC's STREAM programming will meet the needs of all students and prepare them well for high school and beyond in its K-8 school. To begin this process, Dr. Williams spent time in Jacksonville during the week of March 27, 2023. He sent correspondence to many churches, met several pastors, and passed out copies of the brochures. He also attended the Jacksonville Rotary and met with Cindy Edwards and Reverend Jones. He also met with Brian Jackson of the City Council, who will introduce Dr. Williams to the City Manager for a presentation.
2. The board also understands the challenges of providing the services, programs, and facilities outlined in the charter within the limited operating budget provided by local, state, and federal dollars. The board has confidence in Legacy Impact Capital, its facility service provider. With over twenty years of experience in identifying and developing facilities, they will support the MCSOC board as they navigate the facility development process, ensuring that the school makes fiscally sound decisions that allow them to pay competitive salaries and serve all students a robust STREAM curriculum.
3. Finally, finding a strong leader will be a challenging obstacle to overcome. Hiring a school leader with the educational leadership experience, business acumen, and people skills required of a charter leader will involve an intense hiring process. With many members of the MCSOC board being current or retired educators, the board is confident that it will find the leader to bring the MCSOC vision to fruition.

11.6. Facility

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



Q195. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



Facility Plans:

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

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

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

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

Based on our research, the design team will need approximately ninety days to design the building. The Onslow County Planning and Development office requires six months for design and site plan approval for a permit to be issued. With an existing building, we estimate the construction timeframe to be six months, which gives the school approximately fifteen months to complete the facility. Once MCSOC receives approval from the NC State Board of Education, estimated to be in the Spring of 2024, we will have adequate time to complete the design and construction.

Facility Timeline:

The Facility Committee will manage all aspects of the facility acquisition and build-out of renovated property for the MCSOC board of directors. By Fall 2023, the Facility Committee will develop a detailed plan for facility acquisition, inspection, maintenance, and updates. They will lead safety inspections, ensuring the facility complies with all federal, state, and local health and safety regulations. We will have the required Certificate of Occupancy no later than June 2025.



Q196. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Facility Needs:

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

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

Q197. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.



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

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

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

Q198. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

Breakdown of Facility Costs:

MCSOC is first considering existing buildings to minimize the construction timeframe. Typically, an existing building will cost less per square foot to purchase than building the same quality building at today's prices. Additionally, existing commercial properties that have been on the market for a long time might negatively impact market trends but will help MCSOC negotiate a good price for the building. We estimate our Year One leasing costs to be \$250,00, approximately \$1,050 per student for two hundred fifty-two (252) students.

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

Q199. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.



Contingency Planning:

If MCSOC finds itself running into facility issues and cannot open the school on time in any of the aforementioned options, the Board will consider alternative facility options. MCSOC's facility partner, Legacy Impact Capital (LIC), is identifying empty retail space around Onslow County that would support the short-term needs of the school. Given the economic challenges in Onslow County, several empty retail spaces would be sufficient for any short-term needs MCSOC may have. LIC and its partners have assisted other charter school partners in this process in the past, and we are confident that they could assist us in this process to ensure an on-time school opening in 2025.

Q200. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Board Capacity and Experience:

Dr. Williams has led the opening and operation of MINA Charter School of Lee County and has become adept at facility negotiations, monitoring facility development, and ensuring that a facility complies with all access, safety, and health regulations. In addition, the MCSOC has developed a relationship with Legacy Impact Capital which will serve as the school's construction management partner.

11.7. Certify

Q201. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q202. Explanation (optional):

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





12. Financial Plan

12.1. Charter School Budget

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

Q203. If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

This question is not applicable to the MCSOC application.

Q204. Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment\)](https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/27/2023**

by **Katy Ridnouer**

12.2. Budget Narrative



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

Q205. How was the student enrollment number projected?

Student Enrollment Projections:

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

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

Q206. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



Demand for MCSOC:

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

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

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

Q207. Provide the break-even point of student enrollment.



Student Enrollment Break-Even Point:

The student enrollment numbers were projected from the population growth over the past few years here in Onslow County, which continues to increase by 300 students yearly. Onslow County Schools (OCS) is experiencing overcrowding in grades K-5.

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

MCSOC would be a viable alternative to any traditional school within the OCS system since our school will embrace the 21st-century approach to creating a learning environment that is more conducive to preparing students for being lifelong learners, innovative thinkers, and good citizens in our global, diverse, and technologically-advancing world. The break-even point would be two hundred fifty-one (251) students. Please see the calculation breakdown below.

Break-Even Headcount Calculations:

Dollars Per ADM: \$8,015.28

	ONSLOW	JONES	PENDER	TOTAL	SURPLUS	ADM REDUCTION	BREAK- EVEN
Year One	238	7	7	252	\$8,237.84	14	251
Year Two	306	9	9	324	\$13,337.77	19	322
Year Three	374	11	11	396	\$4,048.23	22	395
Year Four	442	13	13	468	\$160,257.14	56	448



Year	476	14	14	504	\$188,701.73	51	480
Five							

Q208. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Contingency Plan:

If MCSOC cannot achieve the break-even enrollment number of two hundred fifty-one (251) students for the initial school year, then we would reduce our operational budget by reducing the number of teachers across all grade levels by one (1) in grades K-5. This reduction will result in MCSOC having a teacher allotment of three (3) teachers/classes per grade level. If necessary, MCSOC will continue to find ways to meet our school's financial needs by reducing the budget allocation for technology and considering either used or refurbished technology devices to meet the immediate technological needs of the school. Other operational reductions may include reducing the allocated costs of instructional supplies and a potential reduction in the funding for online programs that teachers would use in classroom lessons.

Q209. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Budget Sources:

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

Q210. Provide the student to teacher ratio that the budget is built on.

Student-to-Teacher Ratio:

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



Q211. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

Board Qualifications:

The board includes individuals who have extensive business experience, including the following:

- Doris Harris is a Magistrate in the State of North Carolina Judicial System.
- Joel Churchwell is a Lead Pastor who oversees his church's fiscal and strategic plans. He was also a Supply/Fiscal Chief with the Marine Corps.
- Artheresa Best is a Business Education Instructor at Wayne Community College.
- Shawn Williams is the founder and Lead Administrator of MINA Charter School of Lee County, a currently operating public charter school.
- Cierra Dixon is the Dean of Students for that charter school.

With their individual and collective qualifications and experiences, they can implement the financial plan successfully with the support of their third-party provider Acadia NorthStar.

Q212. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Serving High-Need Students:

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

As outlined previously, the school will have a full spectrum of support available for students, including EC staff, support staff, transportation, Restorative Practices, and other programs and services to meet students' needs.

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



Q213.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

Vendor Selection:

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

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

Q214.Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

Contracted Services:

MCSOC intends to contract for Exceptional Children's instructional support services as needed and for student accounting and financial services.

Q215.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



Budget Alignment:

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

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

Q216. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

General Fund Balance:

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

Q217. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.



Proposed Financing Structure:

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

- \$250,000 for Year One
- \$437,000 for Year Two
- \$472,100 for Year Three
- \$498,623 for Year Four
- \$513,582.00 for Year Five.

Q218. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

Other Asses Sources:

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

12.3. Financial Compliance

Q219. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



Internal Controls:

MCSOC understands the importance of ensuring that financial procedures are followed. Making sure proper segregation of duties is a major step in internal controls. Different people will have unique functions that are separate from each other, which will help mitigate inappropriate actions. Different individuals will handle responsibility for authorizing and accounting/reconciling finances.

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

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

Q220. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Related Party Transactions:

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

Q221. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

MCSOC's Auditor:

Sharp Patel, CPA, will provide financial audits for MCSOC.

12.4. Certify

Q222. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes



No

Q223.Explanation (optional):

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



13. Other Forms

Q224. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

Resources


Charter School Requ...

Applicant Evidence :


Charter School Requ...

Uploaded on **4/28/2023**
by **Katy Ridnouer**



14. Third-party Application Preparation

Q225. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No

Q226. Give the name of the third-party person or group:

Third-Party Assistance:

The third-party organization that assisted with preparing this application is Katy Ridnouer, owner of KLR Partners.

Q227. Fees provided to the third-party person or group:

Fees:

KLR Partners has been paid \$5,400 for the writing, researching, and advising completed during the development of the MCSOC charter school application.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 28, 2023, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 28, 2023, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q228.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 28, 2023, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 28, 2023, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources


2023 Payment Form ...



16. Signature page

Q229. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources



Applicant Evidence :



Uploaded on **4/27/2023**
by **Katy Ridnour**

Q230. Please digitally sign your application here
Signature

Sharon Williams



Final Status

Reject Approve

Approver Comments

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native		0%
Asian		2%
Black or African American		63%
Hispanic		20%
Native HI or Pacific Islander		0%
Two or More Races		5%
White		10%
EDS Subgroups		
Economically Disadvantaged Students		85%
Students with Disabilities		12%
English Language Learners		8%
Students Experiencing Homelessness		15%

Appendix F:
Federal Documentation of Tax-Exempt Status

MINA Charter School of Onslow County

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

DEPARTMENT OF THE TREASURY

Date: APR 07 2016

MINAS PLACE INC
3125 HICKORY HILL DR
SANFORD, NC 27330-0000

Employer Identification Number:
81-1813491
DLN:
26053497002346
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b) (1) (A) (vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
April 04, 2016
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter *4221-PC* in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 5436



North Carolina Department of The Secretary of State

Invoice Number: 18654844

Billing Information

The Law Office of Lisa Gordon Stella PLLC
4325 Swarthmore Road
Durham, NC 27707

Contact: The Law Office of Lisa Gordon Stella PLLC

Invoice Number: **18654844**

Customer Id Number: **200608331**

Invoice Date: 4/18/2022

Account Type: Payment upon Delivery

Ship Via: Online

Invoiced Items

Description	Certificate Number	Customer Reference	Qty	Pages	Item Cost	Sub Total	Amount Due
04/18/2022-Articles of Incorporation MINA Charter School of Onslow County Inc. (File/Task# C202210809298)							
1210 0511 435100072	113328691	MINA	1		\$60.00	\$60.00	Paid
Electronic Transaction Fee							
2120 0502 437993	113328692		1		\$3.00	\$3.00	Paid

Payment Details

Credit: Up-Filing for \$63.00, Visa Acct XXXXXXXXXXXXXXX5404, TXId: AQ0A7DE23802

			1		\$63.00	\$63.00	Payment
							\$0.00

Make check payable to:

NC Secretary of State

Online Payment:

<https://www.sosnc.gov/payinvoice>



Scan to pay online.

Include Invoice Number on all remittance and send to:

Secretary of State
PO Box 29622
Raleigh, NC 27626

For information regarding your filing contact:

Customer Service at (919) 814-5400 or toll free at (888) 246-7636

Notice: To avoid an additional assessment of a one-time 10% late penalty and interest of 5% per annum, as mandated by G.S. 147-86.23, the invoice must be paid in full.

There will be a \$35.00 processing fee for all returned checks and ACH returns.

Appendix D:
Yearly Academic Calendar

MINA Charter School of Onslow County

MINA Charter School of Onslow County
2025-2026 School Calendar

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

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

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

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

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

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

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

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

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

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

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

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

 School Closed/ Holidays

 Required Teacher Workday
(July 9-11 new hires only. All staff July 14-18)

 Early Dismissal (Noon)

 First and Last Day of School

 Intersession

Appendix E:
Daily and Weekly Schedule

MINA Charter School of Onslow County

Appendix G:
Organizational Chart

MINA Charter School of Onslow County



MINA CHARTER SCHOOL OF LEE COUNTY

MINA

MORE IS NOW ACHIEVABLE

MINA CHARTER SCHOOL OF ONslow COUNTY

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

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



Appendix I:
Proposed By-Laws of the Nonprofit
Organization

MINA Charter School of Onslow County

MINA Charter School of Onslow County
BYLAWS

ARTICLE I
NAME, OFFICES AND AGENT

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

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

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

Section 4. Other Offices: The corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine, or as the affairs of the corporation may require.

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

ARTICLE II
PURPOSE

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

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

ARTICLE III
MEMBERS

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

ARTICLE IV
BOARD OF DIRECTORS

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

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

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

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

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

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

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

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

ARTICLE V OFFICERS

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

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

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

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

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

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

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

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

ARTICLE VI Committees

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

ARTICLE VII Board Meetings

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

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

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

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

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

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

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

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

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

ARTICLE VIII Financial Provisions

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

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

Section 3. Checks and Drafts. All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by two officers or agents of the Corporation and in such other manner as shall be determined by the Board of Directors.

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

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

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

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

ARTICLE IX

General Provisions

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

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

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

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

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

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

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

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

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

Board Secretary

Appendix K:
Articles of Incorporation

MINA Charter School of Onslow County

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

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

ARTICLE I

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

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

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

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

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

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

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

ARTICLE IV

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

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

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

ARTICLE V

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

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

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

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

ARTICLE VIII

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

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

ARTICLE IX

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

ARTICLE X

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

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

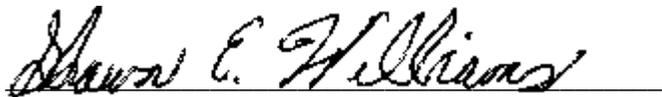
ARTICLE XI

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

ARTICLE XII

These Articles shall be effective upon filing

This is the 18 day of April, 2022.

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

Dr. Shawn Williams
Incorporator

Area of Proposed Coverage

Comprehensive General Liability
Officers and Directors/Errors and Omissions
Property Insurance
Optional Coverage
Automobile Liability
Crime Coverage - Minimum/Maximum Amount
Worker's Compensation
Other Coverage
Umbrella
Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence
\$1,000,000.00/occurrence

\$1,000,000.00/occurrence
\$250,000.00 | \$250,000.00
\$500,000.00
Student Accident Policy



Cost (Quote)

\$2,000
\$3,600.00
\$650.00
\$2,500.00
\$550.00
\$375.00
\$3,900.00
\$500.00
\$1,000.00
\$15,075

INSURANCE PROPOSAL
PREPARED FOR:

Onslow Charter

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

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



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

COMMERCIAL PROPERTY COVERAGE

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

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

REPLACEMENT COST VALUATION

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

SPECIAL CAUSES OF LOSS COVERAGE

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

COMMERCIAL GENERAL LIABILITY

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

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

Crime Coverage: Employee Dishonesty

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

UMBRELLA (optional)

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

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

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

PROFESSIONAL LIABILITY

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

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

Abuse & Molestation Coverage (Optional)

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

Employment Related Practices (Optional)

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

Employee Benefit Liability (Optional)

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

WORKERS' COMPENSATION POLICY

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

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

Workers' Compensation Rating Basis

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

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

COMMERCIAL AUTOMOBILE COVERAGE

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

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

HIRED AND NON-OWNED AUTO COVERAGE

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

COMMERCIAL AUTOMOBILE SCHEDULE

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

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

STUDENT ACCIDENT POLICY

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

Number of eligible students:

- 252

Description of Benefits:

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

Principal Sum:

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

DESCRIPTION OF HAZARDS:

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

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Onslow Charter

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

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

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

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

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

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

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	3,900.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	2,000.00
	Professional Liability	\$	3,600.00
	<i>(optional coverage)</i>	\$	<i>2,500.00</i>
3.	Umbrella	\$	1,000.00
4.	Commercial Auto	\$	550.00
5.	Student Accident Policy	\$	500.00
6.	Crime Coverage - \$250,000	\$	375.00

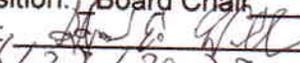
<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Artheresa Best	Secretary	910-296-0207	mstheresabest0607@gmail.com	Duplin County	CTE Teacher	NCDPI, CTE	No
Joel Churchwell	Treasurer	910-5397737	revjchurchwell@yahoo.com	Onslow County	Pastor	None	N/A
Claude Crews	Director	910-326-4725	seacrews41@gmail.com	Onslow County	Retired	None	N/A
Ciera Dixon	Vice President	919-935-9502	cieracdixon@gmail.com	Lee County	Dean of Scholars	NCDPI, Counseling (K-12)	No
Doris Harris	Director	252-349-6655	bronson190.dh@gmail.com	Craven County	Magistrate	None	N/A
Dietra Hicks	Director	989-444-8260	drdatra@gmail.com	Iredell County	Voice and Acting Coach	None	N/A
Deloris Wells	Director	910-340-0850	Dwhite002@ec.rr.com	Onslow County	Retired	NCDPI, ELA (6-12)	No
Joyce Williams	Director	252-621-0608	JOYCEWIL27330@gmail.com	Lee County	Custodian/Bus Driver	None	N/A
Dr. Shawn Williams	President	252-671-0472	shawnwil@gmx.com	Lee County	Lead Administrator	None	N/A

Signature Page

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

Print/Type Name: Shawn E. Williams

Board Position: Board Chair

Signature: 

Date: 7/27/2023

Sworn to and subscribed before me this 27th day of April, 2023.

Notary Public: Samantha Russell

Official Seal:

My commission expires: May 08, 2022^{Actual}, 2024.

<p>SAMANTHA RUSSELL Notary Public, North Carolina Onslow County My Commission Expires May 08, 2024</p>

Appendix H:
Charter School Board Member Information
Form and Resume

MINA Charter School of Onslow County

Artheresa Best

P O Box 434
Kenansville, North Carolina 28349-0434
910-296-0207
mstheresabest0607@gmail.com

Education

- November, 2014** **Columbia Southern University** **Orange Beach, Alabama**
Master of Science: Business Administration (Public Administration)
- May, 2012** **Emporia State University** **Emporia, Kansas**
Master of Science: Instructional Design Technology
- December, 2003** **University of Mount Olive** **Mount Olive, North Carolina**
Bachelor of Science: Business Administration Education
Minor: Management Organizational Development
- May, 2000** **James Sprunt Community College** **Kenansville, North Carolina**
Associate of Applied Science: Office Systems Technology
Certificate: Data Entry *Certificate: Word Processing*

Work Experience

- Duplin County School** **Kenansville, North Carolina**
January 2017 - Present *Career & Technical Education /STEM Teacher*
My duties are to empower students to be successful citizens, workers, and leaders in a global economy. Career & Technical Education (CTE) programs are designed to contribute to the broad educational achievement of students, including basic skills, as well as their ability to work independently and as part of a team, think creatively and solve problems, and utilize technology in the thinking and problem-solving process. I teach students interviewing, vocational, essential/soft skills and career readiness training.
- Wayne Community College** **Goldsboro, North Carolina**
June 2015 – Present *Part-time Adjunct*
Instructor
My duties include providing career counseling and training in employability skills to adult learners to include basic computer skills, résumé preparation, interviewing, office practice, time management, soft skills, business education, and job seeking/keeping strategies. In addition to teaching classes, prepare lessons and course materials for each class. Ellucian/Colleague/Datatel Maintain confidentiality of records, and maintaining the HIPAA Privacy Rule.
- Tailored Learning Center** **Beulaville, North Carolina**
October 2014 – October 2015 *Part-time*
Director
My duties are to oversee the day-to-day operations of a child care center. responsible for setting the tone for the facility, managing the curriculum, overseeing physical facilities, hiring staff and managing the overall image of the center. My duties also include ensuring the facility is in compliance with all local and federal laws governing child care affairs of the child care facility.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA Charter School of Onslow County

2. Full name: Artheresa Best

Home Address: P O Box 434, Kenansville, North Carolina 28349

Business Name and Address: 324 Wesley Chapel Road, Kenansville, North Carolina 28349

Telephone No.: 910-296-0207

E-mail address: Artheresa.Best@Minacs.org

3. Brief educational and employment history.

I graduated from James Sprunt Community College with an Associate of Applied Science--Office Systems Technology, University of Mount Olive Bachelor of Science in Business Administration, Emporia State University a Master of Science degree in Instructional Design Technology, and Columbia Southern University a Master of Science degree in Public Administration (18 hours toward my Doctorate of Science in Business Administration). I am a member of Delta Sigma Theta Sorority, Incorporated. I serve as an Adjunct Instructor for Wayne Community College and currently employed with Duplin County Schools where I currently teach Career and Technical Education (CTE/STEM)—Business Education.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was asked to join this board by Dr. Shawn Williams, President. I wish to serve on the board of MINA Charter School of Onslow because I successfully served on the board as secretary for MINA Charter School of Lee County. The advancement and achievements which has successfully been achieved at MINA Charter School of Lee County continues to encourage the passion for development, education, teaching, and learning. I agree and believe that students learn in different styles and way. The visionary has executed the vision and mission very well. I thought it would be a great opportunity to see the students and their families awarded an additional option to serve the students in Onslow County and make a difference in their lives. I believe the

County will offer the students an abundance of knowledge and experience for their future.

6. What is your understanding of the appropriate role of a public charter school board member?
The role of a public charter school board member is to provide avenues that will develop lifelong learners. To hold the leaders of the charter school accountable for the safety, education and vision of the students in Onslow County.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have previously held a position as a board member for a non-profit organization which focused on preventing domestic violence in Duplin County and to serve individual who were affected by Domestic Violence. I served on the board at Sarah Refuge as a faithful board for two consecutive terms. I have also served on the board for MINA Charter School of Lee County as Secretary since the beginning of the process of starting a charter school in Lee County.
8. Describe the specific knowledge and experience that you would bring to the board.
My experience and knowledge as an educator in the public school system and as an educator who is a lifetime learner, my educational background, work experience and community service advocate qualify me to serve on this board. Knowing the trends in this changing society through research and teaching will support the learning process at MINA Charter School of Onslow County. My background and work experience working in education such as teaching students soft skills, life skills and different attributes are some of the things that I can bring to this board by sharing new technologies and emerging changes that will benefit the students at MINA Charter School of Onslow County. I believe that students are capable of learning and our goal is to prepare them for the workforce. We want our students to be able to compete in this era of technology and be able to react to real world situations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the mission and guiding beliefs are to strategically build powerful learners, by providing students an opportunity to adapt to the growing technology driven world that we live in. We believe and know that students are entitled to the opportunity to learn and be successful. We want students to have the best opportunity academically and globally. We also want the students at MINA Charter School of Onslow County to excel and be able to perform globally as well as locally by being prepared and knowledgeable about real-world problems.
2. What is your understanding of the school's proposed educational program?
The proposed educational program at MINA Charter School of Onslow County will be to uphold the mission and build great leaders by providing a quality education for the students to grow in this technology driven society.
3. What do you believe to be the characteristics of a successful school?
I believe the characteristics of a successful school is the ability to provide a safe learning environment with educational opportunities that will elevate our students to be able to compete and thrive in society. I believe the characteristics that we offer through technology driven interaction tools that will prepare students to rise above with the confidence to aim high.
4. How will you know that the school is succeeding (or not) in its mission?
MINA Charter School of Onslow County has carefully put programs in place to make sure that our students are successful. If our students are not meeting the expectations of the standards which are in place, the classroom teacher will provide remediation for our students. The programs that MINA Charter School of Onslow County will be utilizing, will alert the teacher and the teacher assistant that the particular child will need additional assistance in certain areas. MINA Charter School of Onslow County

mission is to build learners who are able to perform and succeed academically and globally. The desire to

enable students who need additional assistance if needed. It is extremely important that the students at MINA Charter School of Onslow County succeed. The growth of our students will be an indicator that we are succeeding.

Governance

- Describe the role that the board will play in the school's operation.
The role of the board is to strategically make sure the school is performing at a high standard and receive quarterly reports to make sure that the operation of the school is operating successfully. Board members are obligated to make sure the charter school follows the policies and procedures in order to maintain adequate operational status and determine what is in the best interest of the students.
- How will you know if the school is successful at the end of the first year of operation?
MINA Charter School of Onslow County will prepare and set goals that are measurable. These goals will be part of the evaluation process. MINA Charter School of Onslow County will work to build a partnership with the families to work on accountability. If the determination that MINA Charter School of Onslow County is not growing academically, the board will revisit the operational plan. If necessary, the board will vote to adopt changes.
- How will you know at the end of five years of the schools is successful?
At the end of five years, through yearly measurements and goals being met, the growth of the organization will be a determining factor. As a successful charter school, I would like to see MINA Charter School of Onslow County continue to increase in population yearly, emerge into other locations, and stand out as one of the best charter schools in North Carolina.
- What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The specific steps the charter school board will need to ensure that the school is successful is by ensuring that MINA Charter School of Onslow County is a community building school, build partnerships with the family, and maintain accountability to the students and their parents.
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If an unethical issue was brought before me as a board member, I would address it with the board member and then bring it before the board to make a decision based on the incident. If the findings are true and damaging to the school, the community, and/or not in the best interests of the school, the board would have to make a decision to address the issue and vote on an outcome.

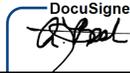
*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Artheresa Best, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA Charter School of Onslow County is true and correct in every respect.

DocuSigned by:

C578CD85230C4A5...
Signature

April 20, 2023

Date

JOEL D. CHURCHWELL

Pastor

PROFILE

I am Joel D. Churchwell, and I enjoy meeting new people and finding ways to help them have meaningful, uplifting, and life altering experiences.

CONTACT

PHONE:
910-539-7737

EMAIL:
revjchurchwell@yahoo.com

HOBBIES

Reading
Listening to Music

EDUCATION

- Doctoral Candidate in Faith, Health, Social Equity, Cohort, Oct 2021-Drew University, Madison, NJ
- Continuing Education Units, in Diversity, Equity and Inclusion-Cornell University, 2020, Ithaca, NY
- MDiv in Theology, May 2013-Liberty University, Lynchburg Va.
- MA in Theology, May 2011-Liberty University, Lynchburg, Va.
- BA in Theology, May 2008-Liberty University, Lynchburg, Va.

WORK EXPERIENCE

Senior Pastor, Sandy Run Missionary Baptist Church, August 2004-

- Serve as the chief under-shepherd and overseer of the church, feeding, leading, and nurturing the sheep.
- Provide biblical leadership for the church.
- Provide leadership and vision for the church, defining strategic goals as the key leader. Direct plans for ministry and church growth

Onslow County Board Of Education 2014-2018

Supply/Fiscal Chief, United States Marine Corps, June 1979-2004

Honors/Awards

- Jacksonville-Onslow Chamber, Minority Business Advocate of the Year 2019
- Onslow Civic affairs Committee Fabric of the Community 2019
- Jacksonville Public Safety Citizens Award 2015

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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Background

1. Name of charter school on whose Board of Directors you intend to serve: *Mina Charter School*
2. Full name: *Joel Dexter Churchwell*

Home Address: *302 West Howard Dr.*

Business Name and Address:

Telephone No.: *(910) 599-7737*

E-mail address: *revjchurchwell@yahoo.com*

3. Brief educational and employment history. *Doctoral candidate, Drew Univ.
Senior Pastor Sandy Run Missionary Baptist Church, Jacksonville, NC
Retired MARINE MASTER Sergeant / E-8*

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? *I was recruited by*

I wish to serve with a program that is making a positive impact on students at every level of achievement.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide governance.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Served as Elected Official of the Onslow County Board of Education.

8. Describe the specific knowledge and experience that you would bring to the board.

BOARD GOVERNANCE, Policy, Budget Oversight, Community Relationship building, School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To equip each and every student with the skills to become positive citizens.

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful school?

Empathize and connect students with strong skill sets of critical thinking in a rapidly changing world.

4. How will you know that the school is succeeding (or not) in its mission?

By student growth.

Governance

1. Describe the role that the board will play in the school's operation.

Oversee

2. How will you know if the school is successful at the end of the first year of operation?

Through careful data collection and analysis.

3. How will you know at the end of five years of the school's operation if it is successful?

same as above

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ready to demonstrate new strategies, connect both staff and students to instructional strategies, and treat staff and students with respect.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Report it and address as policy directs.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, David P. Russell, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA Charter School is true and correct in every respect.

Signature

David P. Russell

Date 14 April 2023

Claude Crews

9103264725 | seacrews41@gmail.com | Hubert, NC

Summary

Self-starting Operations Manager offering high-level experience in supervision of work over and completion operation. Adept at directing work of completion consultants and completion supervisors. Successful introducing lean manufacturing to increase productivity and cut costs of completion. Well organized, attentive to detail and vigilant in achieving safety and environmental impact reduction objectives.

Experience

Onslow County Parks and Recreation | Jacksonville, North Carolina District Coordinator | 10/1988 - 07/2020

Provided ongoing direction and leadership for programs operations.

Scheduled and supervised staff meetings to discuss new ideas and update participants on program details and milestones.

State of North Carolina | Raleigh, North Carolina North Carolina State Park Ranger | 01/1964 - 03/1997

Enforced laws and regulations within parks for campgrounds, trails, nature preserves and roadways.

Educated visitors on area wildlife and regional history during tours and presentations.

Interacted pleasantly with visitors and promoted park rules, regulations and safety measures to educate and inform.

Patrolled all areas by foot and vehicle to assess park conditions and notified maintenance department regarding trash and debris.

Directed income and outgoing traffic during special events and identified available parking areas for drivers.

Administered first aid to visitors suffering from falls and minor injuries and contacted paramedics for hospital transport in serious cases.

Trained new park rangers, and team members in all operations and policies while offering mentorship and assistance with duties.

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Mina Charter School of Onslow County

2. Full name: Claude Edward Crews

Home Address: 863 Parkertown Rd

Business Name and Address:

Telephone No.: (910) 934-1670

E-mail address: claudio.crews@minacs.org

3. Brief educational and employment history. High school, 34 years NC Parks and Recreation, 15 years Onslow County Parks and Recreation Coordinator Youth Athletics

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was recruited by the lead administrator, Dr. Shawn Williams. I wish to serve on the proposed charter school board because I believe that every child should be provided all and every opportunity to reach their potential in the best educational setting.

6. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the appropriate role of a public school is to be an advocate for the charter school in business and social settings.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served in the capacity of parent, volunteer, and employee in the business and education sector.
8. Describe the specific knowledge and experience that you would bring to the board.
I have 30+ years with NC Parks and Recreation and 15+ with Onslow Park and Recreation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
School's mission should be to make knowledgeable, contributing successful members in our society.
2. What is your understanding of the school's proposed educational program?
The school's educational program should be to make successful citizens in our communities..
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school is parent involvement, engaged knowledgeable teachers and community contributions
4. How will you know that the school is succeeding (or not) in its mission?
If the school is succeeding or not in its mission, the success will be established by the state and the charter's parents

Governance

1. Describe the role that the board will play in the school's operation.
The board should be involved in the charter school's policy
2. How will you know if the school is successful at the end of the first year of operation?
The school is successful at the end of the first year of operation by the growth of the charter's school enrollment
3. How will you know at the end of five years of the schools is successful?

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Claude E Crews, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA Onslow CO Charter School is true and correct in every respect.

Signature *Claude E Crews*
Claude E Crews / Apr 27 2023 10:33 PM

Date April 27, 2023

Ciera C. Dixon
308 W. Weatherspoon St
Sanford, NC 27330
cieracdixon@gmail.com
(m) 919.935.9502

EDUCATION & CERTIFICATIONS

North Carolina Central University, Durham, NC December 2010 Master of Arts- School Counseling

Queens University of Charlotte, Charlotte, NC May 2008 Bachelor of Arts, Corporate Communication

CURRENT EMPLOYMENT

MINA Charter School

Sanford, NC July 2020 – present

Dean of Scholars

- Directly manages eight kindergarten and first grade teachers
- Assist the Lead Administrator in all areas of elementary school duties
- Communicates with teachers, families and community partners
- Maintains all 504 plans and cumulative folders
- Participates in professional learning communities
- Promote a positive and respectful attitude towards all stakeholders
- Maintain confidentiality in all matters

Public Impact

Carrboro, NC February 2018- May 2020

Consultant

- Work closely with low performing, underrepresented school districts to ensure all students have access to excellent teachers
- Focus primarily on assisting districts and schools in implementing Opportunity Culture models, which extend the reach of excellent teachers and their teams
- Advised school leaders and staff to redesign their schools to accommodate new roles for excellent teachers, who earn more money for developing other teachers and reaching more students
- Prepare presentation materials
- Collaborate with colleagues on best practices and lessons learned

Northwood High School

Pittsboro, NC January 2014- February 2018

School Counselor

- Consult with three school counselors and community agencies on a daily
- Conducted risk assessments to students experiencing mental health crisis
- Facilitated meetings with parents, teachers, students and community stakeholders as needed and upon request
- Organized weekly student support meetings
- Maintained data on PowerSchool
- Completed transcript evaluations for seniors
- Advised over 300 students regarding educational, social emotional, and personal issues
- Held role as co-advisor for Link Leaders which is a program to ensure a smooth transition to high school
- Trained and mentored new counselors and interns
- Managed the scholarship process for university and local scholarships
- Coordinated the process for the North Carolina School of Science and Mathematics partnership
- Act as liaison for the dual enrollment program with Central Carolina Community College and AVID program

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

MINA Charter School of Onslow County

2. Full name:

Ciera C. Dixon

Home Address: 308 W. Weatherspoon Street Sanford, NC 27330

Business Name and Address:

Telephone No.: 919-935-9502 or 919-498-5138

E-mail address: c.dixon@minacs.org

3. Brief educational and employment history.

I graduated from Queens University of Charlotte (Charlotte, NC) with a Bachelor degree in corporate communication with a concentration in psychology. Upon graduating I was accepted into North Carolina Central University (Durham, NC) and obtained my Master degree in School Counseling (K-12). I have had the opportunity to work in all grade levels and each school and grade level has allowed me to see education from a different perspective.

I have also worked as an education consultant working with school districts to rethink distributed teacher leadership.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I currently work at MINA Charter School of Lee County as the Dean of Scholars and the school model that we are working day in and day out to create needs to be replicated for other kids across North Carolina. When kids cry because school is going to be closed and run to you with arms open wide when the school is open you know that kids are feel loved. And kids who feel loved are going to love learning from people standing in front of them.

6. What is your understanding of the appropriate role of a public charter school board member? My understanding of the appropriate role of a public charter school board member is to support the principal in finding resources, curriculum, creating policies, securing funding and community stakeholders to support the school. The goal as a board member is never to be in the middle of the day to day functions of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been in education for over 10 years and currently work closely with Dr. Williams at MINA Charter School of Lee County. In my role here I assist with preparing reports for the upcoming board meetings, I attend every board meeting and I assist Dr. Williams with implementing any new policy/procedures that the board has approved.

8. Describe the specific knowledge and experience that you would bring to the board. I am aware of the day to day expectations and routines of a school. I have experience with 504 plans, testing coordinator and homeless liaison responsibilities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

MINA mission is to empower students to be lifelong learners, innovative thinkers, and good citizens able to compete globally in our diverse, technologically-advancing world. We want scholars to want to have a love and passion for learning beyond their elementary and secondary education.

2. What is your understanding of the school's proposed educational program?

The schools proposed educational program will be a STREAM school.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school is:

Inviting

Scholar focused

A place where educators can grow professional

Collobarative

Community involvement

4. How will you know that the school is succeeding (or not) in its mission?

We will know that the school has successfully met the mission when our graduation rate is has met or exceeded expectations, and when those graduates have been accepted into a post secondary school.

Governance

1. Describe the role that the board will play in the school's operation.
The board will be responsible for creating policies and procedures that will impact the safety and well being of the staff and scholars. The board will also create policies that will make MINA a highly desired place to work.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year of operation we will know if MINA was successful by teacher retention, scholar retention, and good financial standing.
3. How will you know at the end of five years of the school is successful?
Teacher retention will be high, the lottery will be full, test scores will reflect learning is taking place, a well managed budget and MINA Charter School of Onslow will be a known name in the community. And MINA will be in good standing with the Office of Charter Schools.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The charter school board will need to ensure that the school is successful by the following:
 1. Ensure the appropriate lead administrator is hired.
 2. Willing and capable staff are hired.
 3. Systems, procedures and policies are clearly articulated and are in place.
 4. Easy to follow curriculum is accessible to teachers
 5. Board members are willing to support and undergird the lead administrator when necessary.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If there were a situation in which one or more members of the school board were acting unethically or not in the interest of the school I would suggest a closed session meeting to address what is going on. In that space I would hope the board members would speak openly and honestly about what is going on. If there are grounds for dismissal it would be determined during this meeting.

*Please include the following with your Information Form

- a **one page** resume

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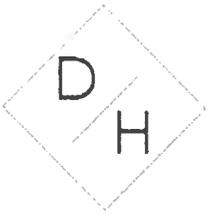
Certification

I, Ciera Dixon, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Ciera Dixon
Signature

4/20/2023

Date



DORIS HARRIS

bronson190.dh@gmail.com | 2523496655 | New Bern, NC 28562

Summary

Motivated professional, collaboration, interpersonal and multitasking abilities. Meet tight deadlines. Currently Serving as Chief Magistrate of Jones County, 4th Prosecutorial District.

Skills

- Critical Deduction
- Oratory Communication
- Criminal & Civil Procedure Knowledge

Experience

Magistrate 05/1997 - Current

State of North Carolina Judicial System | Raleigh, NC

Determine Probable Cause, Issue Warrants for Arrest, Set Bonds, Issue Involuntary Commitments, Officiate Weddings, Hold First Appearances within 72 hours, Issue Domestic Violence Protective Orders And Preside Over Small Claims Court.

Deputy Clerk of the Court 08/1983 - 05/1997

State of NC Jones County Clerk of Court's Office | Trenton, NC

Education and Training

Early Childhood Education 05/1978

Shaw University | Raleigh, NC

- Bachelor Of Arts in Early Childhood Education.

Non Degree: Judicial Certification

NC School of Government | Raleigh, NC

Certifications

- Civil Law for Magistrates, NC School of Government - 2021

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: *MCNA Charter School of Onslow County*

2. Full name: *Doris Roberts Harris*

Home Address: *332 Simmons Loop Rd. New Bern, NC 28562*

Business Name and Address:

Telephone No.: *252-349-6655*

E-mail address: *bronson190.dh@gmail.com*

3. Brief educational and employment history.
*Shaw University graduate - BA
Chief Magistrate - Jones County 26yrs, 13yrs*

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
Jones County Clerk of Court's off.

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
*Recruited by Dr. Shawn Williams, friend and former Colleague.
I believe in the mission.*

6. What is your understanding of the appropriate role of a public charter school board member?
To govern the rules & regulations set forth.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Member of the SC Community Development Corp Board which serves & provides support for the youth of Jones County.

8. Describe the specific knowledge and experience that you would bring to the board.

I offer the basic knowledge of Education, Elementary, Secondary & Higher.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?

Putting the children/scholars first, because in doing so, more is now achievable.

4. How will you know that the school is succeeding (or not) in its mission?

Based on periodic Reporting.

Governance

1. Describe the role that the board will play in the school's operation.

To provide support & ensure that the mandates are carried out

2. How will you know if the school is successful at the end of the first year of operation?

Pre & Post Evaluations.

3. How will you know at the end of five years of the school's operation if the school is successful?

Based on the benchmarks in place and monitoring each year's progress.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Following all rules & regulations, holding timely meetings to address issues, written reports regarding progress.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Meet in closed session to discuss

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Doris Harris, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA Charter School is true and correct in every respect.

Signature Doris Harris
Date 4/11/2023

Deitra Hicks

(989) 444-8260 | Drdata@gmail.com | 105 Singleton Road, Mooresville, North

Carolina Summary

I'm experienced in theater and also vocal. And acting coaching

Experience

MINA charter school | Sanford, North Carolina

Performing arts teacher | 01/2021 - present

To teach vocal lessons and to produce concerts and plays throughout the school year

Skills

Leadership, Teaching and coaching voice and acting

Education

Music and art | New York ny

Music | 06/1985

I have a doctorate in sacred music

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Mina charter school on slow county

2. Full name: Deitra cherelle Hicks

Home Address:105 singleton rd Mooresville no 28117

Business Name and Address:

Telephone No.:9804470084

E-mail address: Deitra.hicks@minacs.orf

3. Brief educational and employment history.

Creative arts

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I feel charter education is on a better level

6. What is your understanding of the appropriate role of a public charter school board member?

To help facilitate the needs and decision making for the charter school

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I love the experience and education my daughter received from charter education I wish it see all children or as many as possible have the opportunity to experience charter education

8. Describe the specific knowledge and experience that you would bring to the board.

I would help facilitate and bring excellence to the creative arts part of charter

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

That all cultures have the the opportunity to have the charter experience

2. What is your understanding of the school's proposed educational program?

We are a school that takes pride in it's day to day operations great academics and qualified teachers and making sure our children receive the best education and respect

3. What do you believe to be the characteristics of a successful school?

Financially stable. Great academics reading and math and waiting list. Great qualified teacheres

4. How will you know that the school is succeeding (or not) in its mission?

Still financially stable.and a healthy waiting list and grade points are great

Governance

1. Describe the role that the board will play in the school's operation.

Making sure that the best decisions are made within the board for the schools operation

2. How will you know if the school is successful at the end of the first year of operation?

Financially stable having healthy waiting list. Exceeding growth in reading and math

3. How will you know at the end of five years of the schools is successful?

That the school has met it's enrollment and has hired qualified teachers and has a waiting list

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Keeping the integrity of the mission

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If the board chair is not involved bring the concerns there if the chair is involved speak to the board attorney

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Certification

I, Deitra hicks, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Deitra hicks Charter School is true and correct in every respect.

Signature  _____
Date 04/12/22

DELORIS E. WELLS

910.340.0850

Dwhite002@ec.rr.com

117 Coles Farm Drive

Jacksonville, NC 28546

PROFILE

- Retired teacher; 34 years of dedicated service
- Worked as teacher-on-loan for Department of Public Instruction/Division of School Improvement (State Assistance Team) for 4 years
- Member of Jacksonville Alumnae Chapter of Delta Sigma Theta Sorority, Incorporated, whose chief mission is to provide public service in our local communities and throughout the world.
- Possess a continued desire to impact the lives of our youth

EMPLOYMENT HISTORY

Tutor at Onslow County Schools, Jacksonville, NC October 2016 – May 2018

- Provided reading comprehension support to students in grades k-5
- Communicated weekly with teachers to determine area(s) of need for students
- Developed Lesson plans to support children's identified needs

Lead Teacher at Onslow County Schools, Richlands, NC October 2011 – April 2014

- Mentored beginning teachers and other teachers in need of guided focus
- Observed teachers
- Analyzed and assisted in developing lesson plans
- Attended team meetings
- Collaborated with teachers across content areas and grade levels
- Provided resources to assist with daily instructions and activities
- Communicated regularly with administration

North Carolina Department of Public Instruction, Raleigh, NC June 1998 – June 2002

- Teacher on loan to DPI/State Assistance Team
- Provided intense, practical assistance to schools not reaching their growth potential through: Staff Development, mentoring, observations, co-teaching, written evaluations, and data analysis
- Submitted detailed monthly reports to DPI

Teacher at Onslow County Schools, Jacksonville, NC August 1977- June 2010

- Taught Middle School ELA
- Successfully served as ELA department chairperson, mentor, dinner theater coordinator, School Speech coordinator, and middle school coordinator
- began an after-school enrichment program for females
- Outstanding teacher, 1986
- Teacher of the Year in 1989, 1993, and 2005

EDUCATION

Bachelor of Science, Intermediate Education Winston-Salem State University August 1973 – May 1977
Areas of Certification: Intermediate (4-6), Language Arts (6-9), Elementary Education (K-6), Social Studies (6-9), Mentor

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Mina Charter School of Onslow County

2. Full name: Deloris Elizabeth Wells

Home Address: 117 Coles Farm Drive

Business Name and Address:

Telephone No.: (910)340-0850

E-mail address: deloris.wells@minacs.org

3. Brief educational and employment history.

BS in Intermediate Education; taught ELA in Onslow County Schools for 34 years; Teacher-on-loan to Department of Public Instruction for four (4) or the 34 years.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Dr. Williams invited me to attend an exploratory meeting about opening a charter in the Jones/ Onslow County area. I am eager to be a part of a proposed charter school in Onslow County and look forward to MINA in Onslow being just as successful or more successful as Mina in Lee County.

6. What is your understanding of the appropriate role of a public charter school board member?
It is my understanding that as a board member I will be responsible for the governance of the school, monitor the work related to the school's policies, programs, and services, and serve on different committees.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I served on the Onslow County Public Library Board of Trustees. It was our job to oversee the operations of the Onslow County public libraries. As a board member I participated in preparing the annual budget; reporting to the Onslow County Commissioners, and recommending programs, policies, and regulations for governance.
8. Describe the specific knowledge and experience that you would bring to the board.
I am a retired educator. I taught middle school English Language Arts. I've served as a lead teacher in a middle school. I've tutored elementary school students in reading and writing. I've previously served on a board of trustees. I am a team player.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
It is the school's belief that every student can learn. The students/scholars at MINA Charter School of Onslow County will be empowered to be innovative thinkers, lifelong learners and acquire the skills to compete globally.
2. What is your understanding of the school's proposed educational program?
Mina Charter School of Onslow County will be a year-round school. Students in grades K-3 are "looped" with their teachers. There will be a strong focus on Science, Technology, Engineering, Arts, and Math. STREAM aligns with the state's accountability model. Mina will be a dual language school. Technology will be integrated across the curriculum. The curriculum aligns with the NC Standard Course of Study.
3. What do you believe to be the characteristics of a successful school?
A successful school starts with a strong leader and a dedicated staff. The mission of the school is clear and is constantly revisited and shared with the students, staff, and stakeholders. There must be high standards and expectation of staff and students. Data is used to guide and improve instruction. A variety of learning strategies are evident throughout the school. Success is celebrated.
4. How will you know that the school is succeeding (or not) in its mission?
In the addition to measurable indicators (test scores, attendance, discipline referral, community and parent involvement, etc.) arriving on campus, entering the school, detecting the culture of the school, can give you a true measure of success.

Governance

1. Describe the role that the board will play in the school's operation.
The board will ensure that the school meets its vision and mission; make sure the school is financially solvent; has a competent professional staff; oversee and hold the leader accountable.
2. How will you know if the school is successful at the end of the first year of operation?
Through monitoring of the School Improvement Plan which includes academic and operational goals. Updates on the progress are provided throughout the year which allows for adjustments for improvements when necessary.
3. How will you know at the end of five years of the schools is successful?
We will know because each month and at the end of each year we have analyzed reports and have been building on each year's success. We have kept the vision and mission of the school priority. If certain goals were barely met, we revisited to determine the why's and why not's.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
First, the school must have a strong leader dedicated to the mission of the school. The board should closely monitor the progress of goals based on reports received; monitor policies and personnel activities.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If a board member is not acting in the best interest of the school, it is my ethical obligation to bring the situation to the board.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Deloris Elizabeth Wells, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Mina Charter School is true and correct in every respect.

Deloris Elizabeth Wells
Signature

04/10/2023
Date

JOYCE WILLIAMS

3125 HICKORY HILL DR

SANFORD, NORTH CAROLINA, 27330

(P) 252-621-0608 (Email) JOYCEWIL27330@GMAIL.COM

WORK EXPERIENCE

LEE COUNTY SCHOOLS. SANFORD, N C

Custodian / Bus Driver , August 2010 – Present

- To make sure the school is clean and assist the head custodian. Drive a school bus and monitor the riders.

MCAS CHERRY POINT. CHERRY POINT, NC

Assistant Manager , July 2003 – August 2010

- To assist with making sure the Bowling Alley was ready to open.
- To assist with scheduling.
- To complete orders for supplies.

Custodian , April 1996 – July 2003

- To keep the MCAS Cherry Point exchange cleaned and available for the Marines and their dependents.

CRAVEN REGIONAL HOSPITAL. NEW BERN, NC

Custodian , October 1994 – April 1996

- To clean patient rooms and the operating room.

DAYS INN. HAVELOCK, NC

Housekeeping , April 1993 – October 1994

- To make sure rooms were cleaned for our guests.

CAMP LEJEUNE , JACKSONVILLE, NC

Custodian, April 1987 – February 1993

- To keep buildings and restrooms clean for the Marines and their dependents.

EDUCATION

High School - SWANSBORO HIGH SCHOOL, SWANSBORO, N C

ADDITIONAL SKILLS

Board Member MINA Charter School of Lee County

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: *MINA Charter School of Onslow*
2. Full name: *Joyce Ann Williams*

Home Address: *3125 Hickory Hill Dr. Sanford NC 27330*

Business Name and Address:

Telephone No.: *919-525-0352*

E-mail address: *joycewil27330@gmail.com*

3. Brief educational and employment history. *I have a high school Diploma I have been working for Lee County School for 13 years.*
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? *Onslow County is my hometown and I want to help give the students of Onslow a different choice.*
6. What is your understanding of the appropriate role of a public charter school board member?

*A Board member come up with the legal governing by-laws and legal financial management policies.
A Board member selects the CEO of the school, and monitors his or her progress.*

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the governance committee of MINA Charter School of Lee County

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *MINA MORE IS NOW Achievable. Helping our student to compete globally in this technology advancing world.*
2. What is your understanding of the school's proposed educational program? *We are stream focus, school with laying grade K-3, we will use a rigorous curriculum in math, ELA, and science*
3. What do you believe to be the characteristics of a successful school? *End of the year scores.*
4. How will you know that the school is succeeding (or not) in its mission? *By finances and the end of year grade scores.*

Governance

1. Describe the role that the board will play in the school's operation. *Make sure we do a good job in hiring a great CEO for the lead position, and making sure we have good policies in place.*
2. How will you know if the school is successful at the end of the first year of operation? *By it school scores, and by the handling of all finances.*
3. How will you know at the end of five years of the schools is successful? *By the end of year scores,*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Make sure a yearly audit is done, make sure a yearly performance is done with the CEO each year. Make sure sure we have strong by laws in place.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *I would bring it to the attention of the MINA board so we as a board could decide which step to take next.*

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Joyce Ann Williams, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MI NA Charter School is true and correct in every respect.

Joyce A Williams

Signature

Date 4/23/23

(252) 671 0472

shawnwil@gmx.com

Shawn Edwin Williams

3125 Hickory Hill Drive

Sanford, NC 27330

PROFESSIONAL STATEMENT

A dynamic professional and a proven leader with documented success in progressively dynamic and challenging positions, with working knowledge of the principles and techniques of effective supervision and training. Highly motivated, dependable, and demonstrates professionalism in handling various organizational functions and office management strategies critical to organizational success. Team player with effective interpersonal and communication skills, adept at building productive relationships and building rapport with a diverse set of individuals.

CORE COMPETENCIES

Organizational Leadership • Operations Management • Administration • Staff Development • Program Development

PROFESSIONAL EXPERIENCE

MINA (More is Now Achievable) Charter School

Sanford, NC

Founder

2016 - Present

- Founded 21st century learning center with a focus on technology / Charter School
- Lead Administrator / Executive Director

2020 - Present

Gods Promise

Sanford, NC

Pastor

2012 - Present

- Managed and directed a diverse personnel to achieve church's goals

American Airlines

Cary, NC

International Resolution Department

2013 - 2020

- Coached reports on effective sales techniques and other techniques to improve work efficiency

Children of Promise Learning Center/ Born with a Purpose Learning Center

Sanford, NC

Founder

2010 - 2018

- Founded 21st century learning center with a focus on technology

Jones County Schools Special Police

Trenton, NC

Police Chief

2001 - 2007

- Managed and coached 10 police officers to achieve successful completion of tasks

United States Marine Corps

United States of America

Staff Non-commissioned Officer

1980 - 1993

- Utilized effective time management skills to supervise 30 or more Marines at a time

EDUCATION

St. Thomas Christian University

Jacksonville, FL

Doctorate of Divinity

2017

Liberty University

Lynchburg, VA

Master of Divinity

2007

OTHER EXPERIENCE/EDUCATION

Secretary	NC Charter School Association	2022
Member	Lee County School Board	2007 - 2010
School Board Chairman	Lee County School Board	2010 - 2012
Customer Service Agent	Avis Budget Group, Raleigh, NC	2012 - 2013
Lot Attendant	Hertz Employment, Raleigh, NC	2012 - 2012
Security	Southern Protection Agency, Sanford, NC	2012 - 2012
Police Chief	Maysville Police Department, Maysville, NC	1994 - 2001
Detective	Beaufort Police Department, Beaufort, NC	1993 - 1994
Pamlico County Sheriff Department	Narcotics Office, Bayboro, NC	1993 - 1994
BS in Criminal Justice	Colorado Technical University - Colorado Springs, CO	2006
Business Administration	St. Leo University - St. Leo, FL	2000
NC Certified Instructor Law Enforcement	Raleigh - North Carolina	1999
Master of Practical Divinity	Trinity College and Seminary - Newburgh, IN	1998
DARE Instructor	Raleigh - North Carolina	1994
BLET, Police Academy	Pitt Community College - Winterville, NC	1993
BA in Biblical Studies	Carolina University - Chapel Hill, NC	1993
Theology	Southeastern Assemblies of God - Waxahachie, TX	1993
Bible Training Program	Rhema Bible School - Broken Arrow, OK	1991
Computers	Craven Community College - New Bern, NC	1990
Criminal Justice	Craven Community College - New Bern, NC	1986

Appendix F:

Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: MINA Charter School (MCS)

2. Full name: Shawn E. Williams

Home Address: 3125 Hickory Hill Dr., Sanford, NC 27330

Business Name and Address: MINA Charter School of Lee County

Telephone No.: 252 671 0472

E-mail address: shawnwil@gmx.com

3. Brief educational and employment history.

2017 Doctorate Degree – St Thomas Christian University, 2009 Masters of Arts – Liberty University, 2006 Bachelor of Science - Colorado Technical University.

1980-93 – United States Marine Corps, 1993 – 2000 Chief of Police – Maysville NC, 2000-2007 Chief of Police Jones County Schools, 2013 – present American Airlines Resolution Manager. Pastoring Several churches from 1985 – present.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am the founder of MINA Charter School of Onslow County. It is my desire to make a change in the community through education and health.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role is to set policies and accountability for the School. The board is to hire the administrator and allow them to hire the appropriate staff with board approval. The board is to comply with all rules of the Office of Charter Schools and the laws of the State of NC.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a Chief of Police I was accountable to either the City Council or School Board. I was fortunate to serve on the Lee County School Board from 2007 – 2012, and from 2010-12 I was the Chair of the board. I served as the Board President of MINA Charter School of Lee County from 208 – 2020.

8. Describe the specific knowledge and experience that you would bring to the board.

I would bring my past board experience as President of MINA Charter School and chairman of the School Board. I would bring a wealth of knowledge in understanding school law from the perspective of being the Chief of Police of Jones County Schools and serving on the board. I was fortunate enough to serve with the NC School Board legislative team for two years as well.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to have every student learn through the use of technology and hands on exercises. To help students to think out of the box, and to teach good character skills so that they can be successful in life whether they go to college or the workforce. To help our scholars be able to compete on a global front.

2. What is your understanding of the school's proposed educational program?

That class sizes will be no larger than 18 students. That the students will learn in a non-traditional environment. That each child will have a personal education plan specifically tailored for their success. That no student will be suspended from school unless they violate one of the sixteen major violations. That the students will learn through technology with a focus on science technology reading engineering arts and math.

3. What do you believe to be the characteristics of a successful school?

The success of a charter school in my opinion is that they are offering something that the student can't receive in a traditional public school. The leadership of the school has to be about educating children and having the ability to reach out and not have every teacher to be highly qualified but being able to use a scientist to teach science and an accountant to teach math is appealing.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding by our academics and attendance. That parents are actively engaged in the school and attending board meetings and giving feedback outside of the quarterly surveys. That there is a waiting list for students to attend.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be the guiding force behind the school. We will be supportive but managerial at the same time. We will set the mission and make sure the school has the resources to make it happen.

2. How will you know if the school is successful at the end of the first year of operation?

I will know that we are successful by student enrollment, and parent involvement. That the test scores are exceeding state and national averages and that the teachers are enjoying teaching at the school.

3. How will you know at the end of five years of the schools is successful?
I again will say that the school is successful, when every year there is academic growth and that the school is now competing globally and exceeding local and state averages in reading and math. That we will have to come back to the Office of Charter Schools and ask for an increase to accommodate the students wanting to come aboard. That we have over a 90 percent of retention of both students and faculty.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
To make sure number one that every person that walks into the school is treated with respect and dignity. To be supportive of the staff and the administration, and to be actively involved in the community working on behalf of the school. To make sure that we keep the right administrator in place to run the school effectively.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If a board member or members is acting unethically I would make them aware of their actions and ask them to stop doing those things, and if they do not change, then ask for their resignation.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Shawn E. Williams, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for MINA Charter School is true and correct in every respect.



Signature

April 25, 2023

Date

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Principal/School Leader	0	1	1	1
Assistant Principal	0	0	0	1
Dean(s)	0	0	0	0
Additional School Leadership	0	0	0	0
Core Classroom Teachers	0	14	18	22
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	4	4.5	6
Student Support Positions (e.g. social workers, psychologists, etc.)	0	1	1	1
Specialized School Staff	0	0	0	1
Teaching Aides or Assistants	0	7	10	10
School Operations Support Staff (Clerical, Custodian, Food Service, and Transportation Staff)		7	8	9
Totals	0	34	42.5	51

Year 4

Year 5

1	1
1	1
0	0
0	0
26	28
6	6
2	2
10	10
11	11
57	59

Academic	Grade Levels	Total Projected
Year 1	K, 01, 02, 03, 04, 05	238
Year 2	K, 01, 02, 03, 04, 05, 06	306
Year 3	K, 01, 02, 03, 04, 05, 06, 07	374
Year 4	K, 01, 02, 03, 04, 05, 06, 07, 08	442
Year 5	K, 01, 02, 03, 04, 05, 06, 07, 08	476

Enrollment Projections Year 1 through Year 5

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.

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

LEA #1: 670-Onslow

What percentage of students from the LEA selected above will qua

LEA #2: 520-Jones

What percentage of students from the LEA selected above will qua

LEA #3: 710-Pender

What percentage of students from the LEA selected above will qua

Grade	Year 1			Year 2			Year 3		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	670	520	710	670	520	710	670	520	710
Kindergarten	68	2	2	68	2	2	68	2	2
Grade 1	34	1	1	68	2	2	68	2	2
Grade 2	34	1	1	34	1	1	68	2	2
Grade 3	34	1	1	34	1	1	34	1	1
Grade 4	34	1	1	34	1	1	34	1	1
Grade 5	34	1	1	34	1	1	34	1	1
Grade 6				34	1	1	34	1	1
Grade 7							34	1	1
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
LEA Totals:	238	7	7	306	9	9	374	11	11

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the pro, subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

Qualify for EC funding? 10%

Qualify for EC funding? 10%

Qualify for EC funding? 10%

Year 4			Year 5		
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
670	520	710	670	520	710
68	2	2	68	2	2
68	2	2	68	2	2
68	2	2	68	2	2
68	2	2	68	2	2
34	1	1	68	2	2
34	1	1	34	1	1
34	1	1	34	1	1
34	1	1	34	1	1
34	1	1	34	1	1
442	13	13	476	14	14

ected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

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

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the student resides.

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

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on the LEA's application.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		670-Onslow	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,868.78	238	
Local Funds	\$2,146.50	238	
State EC Funds	\$4,358.65	24	
Federal EC Funds	\$1,514.35	24	
		Total:	

LEA #2:		520-Jones	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$9,562.33	7	
Local Funds	\$1,394.42	7	
State EC Funds	\$3,621.04	1	
Federal EC Funds	\$1,514.35	1	
		Total:	

LEA #3:		710-Pender	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$6,155.56	7	
Local Funds	\$2,068.00	7	
State EC Funds	\$4,800.62	1	
Federal EC Funds	\$1,514.35	1	
		Total:	



by (LEA) receives per student receives

parent resides.

in which the school is located.

EA in which the student resides.

3 (school-aged 5 through 21). Funds

7 their population of students.

RCE DOCUMENTS

Approximate funding for Year 1	
	\$1,396,769.64
	\$510,867.00
	\$103,735.87
	\$36,041.53
	\$2,047,414.04

Approximate funding for Year 1	
	\$66,936.31
	\$9,760.94
	\$2,534.73
	\$1,060.05
	\$80,292.02

Approximate funding for Year 1	
	\$43,088.92
	\$14,476.00
	\$3,360.43
	\$1,060.05
	\$61,985.40

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income:	Year 1	Year 2	Year 3	Year 4
Revenue Projections				
State ADM Funds	\$ 1,506,795	\$ 1,937,308	\$ 2,367,821	\$ 2,798,333
Local Per Pupil Funds	\$ 535,104	\$ 687,991	\$ 840,878	\$ 993,764
State EC Funds	\$ 109,631	\$ 140,954	\$ 172,277	\$ 203,600
Federal EC Funds	-	\$ 38,162	\$ 59,968	\$ 70,872
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,151,530	\$ 2,804,414	\$ 3,440,944	\$ 4,066,570

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

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



federal funding in year

Year 5	
\$	3,013,590
\$	1,070,208
\$	219,262
\$	76,323
\$	4,379,383

*ditional questions by
ating budget, please
ese funds. If these*

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 85,000	\$ 85,000	1	\$ 87,550	\$ 87,550	1	\$ 90,177	\$ 90,177	1	\$ 92,882	\$ 92,882	1	\$ 95,668	\$ 95,668
Assistant Administrator		\$ -	\$ -		\$ -	\$ -	1	\$ 55,000	\$ 55,000	1	\$ 56,100	\$ 56,100	1	\$ 57,222	\$ 57,222
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	1	\$ 26,000	\$ 26,000	1	\$ 26,780	\$ 26,780	1	\$ 27,583	\$ 27,583	1	\$ 28,410	\$ 28,410	1	\$ 29,262	\$ 29,262
Food Service Staff	1.5	\$ 25,000	\$ 37,500	1.5	\$ 25,750	\$ 38,625	1.5	\$ 26,523	\$ 39,785	2	\$ 27,319	\$ 54,638	2	\$ 28,139	\$ 56,278
Custodians	0.5	\$ 25,000	\$ 12,500	0.5	\$ 25,750	\$ 12,875	0.5	\$ 26,523	\$ 13,262	1	\$ 27,319	\$ 27,319	1	\$ 28,139	\$ 28,139
Transportation Staff	4	\$ 10,545	\$ 42,180	5	\$ 10,688	\$ 53,438	6	\$ 10,830	\$ 64,980	7	\$ 10,973	\$ 76,808	7	\$ 11,115	\$ 77,805
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support:	8		\$ 203,180	9		\$ 219,268	11		\$ 290,786	13		\$ 336,157	13		\$ 344,374
Instructional Personnel															
Core Content Teacher(s)	14	\$ 41,000	\$ 574,000	18	\$ 42,230	\$ 760,140	22	\$ 43,497	\$ 956,934	26	\$ 44,802	\$ 1,164,852	28	\$ 46,146	\$ 1,292,088
Electives/Specialty Teacher(s)	3	\$ 41,000	\$ 123,000	3	\$ 42,230	\$ 126,690	3	\$ 43,497	\$ 130,491	3	\$ 44,802	\$ 134,406	3	\$ 46,146	\$ 138,438
Exceptional Children Teacher(s)	1	\$ 41,000	\$ 41,000	1.5	\$ 42,230	\$ 63,345	3	\$ 43,497	\$ 130,491	3	\$ 44,803	\$ 134,409	3	\$ 46,146	\$ 138,438
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	7	\$ 22,800	\$ 159,600	10	\$ 24,480	\$ 244,800	10	\$ 24,970	\$ 249,700	10	\$ 25,469	\$ 254,690	10	\$ 25,978	\$ 259,780
Guidance	1	\$ 45,000	\$ 45,000	1	\$ 46,350	\$ 46,350	1	\$ 47,741	\$ 47,741	1	\$ 49,173	\$ 49,173	1	\$ 50,648	\$ 50,648
Nurse		\$ -	\$ -		\$ -	\$ -	1	\$ 40,000	\$ 40,000	1	\$ 40,800	\$ 40,800	1	\$ 41,616	\$ 41,616
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	26		\$ 942,600	33.5		\$ 1,241,325	40		\$ 1,555,357	44		\$ 1,778,330	46		\$ 1,921,008
Total Admin, Support and Instructional Personnel:	34		\$ 1,145,780	42.5		\$ 1,460,593	51		\$ 1,846,143	57		\$ 2,114,486.72	59		\$ 2,265,382

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	number of Staff	Cost Per	Total	number of Staff	Cost Per	Total	number of Staff	Cost Per	Total	number of Staff	Cost Per	Total	number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	3	\$ 6,800	\$ 20,400	3	\$ 7,004	\$ 21,012	5	\$ 7,214	\$ 36,070	5	\$ 7,431	\$ 37,155	6	\$ 7,653	\$ 45,918
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	3	\$ 2,042	\$ 6,126	3	\$ 2,083	\$ 6,249	5	\$ 2,137	\$ 10,685	5	\$ 2,179	\$ 10,895	6	\$ 2,123	\$ 12,738
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	7	\$ 463	\$ 3,241	8	\$ 456	\$ 3,648	10	\$ 496	\$ 4,960	13	\$ 495	\$ 6,435	13	\$ 503	\$ 6,539
Social Security	7	\$ 1,978	\$ 13,846	8	\$ 1,951	\$ 15,608	10	\$ 2,120	\$ 21,200	13	\$ 2,119	\$ 27,547	13	\$ 2,153	\$ 27,989
Unemployment	7	\$ 280	\$ 1,960	8	\$ 280	\$ 2,240	10	\$ 280	\$ 2,800	13	\$ 280	\$ 3,640	13	\$ 280	\$ 3,640
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Total Admin and Support Benefits:			\$ 45,573			\$ 48,757			\$ 75,715			\$ 85,672			\$ 96,824
Instructional Personnel Benefits															
Health Insurance	26	\$ 6,800	\$ 176,800	33	\$ 7,004	\$ 231,132	40	\$ 7,214	\$ 288,560	44	\$ 7,431	\$ 326,964	46	\$ 7,652	\$ 351,992
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	26	\$ 1,775	\$ 46,150	33	\$ 1,753	\$ 57,849	40	\$ 1,839	\$ 73,560	44	\$ 1,889	\$ 83,116	46	\$ 1,949	\$ 89,654
Social Security	26	\$ 2,201	\$ 57,226	33	\$ 2,174	\$ 71,742	40	\$ 2,280	\$ 91,200	44	\$ 2,342	\$ 103,048	46	\$ 2,417	\$ 111,182
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	26	\$ 515	\$ 13,390	33	\$ 508	\$ 16,764	40	\$ 533	\$ 21,320	44	\$ 548	\$ 24,112	46	\$ 565	\$ 25,990
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Unemployment	26	\$ 280	\$ 7,280	33	\$ 280	\$ 9,240	40	\$ 280	\$ 11,200	44	\$ 280	\$ 12,320	46	\$ 280	\$ 12,880
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel Benefits:			\$ 300,846			\$ 386,727			\$ 485,840			\$ 549,560			\$ 591,698

Total Personnel Benefits:		\$ 346,419		\$ 435,484		\$ 561,555		\$ 635,232		\$ 688,522
Total Admin & Support Personnel (Salary & Benefits):	8	\$ 248,753	9	\$ 268,025	11	\$ 366,501	13	\$ 421,828.50	13	\$ 441,198
Total Instructional Personnel (Salary & Benefits):	26	\$ 1,243,446	33.5	\$ 1,628,052	40	\$ 2,041,197	44	\$ 2,327,890	46	\$ 2,512,706
TOTAL PERSONNEL:	34	\$ 1,492,199	42.5	\$ 1,896,077	51	\$ 2,407,698	57	\$ 2,749,719	59	\$ 2,953,904

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

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 2,000.00	\$ 2,250.00	\$ 2,500.00
Office Equipment	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Computers & Software	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Communications & Telephone	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
Copier leases	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 4,000.00	\$ 5,000.00	\$ 6,000.00
Audit	\$ -	\$ 8,000.00	\$ 8,500.00
Student Accounting	\$ 8,820.00	\$ 11,340.00	\$ 13,860.00
Financial/Accounting Services	\$ 25,200.00	\$ 32,400.00	\$ 39,600.00
Technology Support	\$ 7,000.00	\$ 10,000.00	\$ 16,000.00
Human Resources	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 250,000.00	\$ 437,000.00	\$ 472,100.00
Maintenance	\$ 25,000.00	\$ 30,000.00	\$ 35,000.00
Custodial Supplies	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
Custodial Contract			
Insurance (pg19)	\$ 14,673.00	\$ 16,140.00	\$ 17,754.00
Security Monitoring	\$ 15,000.00	\$ 1,750.00	\$ 2,000.00
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 22,000.00	\$ 26,400.00	\$ 31,680.00
Gas	\$ 4,000.00	\$ 4,800.00	\$ 5,760.00
Water/Sewer	\$ 4,000.00	\$ 4,800.00	\$ 5,760.00
Trash	\$ 3,600.00	\$ 4,320.00	\$ 5,184.00
Other			
*** Insert rows and edit text as needed. ***			

Transportation			
Buses	\$ 20,000.00	\$ 5,000.00	\$ 5,000.00
Gas	\$ 12,000.00	\$ 13,500.00	\$ 14,500.00
Oil/Tires & Maintenance	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00
Other			
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 10,000.00	\$ 8,000.00	\$ 8,000.00
Child nutrition	\$ 37,800.00	\$ 48,600.00	\$ 59,400.00
Travel	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Social Media and Billboards	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 529,093.00	\$ 743,800.00	\$ 833,598.00

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Computers & Software lease	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00
Instructional Equipment lease	\$ 22,500.00	\$ 30,000.00	\$ 30,000.00
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 10,000.00	\$ 12,000.00	\$ 15,000.00
EC Services OT/PT	\$ 12,000.00	\$ 15,000.00	\$ 30,000.00
Speech Services	\$ 15,000.00	\$ 20,000.00	\$ 30,000.00
Contracted Arts	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 20,000.00	\$ 25,000.00	\$ 39,600.00
EC Supplies & Materials	\$ 2,500.00	\$ 3,200.00	\$ 4,000.00
Curriculum/Texts	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Copy Paper			
Testing Supplies			
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 122,000.00	\$ 151,200.00	\$ 195,600.00
TOTAL OPERATIONS:	\$ 651,093.00	\$ 895,000.00	\$ 1,029,198.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	2,750.00	\$	3,000.00
\$	3,500.00	\$	3,500.00
\$	16,000.00	\$	18,000.00
\$	8,000.00	\$	8,000.00
\$	16,000.00	\$	18,000.00
\$	7,000.00	\$	8,000.00
\$	9,000.00	\$	9,500.00
\$	16,380.00	\$	17,640.00
\$	46,800.00	\$	50,400.00
\$	18,000.00	\$	20,000.00
\$	4,500.00	\$	5,000.00
\$	498,623.00	\$	513,582.00
\$	40,000.00	\$	45,000.00
\$	8,000.00	\$	9,000.00
\$	19,530.00	\$	21,483.00
\$	2,250.00	\$	2,500.00
\$	38,016.00	\$	45,619.00
\$	6,912.00	\$	8,294.00
\$	6,912.00	\$	8,294.00
\$	6,221.00	\$	7,465.00

\$	5,000.00	\$	5,000.00
\$	15,500.00	\$	16,500.00
\$	35,000.00	\$	40,000.00
\$	8,000.00	\$	8,000.00
\$	70,200.00	\$	75,600.00
\$	1,000.00	\$	1,000.00
\$	5,000.00	\$	5,000.00
\$	914,094.00	\$	973,377.00

Year 4		Year 5	
\$	30,000.00	\$	30,000.00
\$	30,000.00	\$	30,000.00
\$	18,000.00	\$	19,000.00
\$	35,000.00	\$	40,000.00
\$	45,000.00	\$	50,000.00
\$	8,000.00	\$	9,000.00
\$	46,800.00	\$	50,400.00
\$	4,700.00	\$	5,000.00
\$	25,000.00	\$	30,000.00
\$	242,500.00	\$	263,400.00

\$	1,156,594.00	\$	1,236,777.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 1,492,199.00	\$ 1,896,076.50	\$ 2,407,697.50	\$ 2,749,718.72
Total Operations	M	\$ 651,093.00	\$ 895,000.00	\$ 1,029,198.00	\$ 1,156,594.00
Total Expenditures	N = J + M	\$ 2,143,292.00	\$ 2,791,076.50	\$ 3,436,895.50	\$ 3,906,312.72
Total Revenue	Z	\$ 2,151,529.84	\$ 2,804,414.27	\$ 3,440,943.73	\$ 4,066,569.86
Surplus / (Deficit)	= Z - N	\$ 8,237.84	\$ 13,337.77	\$ 4,048.23	\$ 160,257.14



Year 5	
\$	2,953,904.20
\$	1,236,777.00
\$	4,190,681.20
\$	4,379,382.92
\$	188,701.73

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

For over a year, MCSOC has been surveying local residents to learn more about perceptions of area schools and the degree of interest in special curriculum, programs, attributes, and characteristics under consideration by MCSOC.

Throughout this duration, the level of enthusiasm for conventional public schools has been tepid. To the statement, “The local school system meets my family’s academic needs,” only 46.3% answered positively. This level of response has been consistent for over a year.

We also see relative dissatisfaction with the variety of school choices available to local residents. When asked, “The local school system provides my family with a good variety of educational options,” only 43.1% of respondents answered positively. 32.6% of the replies were negative. A large segment of local residents are looking for more school choices.

MCSOC also continues to see enthusiasm for the STREAM curriculum we contemplate. For example, 76.7% of our participants answered positively to our statement, “If you had the option to send your child to a free local school with a STREAM curriculum (Science, Technology, Reading, Engineering, Arts, Math) how likely would you be to consider it.” We’ve also observed a steady increase in the degree of interest in the STREAM concept over the past year.

While MCSOC is encouraged by the consistency of the residential responses we’ve seen for over a year, we are even more enthusiastic about the additional feedback we’ve received in recent months. We provided some of our survey respondents with an opportunity to answer more questions about the specific programs, attributes, and characteristics under consideration by MCSOC, and without exception, the response has been extremely positive and very enthusiastic.

How important is access to free, convenient bus transportation to school in helping you decide where to send your student?

- Strongly Agree/Agree: 83.3%
- Strongly Disagree/Disagree: 4.8%

How important is access to free or reduced-cost lunches in helping you decide where to send your student?

- Strongly Agree/Agree: 81.0%
- Strongly Disagree/Disagree: 4.8%

How important is providing before-school programs, including breakfast on the school campus, in helping you decide where to send your student?

- Strongly Agree/Agree: 85.8%
- Strongly Disagree/Disagree: 2.4%

How important is providing after-school programs on the school campus in helping you decide where to send your student?

- Strongly Agree/Agree: 95.1%
- Strongly Disagree/Disagree: 0.0%

How important is an emphasis on individualized learning where each child learns at their own pace in helping you decide where to send your student?

- Strongly Agree/Agree: 92.9%
- Strongly Disagree/Disagree: 0.0%

How important is access to a personal laptop and in-school computer learning programs in helping you decide where to send your student?

- Strongly Agree/Agree: 95.1%
- Strongly Disagree/Disagree: 0.0%

How important is an emphasis on positive character traits and good behavior skills in helping you decide where to send your student?

- Strongly Agree/Agree: 100%
- Strongly Disagree/Disagree: 0.0%

How important is providing summer camps and enrichment programs at school in helping you decide where to send your student?

- Strongly Agree/Agree: 88.1%
- Strongly Disagree/Disagree: 0.0%

How important is a focus on college attendance and highly rated academics in helping you decide where to send your student?

- Strongly Agree/Agree: 95.1%
- Strongly Disagree/Disagree: 0.0%

How important is a focus on careers that do not require a college degree in helping you decide where to send your student?

- Strongly Agree/Agree: 90.2%
- Strongly Disagree/Disagree: 0.0%

How important are small class sizes and a low student-to-teacher ratio in helping you decide where to send your student?

- Strongly Agree/Agree: 95.1%
- Strongly Disagree/Disagree: 0%

If a free-to-attend school used a weighted lottery to randomly select its students in an effort to better include more economically disadvantaged students, would that make you more or less likely to apply for your student?

- Strongly Agree/Agree: 75.6%
- Strongly Disagree/Disagree: 9.8%

If a free-to-attend school used a weighted lottery to randomly select its students in an effort to have a very diverse student population, would that make you more or less likely to apply for your student?

- Strongly Agree/Agree: 71.4%
- Strongly Disagree/Disagree: 7.1%

If a free-to-attend school had a No Suspension Policy and a priority of keeping students in school in the midst of disciplinary actions, would that make you more or less likely to apply for your student?

- Strongly Agree/Agree: 69.1%
- Strongly Disagree/Disagree: 14.3%

As a result of our ongoing surveys of local residents, MCSOC is exceptionally confident in making two critically important assertions. First, there is an unmistakable undercurrent of dissatisfaction with the traditional schools in the area. Second, there is a massive degree of interest in the type of school MCSOC aspires to be.



P.O. Box 12151 Raleigh, NC 27605
(919) 747-3723 – Office

April 23, 2023

MINA Charter School of Onslow County
Sanford, North Carolina
Attention: Dr. Shawn Williams

RE: MINA Charter School of Onslow County Financial Support

Dear Dr. Williams:

Legacy Impact Capital is a charter school lender and consulting firm that works closely with charter school boards to identify and provide the best capital and development opportunities for their schools. We support the creation and expansion of schools with the capacity to increase access to high quality education for communities in need by providing technical and financial assistance for the facilities and working capital projects. Our services shall also include facilities development as deemed necessary for the success of the board's school.

Legacy Impact Capital is committed to supporting **MINA Charter of Onslow County** in providing a long-range plan for the opening of your charter school. In order to ensure that the charter school is able to secure working capital for opening, Legacy Impact Capital can offer a number of different services including facility and working capital financing. Legacy Impact Capital will work to provide such financial assistance to the charter school by:

- Direct lending funds for facilities acquisitions and/or improvements.
- Developing a financing program based on the short and long-term goals of the school.
- Acquisition and development of a property for the school's facilities based on the short and long-term goals of the school.

In addition, if the charter school is unable to secure a start-up grant, Legacy Impact Capital shall secure a line of credit for the school up to \$150,000 to help with the startup costs. The terms of the financing are subject to approval of the charter contract and the board of Legacy Impact Capital.

Sincerely,

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

Howard Sowell
Chief Executive Officer

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, the school’s fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

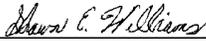
- o Name of the Selected Board Attorney: Lisa Gordon Stella
- o Date of Review: 03/23/2023
- o Signature of Board Members Present (Add Signature Lines as Needed):

- 
Artherese Best (Apr 21, 2023 18:03 EDT)
- claude E Crews
claude E Crews (Apr 21, 2023 22:05 EDT)
- 
Doris Harris (Apr 22, 2023 23:50 EDT)
- 
Deloris Wells (Apr 25, 2023 19:51 EDT)
- 
Joel D Churchwell (Apr 26, 2023 05:34 EDT)
- 
Ciera Dixon (Apr 26, 2023 09:04 EDT)
- 
Deitra Hicks (Apr 27, 2023 08:57 EDT)
- 
Joyce Williams (Apr 27, 2023 10:31 EDT)
- Shawn E. Williams

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- o Name of the Selected Board Auditor: Sharpe Patel CPA
- o Date of Review: 4/2023
- o Signature of Board Members Present (Add Signature Lines as Needed):

- 
Artherese Best (Apr 21, 2023 18:03 EDT)
- claude E Crews
claude E Crews (Apr 21, 2023 22:05 EDT)
- 
Doris Harris (Apr 22, 2023 23:50 EDT)
- 
Deloris Wells (Apr 25, 2023 19:51 EDT)

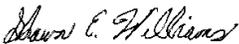
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Arttherese Beat (Apr 26, 2023 06:34 EDT)
- 
Ciera Dixon (Apr 26, 2023 09:04 EDT)
- 
Deitra Hicks (Apr 27, 2023 08:57 EDT)
- 
Jack E. Williams (Apr 27, 2023 10:31 EDT)
- 

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- o Name of the Contact for Selected EMO/CMO: N/A _____
- o Date of Review: _____
- o Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- o Name of the Contact: Kathy Davies _____
- o Name of the Selected Financial Service Provider: Acadia NorthStar _____
- o Date of Review: 4/20/2023 _____
- o Signature of Board Members Present (Add Signature Lines as Needed):

- 
Arttherese Beat (Apr 21, 2023 18:03 EDT)
- 
Claude E Crews (Apr 21, 2023 22:05 EDT)
- 
Doris Harris (Apr 22, 2023 23:50 EDT)
- 
Deloris Wells (Apr 25, 2023 19:51 EDT)
- 
Joel D Churchwell (Apr 26, 2023 05:34 EDT)
- 
Ciera Dixon (Apr 26, 2023 09:04 EDT)
- 
Deitra Hicks (Apr 27, 2023 08:57 EDT)
- 
Jack E. Williams (Apr 27, 2023 10:31 EDT)
- 

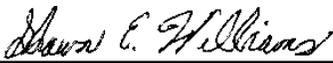
❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- o Name of the Contact: Sarah Jo Crain McCracken _____
- o Name of the Selected PowerSchool Service Provider: Acadia Northstar _____
- o Date of Review: 4/20/2023 _____
- o Signature of Board Members Present (Add Signature Lines as Needed):

- 
Artherese Best (Apr 21, 2023 18:03 EDT)
- 
Claude E. Crews (Apr 21, 2023 22:05 EDT)
- 
Doris Harris (Apr 22, 2023 23:50 EDT)
- 
Deloris Wells (Apr 25, 2023 19:51 EDT)
- 
Joel D Churchwell (Apr 26, 2023 05:34 EDT)
- 
Ciera Dixon (Apr 26, 2023 09:04 EDT)
- 
Deitra Hicks (Apr 27, 2023 08:57 EDT)
- 
Joyce Williams (Apr 27, 2023 10:31 EDT)
- 

Certification

I, Shawn E. Williams, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as MINA Charter School of Onslow County. is true and correct in every respect.

Signature 

Date: Apr 27, 2023

Copy of Charter School Required Signature Certification (8).docx

Final Audit Report

2023-04-27

Created:	2023-04-21
By:	shawn williams (shawnwil@gmx.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAawqo4dINtDxLyO-OdYxxcE5muEln6r2tl

"Copy of Charter School Required Signature Certification (8).docx" History

-  Document created by shawn williams (shawnwil@gmx.com)
2023-04-21 - 2:27:11 AM GMT- IP address: 47.132.122.236
-  Document emailed to artheresa.best@minacs.org for signature
2023-04-21 - 2:41:23 AM GMT
-  Email viewed by artheresa.best@minacs.org
2023-04-21 - 2:41:30 AM GMT- IP address: 66.102.8.140
-  Signer artheresa.best@minacs.org entered name at signing as Artheresa Best
2023-04-21 - 10:03:17 PM GMT- IP address: 162.104.246.12
-  Document e-signed by Artheresa Best (artheresa.best@minacs.org)
Signature Date: 2023-04-21 - 10:03:19 PM GMT - Time Source: server- IP address: 162.104.246.12
-  Document emailed to seacrews41@gmail.com for signature
2023-04-21 - 10:03:22 PM GMT
-  Email viewed by seacrews41@gmail.com
2023-04-22 - 1:58:23 AM GMT- IP address: 66.249.88.142
-  Signer seacrews41@gmail.com entered name at signing as claude E Crews
2023-04-22 - 2:05:41 AM GMT- IP address: 174.106.196.46
-  Document e-signed by claude E Crews (seacrews41@gmail.com)
Signature Date: 2023-04-22 - 2:05:43 AM GMT - Time Source: server- IP address: 174.106.196.46
-  Document emailed to bronson190.dh@gmail.com for signature
2023-04-22 - 2:05:44 AM GMT

 Email viewed by bronson190.dh@gmail.com
2023-04-22 - 3:49:30 AM GMT- IP address: 75.181.180.211

 Signer bronson190.dh@gmail.com entered name at signing as Doris Harris
2023-04-23 - 3:50:28 AM GMT- IP address: 75.181.180.211

 Document e-signed by Doris Harris (bronson190.dh@gmail.com)
Signature Date: 2023-04-23 - 3:50:30 AM GMT - Time Source: server- IP address: 75.181.180.211

 Document emailed to Deloris Wells (dwhite002@ec.rr.com) for signature
2023-04-25 - 0:31:49 AM GMT

 Email viewed by Deloris Wells (dwhite002@ec.rr.com)
2023-04-25 - 11:26:19 PM GMT- IP address: 107.119.65.113

 Document e-signed by Deloris Wells (dwhite002@ec.rr.com)
Signature Date: 2023-04-25 - 11:51:02 PM GMT - Time Source: server- IP address: 107.12.38.10

 Document emailed to revjchurchwell@yahoo.com for signature
2023-04-25 - 11:51:04 PM GMT

 Email viewed by revjchurchwell@yahoo.com
2023-04-26 - 0:21:09 AM GMT- IP address: 69.147.94.142

 Signer revjchurchwell@yahoo.com entered name at signing as Joel D Churchwell
2023-04-26 - 9:34:38 AM GMT- IP address: 75.191.230.23

 Document e-signed by Joel D Churchwell (revjchurchwell@yahoo.com)
Signature Date: 2023-04-26 - 9:34:40 AM GMT - Time Source: server- IP address: 75.191.230.23

 Document emailed to c.dixon@minacs.org for signature
2023-04-26 - 9:34:43 AM GMT

 Email viewed by c.dixon@minacs.org
2023-04-26 - 1:02:24 PM GMT- IP address: 66.249.88.179

 Signer c.dixon@minacs.org entered name at signing as Ciera Dixon

2023-04-26 - 1:04:10 PM GMT- IP address: 152.22.113.26

 Document e-signed by Ciera Dixon (c.dixon@minacs.org)

Signature Date: 2023-04-26 - 1:04:12 PM GMT - Time Source: server- IP address: 152.22.113.26

 Document emailed to drdatra@gmail.com for signature

2023-04-26 - 1:04:14 PM GMT

 Email viewed by drdatra@gmail.com

2023-04-26 - 1:04:16 PM GMT- IP address: 66.249.92.1

 Email viewed by drdatra@gmail.com

2023-04-27 - 12:54:45 PM GMT- IP address: 66.102.8.147

 Signer drdatra@gmail.com entered name at signing as Deitra Hicks

2023-04-27 - 12:57:22 PM GMT- IP address: 71.71.89.152

 Document e-signed by Deitra Hicks (drdatra@gmail.com)

Signature Date: 2023-04-27 - 12:57:24 PM GMT - Time Source: server- IP address: 71.71.89.152

 Document emailed to joyce.williams@minacs.org for signature

2023-04-27 - 12:57:27 PM GMT

 Email viewed by joyce.williams@minacs.org

2023-04-27 - 2:17:02 PM GMT- IP address: 66.249.88.187

 Signer joyce.williams@minacs.org entered name at signing as Joyce Williams

2023-04-27 - 2:31:31 PM GMT- IP address: 152.22.74.24

 Document e-signed by Joyce Williams (joyce.williams@minacs.org)

Signature Date: 2023-04-27 - 2:31:33 PM GMT - Time Source: server- IP address: 152.22.74.24

 Document emailed to Shawn Williams (shawn.williams@minacs.org) for signature

2023-04-27 - 2:31:40 PM GMT

 Email viewed by Shawn Williams (shawn.williams@minacs.org)

2023-04-27 - 3:40:14 PM GMT- IP address: 162.104.246.12

 Document e-signed by Shawn Williams (shawn.williams@minacs.org)

Signature Date: 2023-04-27 - 3:43:35 PM GMT - Time Source: server- IP address: 162.104.246.12

 Agreement completed.

2023-04-27 - 3:43:35 PM GMT