

2023 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

The Myrtis Simpson Walker Academy for Boys

Telephone

7044910176

Fax

Address

1443 Summer Coach Drive

Unit/Suite

Zip Code

28216

City

Charlotte

State

North Carolina





Primary Contact Name *

Cynthia Johnson

Opening Year *

2025

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Chairperson

Management Organization Name

Board Members Roster *

Management Organization Contact Name

Primary Contact Email *

mswyouthleadership@gmail.com

Management Organization Phone

Primary Contact Phone *

7044910176

Management Organization Email

PrimaryContact Address *

1443 Summer Coach Drive

Unit/Suite *

Zip Code *

28216

City *

Charlotte

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

The Myrtis Simpson Walker Academy for Boys (MSWA)

Applicant Comments :

The Myrtis Simpson Walker Academy for Boys

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

704-491-0176

Applicant Comments :

704-491-0176

Q3. Geographic County in which charter school will reside

Mecklenburg County

Applicant Comments :

Mecklenburg County

Q4. LEA/District Name

Charlotte Mecklenburg School

Applicant Comments :

Charlotte Mecklenburg Schools

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

28105

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=hejlslsh9eI7BC8rRkMVLthGg%3d%3d&ptid=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NlZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9eI7BC8rRkMVLthGg%3d%3d&ptid=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NlZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?



- Yes
- No

Q10. Projected School Opening Month

August, 2025

Applicant Comments :

August, 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 :



MSWA ENROLLMENT...

Uploaded on **4/28/2023**
by **Cynthia Johnson**

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


At full capacity MSWA estimates 50 students grades Kindergarten through Eighth in year 5 at 500 students.

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 Demogra...

Applicant Evidence :


MSWA DEMOGRAPHI...

Uploaded on **4/28/2023**
by **Cynthia Johnson**

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.

MSWA will open with grades K-5 with 50 students in each grade and 300 students in year one. We will add a grade level each year, with 50 students a grade, until we are a K-8 school with 500 students in year 5. We believe that 2 classes per grade level will allow us to focus on our students' needs and help them form strong relationships with each other and their teachers.

Applicant Comments :

MSWA will open with grades K-5 with 50 students in each grade level and 300 students in year one. We will add a grade each year, at 50 students a grade, until we are a K-8 school with 500 students in year 5. We believe that 2 classes per grade level will allow us to focus on our student's needs and help them form a strong relationship with each other and their teachers.5

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)

N/A



2023 NC CHARTER APPLICATION
NC Public Charters





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

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.

Myrtis Simpson Walker Academy for Boys

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

- Yes
- No

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

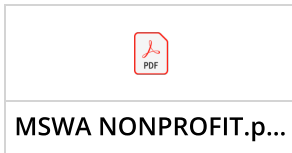
Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status



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

Total Files Count: 10

Applicant Evidence :



Uploaded on **4/28/2023**
by **Cynthia Johnson**

Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Myrtis Simpson Walker Academy for Boys

Q24. Federal Tax ID

N/A



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.

MSWA focuses on growing young men through musical arts and entrepreneurship, developing them into men of character instilled with drive to pursue their passions, persistence to achieve their goals and empowerment to lead with integrity.

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.



MSWA will be distinguished and recognized for developing well rounded students who have self-efficacy and are exceptionally educated. Our students will grow up to be productive members of the community who will thrive and continue the legacy of MSWA through their innovations, high standards, and impeccable character. They will be model citizens and mentors to those students who need to see the example of a socially and emotionally well adjusted citizen with the skills to accomplish goals and progressively succeed. They will use their music education and entrepreneurship skills to create a vision for themselves, creating their own path and have options.

MSWA believes we need to do more than prepare students to be successful in learning we also need to prepare them to be successful in critical thinking collaboration, problem solving and adaptability which is required for the success in higher education and the 21st Century workforce. Therefore, our curriculum and instructional practices offers students personalized instruction, intensive Character Education instruction, and the approach to learning in the context of real world applications. The individualized and engaging nature of these approaches, which include hands on, inquiry driven, technology-enabled, real world activities are appropriate in effective teaching strategies for students at every level. Additionally, the families who choose MSWA will be those seeking an experience at an all-male school in which students will support one another, a school which emphasizes strong parent involvement that is character driven to push students to be self-motivated and think outside the box.

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).

MSWA is committed to serving students from various cultural and economic backgrounds. We believe our weighted lottery and location will allow us to mirror the socioeconomic status, SWD population, ELL population and racial and ethnic composition of Charlotte Mecklenburg Schools.

Charlotte Mecklenburg Schools has a total of 180 schools with approximately 141,219 students. There are approximately 20,000 English Language Learners (ELL), 14,521 Students with Disabilities (SWD) and approximately 71,982 male students in CMS. The majority of students in the LEA are African American, Caucasian and Hispanic. MSWA plans to open in the eastern area of Charlotte. Taking our intended location and the demographics of CMS into account, we anticipate that MSWA will be majority African American and Hispanic students.



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?



Lebanon Road Elementary School earned a "D" and met growth in 2021 school year. In Language Arts there were 81.5% of third grade female students were not proficient and 71.4 % of grade three males were not proficient. It is alarming that only 10.8% of Black students were college and career ready compared to 38.1% of white students for the 2021-2022 school year in Language Arts. For the 2021/2022 school year 13.8% of females were college and career ready compared to 12.0% of males. Black students were suspended 126.98 per 1000 students compared to 32.79 of White students. Male students were suspended 82.42% per 1000 students compared to 25.4% per 1000 students. In Science 60.9% of Black students were not proficient compared to 55.6% females. Only 19.6% Black students were college and career ready; 26.1% Hispanic students were college and career ready; 26.3% male students were college and career ready in Science compared to 29.6% females.

Crestdale Middle School earned a B and exceeded growth in the 2021 school year. There were 41% of females who were college and career ready compared to 38.3% males; 40.6 % males were not proficient and 38.3% males were college and career ready. In Science 74.7% of Black students were college and career ready compared to 92.4% White students. There were 81.7% of females that were college and career ready. In the 2019 school year Black students received short term suspension at a rate of 220.34 per 1000 students compared to their white peers at 50.42; males at 189.44 compared to female students at 45.08. In school suspension showed similar results.. Females had a rate of 15.03 per 1000 students for criminal acts, bullying and harassment, and referral to law enforcements combined compared to 45.03 for males for males; Black students at 64.98 and white students 8.40.

David Butler High School achieved a grade "B" and exceeded growth. English II 31 % of Black students college and career ready compared to 62.5% of white students; 38.2% of male students were college and career ready compared to 49.2 % of female students were college and career ready. In Biology 37.7 % of Black students were college and career ready compared to 77 % of white students; 54.5 % of male students were college and career ready compared to 55.1 % of female students. Butler High School had a total of 172.79 per 1000 short term suspensions; 9.98 per 1000 students committed criminal acts; 11.03 per 1000 students bullied and harassed others and 8.4 % per 1000 students were referred to law enforcement.

In Charlotte Meckleburg Schools male students committed 556 suspensions in 2021 compared to 221 female students; Black students were suspended 494 times compared to 115 white students; Black males were suspended 356 times compared to 85 white male students.

With MSWA's focus on male students, a small school overall providing male mentors for our students, encouraging them in socio-emotional learning providing them a creative outlet in the arts, particularly with music which will also- teach them perseverance, responsibility and confidence, and giving them entrepreneurial skills and experience, we believe we will not only meet the needs of our target population, but also set our students up for success and disrupt the school to prison pipeline.



HOPE K-12 for example is one of the driving forces of our school for socio-emotional learning. HOPE K-12 focuses on the character development of children and holding them accountable for their learning. It encourages teachers, students and parents to set goals and work toward accomplishing those goals for the students, ensuring that not just one person is working with the student. Students in the targeted area need more support as indicated in the scores for each school. HOPE Lessons will be taught daily; one day a week the teacher will conference with the student to review their strengths, weaknesses, behavior data, academic data and homework data. This is a way for students to stay on top of the academic progress. Teachers will be able to look closely at the students data to determine any weaknesses that can be strengthened.

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).

The total projected enrollment of MSWA is 500 students in grades K through 8. MSWA will achieve total enrollment in year 5 of operations with an enrollment of 50 students per grade level.

Charlotte Mecklenburg's Average Daily Membership (ADM) is 141,219 students for those grades served. Since we anticipate 100% of our students enrolling from CMS, we would be enrolling 0.37 % of their ADM.

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?



We propose to focus on male students, instilling them with pride in themselves through pride in their learning, their music, and their emotional growth. We aim to see our students excel by focusing on their future goals and aspirations. One of the ways in which we will do this is through strong community ties to the community. We will have volunteers, guest speakers, and performers involved in our school and mentoring our young men.

Another significant difference between MSWA, the LEA and other public charter schools in the Charlotte area is our commitment to the HOPE K-12 Character Education curriculum developed by Dr. Christina Christian, Ph.D. It is designed to provide families and schools with the necessary tools to develop the character of students. This curriculum equips schools with the tools to readily teach, expand and generalize lessons across the multiple environments.

HOPE Character Education is also used to (a) aide teachers in developing the critical thinking skills of students in concert with Common Core (b) develop the Self-Efficacy and Self Concept of students, and (c) clearly develop parent involvement opportunities, promote parent-teacher collaboration, and enhance parent-teacher communication.

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



During the COVID-19 pandemic, we hosted quarterly information sessions (March 2021, June 2021, October 2021) via Zoom to discuss the school needs, benefits of this school being formed, as well as feedback from the community via our survey. This survey was distributed via social media, at every information session, and via email. The survey was also distributed specific to the targeted area as well all over Charlotte. Board members also distributed the survey at the local Super Wal-Mart on Mt. Holly Huntersville in the targeted community.

The MSWA Board has spoken to key influencers in the Charlotte area about supporting a boys-only music and entrepreneurship charter school in the area. Board Chair, Cynthia Johnson, held an interest event on June 24th, 2021 aimed at community members who expressed interest in supporting MSWA. The event was attended by approximately 40 people. The Board is currently at work securing letters of commitment from those members and their organizations.

MSWA Board members also handed out many of the 1000 fliers they had printed and surveys at two Black Food Truck Friday events in Charlotte, NC (<https://www.charlotteonthecheap.com/black-food-truck-friday/> (<https://www.charlotteonthecheapz.com/black-food-truck-friday/> (<https://www.charlotteonthecheapz.com/black-food-truck-friday/>))). Two students involved in The Rising Stars Boys Program spoke about the need for MSWA.

Aside from in-person events, MSWA has been generating support on social media through the use of ads in both English and Spanish, articles relating to the school's mission, and pictures of events. As of July 27, MSWA had 149 families signed up on our interest list, 228 surveys completed, and 318 social media followers.

Survey results indicate great demand for MSWA. 98% of the 228 respondents believe that residents of Charlotte and surrounding counties would benefit from a boys-only, tuition-free charter school with a musical arts and entrepreneurship focus. 71% would be very likely or likely to send their students to the school while another 22% are somewhat likely, but need to learn more.

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 Evidence :



MSWA Marketing Re...

Uploaded on **4/27/2023**
by **Cynthia Johnson**

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).**



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

MSWA's teachers will have the opportunity to serve on a leadership team with administrators. The leadership team will take ownership of the learning program at MSWA. It will participate in intensive PD to develop instructional coaches, share best practices, & build the capacity of instructional staff. Furthermore, teachers will work collaboratively to plan Project Based Learning units, rubrics, and models that will become the standard by which projects are planned and executed. Teachers will also form an equity council responsible for researching the best pedagogy aimed at the student population, helping students understand their history and overcome challenges.

Hold schools accountable for meeting measurable student achievement results.

MSWA will implement with fidelity an educational plan that utilizes a data-driven approach to teaching and learning. The educational plan will incorporate research-based materials and instructional methods, enabling all students to make adequate yearly progress to meet grade-level expectations for proficiency & growth. MSWA will administer mClass, NC Check-ins, and EOGs. All teacher evaluation data will be uploaded into NCEES to provide open communication with the LEA and state, but MSWA will also administer evaluation tools via iForms or a similar app to measure teacher effectiveness as it relates to student growth and our specific academic and social. These collective reports will be shared with Governing Board to help the Board review & assess student achievement. MSWA will strive for a consistent & fair evaluation of each student. K-5th grade report cards will be standards-based, reflecting student performance as well as indicators of success for expected grade level performance. 6th- 8th-grade report cards will use a ten-point grading scale. All report cards will describe the students' current levels of mastery in expected grade-level content areas. Home reports will also include performance assessment data as it becomes available, such as the mClass Assessment. All scores will be available through the NC Accountability program (ABC Reports, NC Report Cards) as required by Read to Achieve, and also on the school website, through newsletters, and during on-site conferences. Our school calendar has been created to include fall and spring parent-teacher conference days.

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

MSWA will be the only K-8 male school focused on music and entrepreneurship in the greater Charlotte area. In addition to this, we will be one of the only schools using the Hope K-12 socio-emotional learning curriculum.

Improving Student Learning.

MSWA will "improve student learning" by promoting high student achievement for all students. A highly qualified teacher who will use proven, research-based instructional methods will be hired for



every core-subject area classroom. Through the training and professional development in literacy, math, and classroom projects, in addition to the mClass reading assessment data & math assessment data, the teachers will have valuable information enabling them to identify students' strengths & weaknesses, target specific areas in need of improvement, and measure progress through ongoing performance assessments and portfolios. The workshop model enables teachers to meet the individual needs of all students by allowing them to practice grade-level expectations with individual leveled resources. Students will practice reading and writing with text selections aligned to their guided reading level of proficiency, thus allowing teachers to differentiate instruction and meet the needs of all students. Our students will also develop entrepreneurial skills and learn to play an instrument. Learning an instrument has been shown to improve student learning: "On average, students who learned a musical instrument scored significantly higher than other children on a test of cognitive skills. The average for music students was more than twice that of students who participated in sports" (<https://www.artsedsearch.org/study/how-learning-a-musical-instrument-affects-the-development-of-skills> (<https://www.artsedsearch.org/study/how-learning-a-musical-instrument-affects-the-development-of-skills> (<https://www.artsedsearch.org/study/how-learning-a-musical-instrument-affects-the-development-of-skills>)))

Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

MSWA is dedicated to "increasing learning opportunities for all students, with a special emphasis on at-risk or gifted" Through its use of incorporating special projects , Hope K-12, and guided, leveled workshops, the school is uniquely designed to meet the needs of all students by meeting the requirements and ideals of the Every Students Succeeds Act of 2015 (ESSA): advancing equity by upholding critical protections for America's disadvantaged and high-need students; requiring that all students in be taught to high academic standards that will prepare them to succeed in college and careers; ensuring that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards; and maintaining an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where group of students are not making progress, and where graduation rates are low over extended periods of time. With our targeted demographics, we believe we will help students who are unfairly targeted by systemic racism achieve their highest abilities in a supportive and nurturing environment.

Encourage the use of different and innovative teaching methods.

MSWA's highly-qualified teachers will be encouraged to use different and innovative teaching methods to integrate the arts and business skills into their core classes. Teachers will work alongside special area teachers to ensure that music and entrepreneurship are integrated successfully into core subjects. Our Dean of Students will assist teachers in planning for the integration. Teachers will also need to differentiate their heterogeneously grouped classes to set all



students up for success at the highest level.

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.



There are several metrics and performance goals that Myrtis Simpson Walker Academy for Boys will set to demonstrate our success, regular communication will take place with the board regarding the progress towards the set goals. The current state of MSW will be shared during monthly board meeting facilitated by the MSW board. During the monthly meetings the board will also report the results of the school's ongoing assessment data based on the goals that the board has created.

Attendance Goal:

MSWA will meet an Average Daily Attendance (ADA) of 96% each year.

As Measured By: PowerSchool Data

Enrollment Goal:

MWSA will meet 98% target enrollment for the first year and 100% target enrollment for years 2-5.

As measured by:

PowerSchool data

Governance Goal:

MSWA board members will be active members of the school community.

As measured by: 90% attendance at all board meetings; 100% attendance at board retreats; 75% attendance at school events.

Budget V. Actual Expense Reports Goal:

MSWA will meet 95% of budget expectations in the first year. It will operate within a budget, maintaining at least 3-5% yearly surplus to build a reserve fund.

As measured by:

contracted financial services monthly and annual budget reports financial auditor reports

budget surplus amounts

EC, ELL, AIG, and Safety Regulations Compliance Goal:

MSWA will achieve 100% compliance.

As measured by:

reports (as made available) through NCDPI



Overall Academic Goal:

MSWA will exceed the overall proficiency scores of LEA. In year one, students will earn 50% in reading and math and 63% in science. In year two, students will earn 53% in reading and math and 66% in science. Each year after, the percentage will continue to increase.

As measured by:

Benchmark assessment data

NC EOG growth assessment data

NC EOG and EOC tests and NC Accountability Model

Family Satisfaction and Retention Goal:

2025-2026: 80% of families will be pleased to be a part of the MSWA community and 90% will remain MSWA students.

2026-2027: 85% of students and families will be pleased to be a part of the MSWA community and 92% will remain MSWA students.

2027-2028: 90% of students and families will be pleased to be a part of the MSWA community and 95% of K-8 students remain MSWA students.

2028-2029: 90% of students and families will be pleased to be a part of the MSWA community and 95% of K-5 Students will remain MSWA students.

As measured by:

results of the annual parent survey

Schoolmint and PowerSchool records

Music Goal:

100% of students will participate in music as a musician through singing, playing instruments, improvising, composing, and moving to music.

As measured by:

music class participation

extra-curricular music offerings



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

It is the responsibility of the MSWA Board to provide oversight and support that requires and enables MSWA to meet all of its goals set forth for the first five years as listed above. Therefore, the Board of Directors will consistently assess MSWA's mission and the work MSWA does to achieve it.

The Governing Board will hold monthly, open meetings that the school administrator will attend to present reports inclusive of enrollment, academics, compliance, fundraising efforts, community relations, and so forth.

At each board meeting, the Board will review the school administrator's assessment of data relating to student academic achievement. This will include benchmark assessment data, student performance on EOG testing, and other pertinent academic performance data (Lexile scores, math competency, etc.). Board members and the school administrator will actively compare student performance with the local and state averages with the goal of consistently outperforming both entities.

Teachers and students will also be invited regularly to board meetings to share projects, articulate unique features of the learning environment, and celebrate academic success. During this time student work will be shared and board members will have the opportunity see specific artifacts representative of the educational program. This data will help determine that MSWA is guiding students to find meaning through learning by exploring real-world statements.

The Governing Board will work cooperatively with its contracted service providers to ensure fiduciary responsibility. The MSWA Board will receive and review monthly financial statements and academic progress reports to ensure that expenditures and academic results are consistent with MSWA's goals. The Board will contract with an independent financial service provider to ensure appropriate segregation of financial duties and reporting. Each year the Board will revenue the audits and set appropriate budgets that utilize the school's revenue and resources to meet the previously identified goals. They will discuss long term financial goals and make appropriate budgetary decisions that will help the school achieve these goals. Any changes to the operating budget will require board approval.

The Governing Board will review survey data collected each spring as well as academic data to measure MSWA's success and to provide feedback that will be used to create a School Improvement Plan aligned to the North Carolina Continuous Improvement Model. Board members will also review student retention and enrollment growth to determine the academic program's effectiveness. The Board will execute changes where necessary and continually assess the program metrics to determine the efficacy of the school's education program. The Board of Directors will continually participate in a continuous improvement process to ensure advancement.



2023 NC CHARTER APPLICATION
NC Public Charters





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



MSWA

MSWA infuses Achievement First, the arts, character education, entrepreneurial skills into every level of the academic curriculum. It facilitates student empowerment and pride in the learning, allowing students to become the best possible versions of themselves and find their paths forward.

"Achievement First curriculum is pitched to a college ready bar so that students are ready and able to succeed in college by the time they graduate from high school. Achievement First's K-12 program is grounded in a belief that teaching and learning should stimulate curiosity, inquiry, joy and deep understanding of the content outlined in the Common Core." (Achievementfirst.org; Achievement First Curriculum Hub); 2009-2019). Achievement First integrates social studies, literacy, music, science and entrepreneurship through reading. Our young men will be college and career ready so that they will be the leaders in the community.

Students in grades Kindergarten through eighth will participate in the Achievement First curriculum focusing on Language Arts, Math, Social Studies, Science and Music. The Literature program will increase the reader's stamina as well as being able to integrate literature into different subjects. The writing curriculum will effectively focus on the major genres (opinion, informational and narrative). Students will effectively articulate and support strong ideas in writing with clarity, precision and in an organized way. Building metacognition through using and reflecting on all stages of the writing process in formative and on-demand situations. Lastly, students will develop the ability to analyze and respond to the ideas of others and respond to critiques of their own ideas from others. Sixth through Eighth Grade the writing is Common Core aligned with argumentative, expository and narrative texts over both extended and shorter periods of time to build clarity of thought, independence, and stamina.

One of our major instructional methods that meets the needs of our targeted student population is the HOPE Character Education curriculum by Christina Christian, Ph.D. The acronyms stand for What HAPPENED; What OTHER Choices would you have made; PICK the best choice and ENCOURAGE the behavior trait. HOPE was designed to provide families and schools with the necessary tools to develop the character of students, this curriculum equips schools with the tools to readily teach, expand, and generalize lessons across the multiple environments. HOPE K-12 will be taught independently on a daily basis, HOPE is a literature based curriculum addresses the NC Student Act of 2001. HOPE Character Education curriculum is developmentally appropriate, teaches students problem solving and decision making abilities.

HOPE Character Education is also used to (a) aide teachers in developing the critical thinking skills of students, (b) develop the Self-Efficacy and Self Concept of students, and (c) clearly define parent involvement opportunities, promote parent-teacher collaboration and enhance parent-teacher communication.



HOPE Character Education includes both direct and indirect instruction. Direct instruction (K-3rd grade) is carried out during story/circle time. The elements included in these lessons require that the teacher read HOPE story books (K-1st grade) or a pre-selected popular children book (2nd-5th grade). The lessons will be prepared during the weekly grade level/ subject planning. After having discussed lessons and content to be taught in the upcoming week, teachers discuss those aspects of each lesson that can readily and directly be linked to the character trait under study as well as those previously studied traits. Teachers use question stems (2nd-5th grade) to generate questions designed to help students make connections between the content and the character trait.

MSWA will also have specific focus on teaching students in single gender environment. Our aim is to assist our students to excel and focus on their future goals and aspirations. In order to accomplish this, MSWA will have strong ties to the community by encouraging them to be involved in our HOPE K-12 character education movement. Our goal is to connect with media outlets, social media community, local politicians to be a part of the HOPE K-12 curriculum.

In our elementary and middle school, our reading core curriculum will meet the guidelines for NC Standard Course of Study (NCSCOS) by using the Achievement First Curriculum and include the six components of reading; phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. Teachers will also work with readers in phonics, spelling, and word study program developed by Achievement First. The K-2 scholars will enjoy reading multiple readings of story books through echo reading, coral for parts, pairs and individual. This practice will increase their fluency as well as automaticity. The teachers will reinforce reading by listening to individual students reading during story book time and giving them precise feedback on ways to improve their accuracy, prosody (the pattern of rhythm of sound) and rate (how fast their reading). Our K-5 scholars will excel in guided reading by having their text aligned with their reading level (A-Z). The text should align with the student's interests to help build engagement and their love of reading. Teachers will set students up for success in guided reading by asking before reading questions which includes vocabulary and previewing the text. Teachers will have Quality Conference with students during guided reading to ensure that each student is meeting their individual goal and understanding the text. K-5 Independent reading will be going on simultaneously while the students and teachers are completing guided reading (students will be completing their graphic organizers, reading logs or journal entries) which teachers will check daily or weekly. Second through fourth grade Close Reading, our students will be able to articulate, understand and write the central idea as well as be able to make connections to the central idea of the text. The teacher is well versed in the text and knowledge of the central idea. The teacher wants the student to be able to explain the why and use evidence in the text to explain their thinking.

Within the K-4 Writing Curriculum our scholars will be writing to learn genres such as opinion, information and narrative. Our students will be able to develop their independence, fluency and stamina while also developing a high quality of writing. Scholars will receive feedback from teachers



by monitoring and short conferences with the scholar focusing on various target skills (capitalization, grammar, details, sentence structure and accuracy).

Sixth through Eighth grade Language Arts Curriculum is Culturally Responsive meaning scholars cultivate their identity, skills, intellect and critical literacy as they read about stories in times that are written about authors of diverse background and /or diverse, thought provoking and important texts that functions as both Windows and Mirrors written by Rudine Sims Bishop, professor emerita at Ohio State University who has been referred to as the "mother of multicultural children's literature for her groundbreaking American children's literature research. According to Achievement First, "Scholars will engage with vigorous text that are grade level appropriate and highlight varied complexity (ideas, syntax, structure, etc.), ensuring their ability to grow as readers and writers and practice grade level standards - aligned thinking". During middle school (6th-8th grade) our young men will continue to participate in literature, guided reading, independent reading, book club, vocabulary, word study and composition (writing).

In the elementary school we will integrate Science and Social Studies in the Literature Arts and Writing block. Achievement First Curriculum supports the North Carolina Standard Course of Study as it relates to Social Studies and Science.

MSWA will use Achievement First Math Curriculum for the elementary and middle school. The math program will focus on the following: Conceptual Understanding which our young men will understand math concepts, operations, relations connections across mathematical ideas. Procedural Fluency is a skill carrying out procedures flexibly, accurately, efficiently, and appropriately and thinking through problems. Strategic Competence and Adoptive Reasoning is the ability to formulate, represent and solve mathematical problems. Productive Disposition is being able to see math problems as a way to use it in the real world. Problem Solving is where the students will show how they comprehend the math problems and make it make sense. The Achievement First math Curriculum will work hand in hand with the MTSS (Multi Tiered System of Support) process to support students who may need additional support with different interventions at Tier I, Tier II, and Tier III. Teachers will use small group instruction as a way to progress monitor to ensure our young men are progressing.

MSWA's Middle School will use the NC Accountability Model to assess student proficiency in reading, math and science. To prepare students for state testing, students will participate in Benchmark assessments three times a year. This will assess student progress and provide data for teachers to inform lesson planning. Finally, teachers will use best practices to incorporate the formative assessments in their classrooms on a daily basis. This would include exit tickets, strategic questioning techniques and student self-assessments.

MSWA will use Achievement First Music Curriculum as its foundation which is Common Core Aligned. (<https://www.nationalartsstandards.org> (<https://www.nationalartsstandards.org>)) an age



appropriate level. Our K-3 students will focus on music development and learning through music. They will have music specials two times a week, art once and PE once. Students will also experience movement through music during their music specials. The 4th and 5th grade will have a choice between chorus or instrumental class for their music specials. At the middle school we will offer electives such as choir, jazz band, music production and drumline.

MSWA will integrate music and entrepreneurship into core subjects. For example if we were to integrate entrepreneurship into a 4th grade math lesson on Day one the teacher would introduce the math lesson by reviewing the objectives for math and entrepreneurship. The math objective: Read and write multi-digit whole numbers using base ten numerals. Entrepreneurship objective is to learn about financial literacy. During the lesson the teacher will also include a book focusing on entrepreneur entitled, "A Boy, A Budget and a Dream" by Jasmine Paul. Incorporating the book into the lesson will help our young men to understand how the use of whole numbers and financial literacy is related to the real world. After teaching the lesson the students will be organized into groups to practice the lesson taught focusing on multi digit whole numbers and financial literacy. Students will utilize cut out manipulatives, financial literacy sheets and visual aids to help them understand the lesson. Integrating the math and entrepreneurship will allow students to explore real world lessons by doing hands on activities related to paying bills; earning money at a job; using banks; buying things in a store and any monetary exchange.

Integrating music into 6th grade Reading will be insightful and engaging for our young men. The teacher will write the Reading and Music objective on the board. The Reading Objective is to learn the meaning of Hidden Figures. The Music Objective is to understand how music can influence a time period. The teacher will read the objective to the students and then the teacher will ask for a volunteer to repeat the objective for the class. The book selected by the 6th grade team is Hidden Figures. Introducing the lesson the teacher will unpack the lesson by reviewing the meaning of Hidden Figures. Students will be asked what are their opinions about the book? What does it mean to be a "Hidden Figure"? What role do you think women played during this time period? What type of music do you think was played during this period? What musical artists were introduced during this period? Who do you think were the most popular musical artists during this time period? How does music affect you?

During Project Time students will be able to work on their end of the semester project which has been reviewed during their core subjects (Language Arts, Math, Social Studies and Science). The teacher has given the students a list of project ideas for them to select from. The first semester project will focus on Music and second semester will focus on Entrepreneurship.

Focusing on the music and entrepreneurship at MSWA gives our young men options by allowing them to feel free to express themselves as innovators who will leave MSWA as critical and life long thinkers.





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

- Yes
- No

Q98. What is the objective of the single-sex charter school?

MSWA focuses on growing young men through musical arts and entrepreneurship, developing them into men instilled with drive to pursue their passions, persistence to achieve their goals, and empowerment to lead with integrity. A single-sex school will allow our students to explore their creativity and interests free from the pressure of societal gender norms. It will also help right the inequities found in the academics and environmental results of the Charlotte Mecklenburg Schools where females outperform males in all areas and where males receive substantially more discipline referrals, short-term suspensions, and in-school suspensions.

Q99. How is the charter school's decision to limit admission to a single sex related to that objective?

As described in 34 C.F.R. & 106.34 (b)(1)(i)(B), single-sex classes may exist "to meet the particular, identified educational needs of its students, provided that the single-sex nature of the class or extracurricular activity is substantially related to achieving that objective." MSWA decision to limit admission only to males relates to that objective because "Single-sex education has been shown to broaden students' horizons and encourage them to explore their own strengths and interests without feeling constrained by gender stereotypes. A 2003 University of Virginia study led by educational psychologist Abigail Norfleet James, PhD, for example, found that boys who attended single-sex schools were more than twice as likely to pursue interests in subjects such as art, music, drama, and foreign languages compared with boys of comparable ability who attended coed schools" (*Psychology of Men and Masculinity, Vol. 4, No. 2*).

Q100. What facts support the charter school's determination that limiting admission to a single sex will help it achieve its objectives?



No Room for Gender Stereotypes

As stated in "The Advantages of an All-Boys School," A single-sex school allows boys to explore subjects and activities that they may never have considered at a coed school. Boys are expected to fill all the roles within the school, from class officers and student leaders to actors and artists, there is no room for gender stereotypes in an all-boys' school. One area that some boys may feel hesitant to explore includes the arts. Visual art, drama, and music are instead made available to students, without fear of judgment from their peers. A boys' school develops a boy's uniqueness and individuality. Teachers in a boys' school can teach effectively in ways that reach boys and appeal to their learning style (Kennedy, Robert. "The Advantages of an All-Boys School." ThoughtCo, Feb. 16, 2021, [thoughtco.com/the-advantages-of-a-boys-school-2774629](https://www.thoughtco.com/the-advantages-of-a-boys-school-2774629)).

Maximize Student Achievement

Furthermore, "...adolescents create a culture in school that is at odds with academic performance and achievement" (Herr, 2004, p. 531). In coeducational settings, the culture is one of socialization where for some, academics might not be a priority. For these individuals, single-sex classes or single-sex schools might be a better choice. "Single-sex school officials say test scores and attendance rise [italics added] and attitude improve" (Vail, 2002, p.33). At Matthew Henson Elementary School, the country's longest all-boy classroom experiment, Dunkel reports, "a decrease in disciplinary problems, an increase in attendance levels, [italics added] improved academic performances, and more positive attitudes" (Dunkel as cited in Caplice, 1994. So, by providing single-sex classes or single-sex schools student attendance improves, distractions decline, and student participation increases, all of which serve to maximize student achievement" (<https://files.eric.ed.gov/fulltext/ED492000.pdf> (<https://files.eric.ed.gov/fulltext/ED492000.pdf> (<https://files.eric.ed.gov/fulltext/ED492000.pdf>)).

Equal Access to Quality Schools of Choice

"Historically, families with money have had a choice to send their children to single-sex schools in the form of private schooling. By providing single-sex education in the public schools, all students, including those in poverty and minorities, will have the same choice as those who can afford private schools. Advocates of single-sex schooling argue, "...poor parents should have the same opportunity as wealthy parents to send their children to all-girls or all-boys schools" (Vail, 2002,p.33). <https://files.eric.ed.gov/fulltext/ED492000.pdf> (<https://files.eric.ed.gov/fulltext/ED492000.pdf> (<https://files.eric.ed.gov/fulltext/ED492000.pdf>))" Caplice notes, "single-sex schools also have a proud record of minority graduation rates" (1994) and she further comments, "minorities tend to outpace non-minority, even within the single-sex setting (1994). It is well-documented that students in poverty and minority students overall are not performing as well as other students in that public school system. Salamone points out, "Single-sex public education provides poorer families the chance to see their children excel in single-sex



classrooms, an option once only available to families able to pay private school tuition" (Logsdon, 2003,p.293)" <https://files.eric.ed.gov/fulltext/ED492000.pdf> (<https://files.eric.ed.gov/fulltext/ED492000.pdf> (<https://files.eric.ed.gov/fulltext/ED492000.pdf>))

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.



MSWA will provide a caring and nurturing learning environment for all of our K-8 students. The learning environment will be conducive for forming lasting relationships with peers and adults, making responsible choices, creating a sense of personal ownership, and becoming a role model in the community.

Within the classrooms, the physical environment will appropriately meet the needs of the students by grade level. For example, elementary classrooms will include student tables for group and center work with a gathering area rug for whole group instruction. Young students will be seated in small clusters at tables to promote language interaction and social/emotional skill development, whereas older students may require flexibility in seating to accommodate instructional style and specific class activities. Therefore, in the middle school, students will have single-person desks appropriate for collaborative activities and tasks. No matter the grade, teacher's desk will allow a broad view of the classroom and all students.

Where appropriate, flexible classrooms will give our students a choice in their learning space and help them to work collaboratively, communicate effectively, and engage in critical thinking. Pillows, crates, desks, and tables will be utilized to support the academic engagement of our students.

"An aesthetically pleasing environment can influence behavior," our classrooms will include space for classroom libraries and independent work areas. Wall space may be used to display work or material, post class rules, provide schedules and feedback charts, list daily assignments, and highlight new skills. Bulletin boards and walls should be involved in designing the various areas (Preventing). Our walls in the classrooms and the halls will display inspirational message related to our mission as well as images of inspirational men, particularly successful musicians, and businessmen of color.

All of our music classrooms will be carpeted with a pattern that repeats every five yards to allow for marching and other music and movement games. Chairs will be easily stacked to create more floor space when needed. Rooms will also be stocked with a set of stowable risers. The music classrooms will receive extra acoustic treatments to help with soundproofing. There will also be storage either in the classroom or in a closet nearby for musical equipment.

"Classroom Spaces That Work" discusses the importance of setting up classrooms to fit the needs of the students, not the adults. So our children will be able to be seen over any shelves with taller shelves placed along the perimeter. Displays meant for children will be at their eye level whenever possible. We will also plan the amount of space needed for the students, planning an approximate space of at least 800 square feet per classroom with additional rooms for science, band, music, physical education, and multi-purpose spaces. We will plan enough room for circle time and table work with "elbow room" and the ability to space out their materials. For comfort and safety, we will plan for around nine inches between children when they line up for exits; our passageways will allow children to move about the room freely, allowing two children to walk past each other



comfortably. We will also plan for our children with special needs. How the classroom design will accommodate children with special needs is essential to our planning, so they will feel a sense of belonging in the community, in addition to meeting ADA guidelines

The average students to teacher ratio will be 1:20 in all grades. allowing for individualized attention. Support staff for EC, AIG, and ELL students will provide additional small group 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.



MSWA has researched a variety of core curriculum materials to promote increased academic achievement. We will use the Achievement First Curriculum for our Kindergarten through Eighth grade students. Achievement First is aligned to the Common Core Standards. We are providing a curriculum needed to promote and support the workshop model of instruction in reading, writing, and math to improve student performance. MSWA will select grade level fiction and non-fiction text selections to meet ELA standards (as part of the Guided Reading program & the Reading & Writing Units of Study in grades K-8). The guided-reading texts satisfy the requirements for all genres and achievement levels in reading and writing at every grade level. All assessment materials will measure ongoing progress in literacy including inventories, running records, conferencing, as well as oral and written comprehension.

Our music educators will use Achievement First music Curriculum as a foundation but will also use a variety of pedagogies including Orff, Kodaly, Fieradand, music learning theory, and others. They will weave their training and experience, the pedagogies, and the state and national standards in (<https://www.nationalartsstandards.org/> (<https://www.nationalartsstandards.org/>)) (<https://www.nationalarts-standards.org/> (<https://www.nationalarts-standards.org/>)) at an age-appropriate level, combining the appropriate philosophies and instructional strategies. Our music program will help close achievement gaps because of the consistency with which students, especially young students, with low incoming readiness scores will receive music education. "Northwestern University, researchers looked at the impact of music education on at-risk children's nervous systems and found that music lessons could help them develop language and reading skills. The study is the first to document the influence of after-school music education on the brains of disadvantaged children, as opposed to affluent children receiving private lessons" (<https://nafme.org/study-music-education-could-help-close-the-achievement-gap-between-poor-and-affluent-students/> (<https://nafme.org/study-music-education-could-help-close-the-achievement-gap-between-poor-and-affluent-students/> (<https://nafme.org/study-music-education-could-help-close-the-achievement-gap-between-poor-and-affluent-students/>)).

MSWA will work with Junior Achievement to make sure that we are preparing our students to be entrepreneurs that will lead with integrity and continue to be critical and life long thinkers. Junior Achievement's program's Curriculum is aligned with Common Core Standards. Junior Achievement allows schools to incorporate entrepreneurship into its core subjects so that it makes sense to the student.

Performance assessments have the potential to play a powerful role in accelerating learning. Therefore, all students will participate in the expected NC Beginning of Grade (BOG), End of Grade (EOG), and End of Course (EOC) tests for accountability purposes. Our teachers' goals will be driven by their class baseline data and individual student data and aligned to the present levels of their students' performance. MSWA will have intervention materials and leveled readers for small groups and MTSS, such as the Fountas & Pinnell leveled Literacy Intervention Kits and supplemental



curriculum materials for ELL and EC students, such as Wilson Reading. Teachers will get feedback from leadership based upon the progress and gains for their class of students throughout the year during benchmarking and at the end of the year standardized assessments. We will set initial and sequential goals for academic performance for all students and subgroups. After baseline assessments are administered, site based leadership will coordinate with the staff to determine school-wide performance goals to measure the effectiveness of the educational program based upon student learning outcomes. Teachers will share progress with parents through progress reports, report cards, conferences, and homework folders.

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.



The first strategy teachers will need to master is creating a community in the classroom. To do this, teachers will be trained in the Hope K-12 Character Education Curriculum, a process that will result in fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

Hope K-12 curriculum will be the driving force of MSWA. All students experience learning the charter traits through various forms (a) data collection and analysis (b) HOPE Problem-solving meetings and (c) higher-order thinking questions.

HOPE is a Problem Solving Acronym:

1. What **H**appened
2. What **O**ther choices would you have made.
3. **P**ick the best choice.
4. **E**ncourage behavior/trait.

HOPE will promote critical thinking skills such as problem solving, decision making, delayed gratification, empathy, etc. It will benefit the school by providing Positive Behavioral Interventions and Support (PBIS), HOPE Social Skills, Character Education Curriculum, and Mission Driven Character Development was designed for the purpose of encouraging reading, the acquisition of knowledge, understanding, and overall cognitive and emotional development.

HOPE was created to encourage focused communication and support within the classroom and between peers: teacher-student and parent-children. While Problem Solving meetings were designed to increase dialogue, they were also designed to develop the executive functions of the frontal cortex, i.e., critical thinking skills.

Specific critical thinking skills that will be developed throughout the course of this K-12 Curriculum include emotional regulation, self-control, delayed gratification, empathy, peer relationships, monitoring of actions, verbal reasoning, planning, problem solving, working memory, and attention.

We are ensuring student readiness by instructing our student skills that will build on character development, reading comprehension, and parent involvement. All K-12 students experience learning the character traits through various forms of (a) data collection and analysis, (b) HOPE Problem Solving meetings (c) higher order thinking questions.

Student demonstrations of social skills (K-12) and characteristic traits (2nd-3rd) will be acknowledged and reinforced through the use of daily checks and weekly stickers placed on a classroom behavior chart.

Students (4th and 5th grade) daily demonstration of mission-driven character traits such as responsibility, respect, and self-control will be collected by teachers (homework, tardies, test/exams, discipline referral, etc.). Once or twice a week, teachers will give this data (grades, missing



homework, and referrals) to students to be independently graphed. Teachers will monitor and facilitate whole class graph analysis for 4th and 5th grade students. Students in grades K-3 will participate in HOPE Problem Solving meeting immediately following the social skills (K-1st) and character education (2nd-3rd) book reading. Students in grades 4th and 5th will participate in regularly scheduled HOPE Problem Solving meeting immediately following data collection and graph analysis. During these meetings, teachers will facilitate a problem solving Question and Answer designed to help students understand the connection between the character trait under study and their actions.

Students in grades K-3 will participate in weekly HOPE Problem Solving meetings and daily classroom discussions involving the skill to be taught. These students will be monitored and armed (by teachers) for skill demonstrations.

Through the use of (a) individually managed student graphs; (b) whole class, peer and teacher-student graph analysis and (c) HOPE Problem Solving meetings students learn to visually interpret their overall academic and social behavior. In addition to providing students, teachers and families with an opportunity to recognize patterns and trends in student performance as well as student academic and social strengths and weaknesses. Through the utilization of graphs and graph analysis, students can more accurately evaluate their social interactions and academic performance.

We also intend to encourage the use of innovative learning methods through an interdisciplinary approach to teaching that will help students "go deeper" into the content, and transfer newly acquired knowledge across subject areas. MSWA will implement a three-pronged approach to innovative teaching and learning methods for our elementary school students: the workshop model as the primary method of instructional delivery in all content areas; a focus to integrate music and entrepreneurship in core subjects in all grade levels with clearly defined resources and integration with the core curriculum; technology-infused instruction that enhances teacher delivery of information and instruction and allows students to use technology to demonstrate understanding and mastery of content. The workshop model will help students become proficient and avid readers, expressive writers, and critical thinkers. Students will have protected blocks of time for instruction & application. This includes explicit instruction in all content areas utilizing research based curriculum resources aligned to the NCSCOS and a technology-enriched component for student access to a wide variety of textual resources to demonstrate their learning. The lessons begin with a whole group mini-lesson with the learning objective. Anchor charts developed by the students and teacher during the lesson are utilized as a teaching tool. During the "mini-lesson," teachers set the purpose for learning and scaffolding for students. Teachers open the lesson with an explicit explanation of the expected student learning objective ("I Can" statements). After the mini-lesson, students work in small groups as they rotate through literacy or math work stations Work stations are designated for specific learning purposes, designed to provide appropriate materials to help students work independently or collaboratively while meeting literacy and math goals. While students are engaged



at the work stations practicing the strategies or objectives they've just been taught, the teacher provides guided/direct instruction to a small group of students, differentiated for their instructional level. During Writing Workshop, teachers will conference with students to meet the individual needs of students by assessing their understanding, re-teaching those who need additional support, and challenge those who are ready to "go deeper" into content mastery.

By implementing these instructional practices our targeted student population will benefit as they will be able to contribute their unique perspective to the learning environment. Students will be full stakeholders in the community and be encouraged through these specific instructional strategies to take ownership of their community and be encouraged through these specific instructional strategies to take ownership of their learning. Research suggests that by allowing students to have a significant stake in the learning community it will improve their engagement and achievement. Students will also experience real world applications of their curriculum by integrating music and entrepreneurship into core subjects. Student achievement will increase as students will realize the relevance of their instruction and make consistent connections with the curriculum and the world outside of the classroom.

For outliers who are below or above grade-level, there will be flexible grouping in reading and math across the grade level. This enables teachers to be able to provide quality differentiated small-group instruction to all learners.

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.



MSWA elementary and middle school will participate in the NC Accountability model and Read to Achieve. We will also implement a variety of assessments (mClass (K-3), NC DPI Math assessments and math tasks (K-2), NC Check-ins for reading (4-8) and math (3-8), BOG reading for 3rd grade, EOG/EOC's, and MSWA's internal assessments) accurately measuring student achievement and readiness for promotion to each subsequent grade level.

Some internal assessments will include K-8 BOY & EOY writing assessment using Achievement First Writing Curriculum. It is the goal of MSWA that all students are writing with a purpose and be able to communicate their vision with clarity. Our students will be writing 50% of time which will build their stamina; develop their independence; improve writing conventions through targeted practice and feedback. The compilation of these measures of student learning will create a true picture of the students' independent mastery of reading, writing, math, and project work. The reading passage, anchor texts, and units of study (including fiction, non-fiction, poetry, informational text) books include science and social studies content to encourage a cross-curricular approach to teaching. The interdisciplinary curriculum model means that students are asked to transfer and build upon what is taught in one subject area while working in another area. We believe this has enormous power to accelerate student learning and increase student academic and social/emotional growth. The interdisciplinary curriculum is about application, transference, and assessment-based learning. MSWA will administer the beginning, mid-year and end of year math assessment and math tasks available on the DPI websites and Tools4Teachers, as we intend to include the scope and sequence for math instructions. MSWA will supplement the math program with manipulatives, materials, online math site licenses, such as IXL and iLearn, and other resources to measure student proficiency and growth in math.

At the Middle School level, MSWA will apply the NC Accountability model as the foundation of our assessment model. In conjunction with the NC mandated testing we will apply strategic forms of formative assessment throughout the school year including Benchmark testing. We will administer these assessments three times a year to measure student proficiency throughout the school year. Quarterly each student will receive performance based report cards that indicate student proficiency in the standard course of study. Our culminating project will have detailed rubrics that measure student performance based on the standard course of study and the its objectives. With their project work students will also be required to participate in Presentations of Learning (POL) at the end of the school year. This process will require students to defend their learning and make connections between their final products, the standard course of study, and the culminating project learning objectives. Students will also participate in the Scholastic Reading Inventory (SRI) periodically throughout the school year to measure their overall Lexile level in relation to their grade level. This data along with EOG/EOC testing proficiency, classroom performance (achieving a proficiency rating), participation in Presentations of Learning (POL), and the assessment of each student's project work in their digital portfolio will determine promotion from grade level to grade level. Also the implementation of our Multi-Tiered system of support (MTSS) will provide appropriate



interventions for students who are targeted as being "at risk". This will ensure that any student who falls behind will be provided with the necessary interventions to make up any proficiency gaps before transitioning to the next grade level.

Our Middle School students will be required to take music and entrepreneurship classes. The project will consist of a research paper, an elaborate process, a final product, and a final public presentation of learning. This culminating project, and our academic curriculum is designed to prepare students for their post-secondary education and future careers by providing opportunities for students to apply their newly acquired skills in real-world scenarios.

The school will follow the NC grade level expectations for all subject areas to ensure that all students are prepared for each subsequent grade level. All students will be required to meet the grade level expectations and will be measured on the NC Standards based report cards. Student learning will be demonstrated through the ongoing assessments, portfolios, and projects in reading, writing, social studies, science, and math. After the 3rd grade reading EOG, 3rd grade students will participate in the reading portfolio assessments, when appropriate, and will attend a reading summer camp if necessary.

Students who are academically at risk will be identified through MTSS. A Students Success plan documenting goals and interventions individualized for each student will be created. These students will be placed in Tier 2 with interventions. Their progress will be documented based upon formal assessments and interventions. Students who fail to progress with Tier 2 interventions will move to Tier 3 for more intense interventions. Students performing below grade level expectations will be continuously monitored and meetings will be routinely conducted with the stakeholders (teachers, administrators, support personnel, and parents) to determine whether a student is making adequate progress with the interventions in place. If a student is not making progress after 10 weeks with Tier 3 interventions in place, all stakeholders will meet to determine if an Exceptional Children's referral is warranted.

Students who are below grade level expectations according to the standards based report cards, who fail their required courses of study, and who fail the NCEOG's or EOC's may need to be retained by the school. Students in the middle school may be offered course recovery in the summer through an in-person or virtual program, if appropriate, for promotion to the next grade level. It is understood that all students exiting our school program at the culmination of 8th grade must have completed all course & grade level requirements per NC Statutes that enable them to register and enter 9th grade in any NC public high school.

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



The MSWA calendar was organized to support the school's mission. In order to provide the best educational experience for our students, we need to provide teachers with time for meaningful professional development and collaborative, cross-curricular planning. Before the school year starts, teachers will have ten mandatory, professional development and work days. During the school year, MSWA will implement early-release Mondays. These days will not prove to be an undue hardship for our families because students will remain at the school until regular dismissal time. Students will be supervised in extra-curricular music, art, and entrepreneurial programs facilitated by local organizations and volunteers. During teacher work days, staff will be involved in professional development that supports character development, behavior engagement, classroom management, child-leader development, arts integration, and instruction of male students. Two of the workdays in the calendar will be set aside for fall and spring parent-teacher conferences. The calendar will also indicate monthly parent workshops.

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.



MSWA will start at 8:00 am and end at 3:00 pm on Tuesdays through Fridays. Mondays will be our Early Release day. Classes will still begin at 8:00 am, but will conclude at 1:00 pm to allow teachers time to meet for professional development and cross-curricular planning. In Kindergarten, students will spend 135 minutes in literacy every Tuesday through Friday. They will spend 60 minutes in math and another 60 minutes in "Project Work" which will give students the opportunity to work on their end of semester project focusing on music and entrepreneurship. The rest of the kindergarten day is made up of specials (music, art, PE) for 45 minutes and components of Hope K-12. On Mondays, literacy and math both meet for an hour; project work for 30 minutes. On Tuesdays through Fridays 1st-3rd grade spends 135 minutes in literacy, 90 in math, and 60 in Project Work. They also have specials and the Hope K-12 components. On Mondays, literacy and math both meet for an hour; project work for 30 minutes. Writing will be incorporated into the literacy block.

The elementary school workshop model will help students become proficient and avid readers, expressive writers, and critical thinkers. Students will have protected blocks of time for instruction & application. The differentiated workstations allows students to get up and move. This includes explicit instruction in all content areas utilizing research based curriculum resources aligned to the NCSCOS and a technology-enriched component for student access to a wide variety of textual resources to demonstrate learning. Hope K-12 and our extra emphasis on music specials will help students flourish and the integration of music and entrepreneurship will really allow them to immerse themselves in their work-tying all their classes together.

MSWA will start at 8:00 am and end at 3:00 pm on Tuesdays through Fridays. Mondays will be our Early Release day. Classes will still begin at 8:00 am, but will conclude at 1:00 pm to allow teachers time to meet for professional development and cross-curricular planning. Each core subject (language arts, mathematics, science, and social studies) will meet for 65 minutes Tuesday through Friday and 60 minutes on Mondays. There is one 65 minute elective block every Tuesday, Wednesday, Thursday, and Friday. Electives will cycle through four 9-week courses. In keeping with our mission, music will be taught such as chorus, beginner woodwinds, beginner drums, piano, and songwriting. Other electives will include art, physical education, Creative Marketing, computers and entrepreneurial classes like "Exploring Personal Character and Careers" or "Exploring Business Activities". Electives will not meet on Mondays and the core subjects will meet for 60 minutes each.

The middle school schedule is optimal for student learning because our teachers are specialists in subject areas. With 65 minute classes, they are able to focus on their area of expertise for an extended area of time rather than having to combine subjects like math/science and English/Social Studies to afford longer time for project work. The 65 minute blocks of time also maximize the attention span of a middle schooler by being broken up break up into smaller chunks of direct instruction, collaborative groups, and project work. Having four core classes a day also does not overwhelm the students with too many transitions during the day or too much homework at night. They still have plenty of choice in electives, allowing them to explore their talents and build



important skills. Advisory helps them find that time to connect with their peers and a trusted adult, assuring them they are not alone during these turbulent years.

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



At MSWA, regardless of the grade level, subject, or academic ability of the students, there are certain hallmarks of learning a visitor should expect to see in our school: collaboration between students, between students and teachers, between teachers and teachers, and between teachers and administration; community volunteers assisting with lunch coverage, read aloud, guest presentations, and more; targeted instruction differentiated for the students whether during Reading Writing Workshop, science, social studies, math, teachers facilitating learning; daily objectives on the walls; and essential questions posted which students are working to answer.

At 7:30 am on a Tuesday, our first grade teacher unlocks his classroom door, puts his bag and coffee down on his desk, and opens the blinds, letting the sunlight into the room. The essential question and "we can" statements are written on the board as well as the students' plan for the day.

By 7:50, he is in the hallway welcoming students into his classroom with a handshake, fist bump, or high five. His students have already been welcomed by the school's administrators as they made their way to the classroom, passing inspirational messages from the Hope K-12 curriculum and smiling faces of famous contributors to society on the walls. His students are all dressed alike in navy blue pants and burgundy polos with the school's crest clipped to the shirt. They spend the first 30 minutes of their school day meeting as group on the carpet and discussing how their nights went, listening to a story exemplifying kindness, and playing a quick music and movement game to help get their wiggles out.

At 8:30, it's time for Language Arts and Literacy. Students break into groups: one group is reading silently, working their way through a leveled reader. Another group is working at a table spelling words with wooden manipulatives. A third group is practicing writing their new vocabulary words and working together to tell a story with them. The teacher floats between the group while an EC teacher sits with the spelling group and challenges them with harder words. Students rotate through the groups. Then they return to their seats for guided reading.

At 10:45 it's time for specials! it's Music Day 1! The teacher lines his students up in his classroom and reminds them about the school expectations for young gentlemen before leading them to the music room where he says hello to the music teacher and heads back to his room for planning. The students will join him for lunch in 55 minutes.

In music class, the students warm up their voices and bodies by making silly sounds and gestures that the whole class has to repeat. Then it's Jorge's turn to play one of his favorite songs for his classmates. He talks about why he likes it and the music teacher points out something that makes the song special. Jorge feels like he has a voice and his likes are appreciated in his school. Music class passes quickly for the students as they practice marching, learning about rhythm and tempo. Soon their stomachs are rumbling. They line up and are led back to their classroom for lunch.

A community volunteer assists their teacher in distributing lunches and making sure that every child



has a nutritious meal. Then stays in the classroom to chat with the students while they eat.

After lunch, it's math time. Their teacher starts with a warm-up questions which is a review of yesterday's lesson. Kids can solve it in different ways: moving manipulatives, writing on their dry erase boards, or drawing a picture to show their work. He provides some direct instruction and then moves around the room as students practice their new skills. After some practice time, students come to carpet to play a math game.

Recess! The first graders head out to the playground.

After recess, it's project work time. Students are studying how and why communities change over time. The teacher is integrating entrepreneurship into the lesson by reading a book that shows how children can become entrepreneurs. In Guided Reading, their teacher had read them *Me, Toma*, and *the Concrete Garden*. It's a story of two little boys who transform a dirt lot into a garden. Their teacher writes words like "community" and "neighborhood" on the white board and does a short lesson on their meaning. He shows them some pictures of Charlotte-parts that have been taken over by nature, parts that have lost nature due to construction, and parts where nature and construction coexist. The students discuss the similarities and differences between the pictures. They create a list of what causes these changes. Then they are given time on their own to brainstorm a change they would like to see in their neighborhood and how they can help create it. He circulates, helping the students who are stuck. He tells them that they are going to come up with a plan to make that change possible, but they are also going to work together to create change in their own school community by planting a vegetable garden. The kids are excited to know that tomorrow they will be getting their hands dirty and learning about the science of plants.

At 3:00 stand in a circle and share out their highs and lows of the day. They review what they learned and, as the teacher's walkie talkie calls for the bus riders first and then the car riders as their parents pull up in car line, he gives each student a handshake, fist bump, or high five as they head out the door.

The teacher takes the next hour to record observations and collect data points for the students. Tomorrow during Hope K-12, the students will be charting data points to see their progress. He makes sure he has all the supplies for planting. He cleans up the classroom and heads home.

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 :

		
Scope 3-5.pdf	MSWA Scope K-2.pdf	MSWA Scope 6-8.pdf

Uploaded on **4/27/2023** by **Cynthia Johnson** Uploaded on **4/27/2023** by **Cynthia Johnson** Uploaded on **4/27/2023** by **Cynthia Johnson**

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 Comments :

Inclement weather days for 2025-2026 school year are:

- Dec. 19th
- Feb. 13th
- March 19th

Applicant Evidence :


calender.docx

Uploaded on **4/27/2023** by **Toni Wheeler**

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 :



MSWA BELL SCHEDU...

Uploaded on **4/28/2023**
by **Cynthia Johnson**

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.



All MSWA students will participate in district and state assessments including: NC Math Check-ins, mClass Reading Assessments, EOGs in reading, math, and science, and EOCs. MSWA expects all students to work towards a higher level of proficiency on their end-of-year assessments. For example: students will improve achievement levels 1-2, 2-3, 3-4, 4-5; that they will maintain within the expected achievement levels at or above grade levels of 3, 4, or 5; or demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the Assessments. At-risk students may include those who fall below grade level expectations, those with frequent tardies or absences, those with excessive behavior referrals, or those who demonstrate other symptoms of concerns.

MSWA will identify at-risk students through the NC Child Find program and by implementing a focused Multi-Tiered Student System of Support model (MTSS) team to assess and address the students' needs and to provide ongoing support as deemed appropriate. The MTSS model is a data-based framework for instructional delivery that uses a multi-tiered approach to provide high-quality instruction and interventions matched to student needs. It utilizes learning rates across time to inform important instructional decisions. We will have a systematic approach at each elementary, middle, and high level. Our systematic approach at the high school will include a 20-30 minute period every school day designated for strategic interventions to address the needs of our "at risk" students. Our MTSS program will move through the following tiers:

Elementary School Tier 1: Core, Universal Instruction and Supports. General academic and behavior instruction and support will be provided to all students in all settings. The workshop model approach to instruction lends itself to differentiated instruction since reading, writing, and math instruction is conducted for whole group, as well as small group instruction at the students' individual instructional level. This method of instruction is good for all students.

Elementary School Tier 2: Targeted, Supplemental Interventions and Supports. This tier will provide more targeted instruction and interventions and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Elementary School Tier 3: Intensive, Individualized Interventions and Supports. This is the most intense tier of instruction and intervention based upon individual student needs. It is provided in addition to and aligned with Tier 1 & 2 academic and behavioral instruction and supports. It includes increased time, narrowed focus, and reduced group size.

All academically "at-risk" students will be placed on a Student Success Plan (SSP) maintained by the MTSS Team of administrators, teachers, parents, instructional leaders, and counselors. They will address the student's need for additional support for students below level or failing to make gains. The SSP will document all current levels of performance on assessments and will be a tool for ongoing progress monitoring. MSWA's master schedule is designed to provide protected MTSS instructional time in each core subject, with a minimum of 90 minutes for reading/language arts and



a secured time in the schedule for interventions and support. Teachers will incorporate the areas of deficiency stated in the SSP into their MTSS block.

Teachers will be trained in MTSS in order to understand their responsibility to provide alternative forms of instruction, curriculum, and assessment to remediate students and help them progress towards grade-level proficiency. Teachers will have access to research-based intervention materials and activities to provide remediation in reading, writing, and mathematics, such as Leveled Literacy Intervention Kits K-8 developed by Fountas and Pinnell, MyON Reading, and iLearn Math. Behavioral interventions will be implemented for at-risk students whose behavior is negatively impacting their learning. Point cards, task cards, and behavior contracts will be used as needed. MSWA's goal is to meet the needs of each student where they are, supporting their development, growth, and progress.

Middle School : Core Differentiated Instruction

In this tier, students receive differentiated instruction in their regular core classes. Teachers will use data to assess each student's ability and adapt their instruction to meet their individual needs. The objective of this tier is to provide interventions at the classroom level to ensure that all students receive this level of support. This level of intervention should meet the needs of 80% of our students. If students are not successful at this level more intensive intervention is required in tier 2.

Middle School Tier 2: Supplemental Instruction. In this tier, students receive instruction that is supplemental to their regular core instruction. Once students are identified they will participate in the strategic interventions during the 20-30 minute MTSS period. Each grade level will collaborate to determine what skills, concepts, or curriculum objectives need to be remediated and develop a plan for the students based on their abilities. The objective of this tier is to provide interventions on top of the differentiated core instruction that specifically meets the needs of the identified students based on formative data analysis. Approximately 15% of students will consistently benefit from this level of intervention. If students are still not successful after receiving this additional level of interventions they will move to tier 3.

Middle School Tier 3: Intensive Interventions

Students who participate in Tier 3 will benefit from small group intensive instruction in conjunction with the interventions of tiers 1 and 2. Students will receive small group instruction from a curriculum specialist with the objective of targeting and closing any gaps in proficiency. This instruction will not replace students' regular core instruction but will be in addition to it.

This tier should service about 5% of our student population. Students who are not successful under this level of intervention will be considered for eligibility to receive exceptional children services.

Similarly to the plan at the elementary school level, in addition to the MTSS program, MSWA will



provide other intervention strategies to support students who are considered "at risk". We will employ online educational resources to address student needs. We will also include personalized student success plans that apply research-based interventions to address the specific needs of each student. Grade-level teams will develop these plans and communicate their importance to all of the necessary stakeholders. Meetings will take place periodically to assess student progress. This team will determine if more intensive interventions are necessary or if the applied interventions are appropriate.

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.



Cynthia Johnson, Board chair, is a school counselor with Charlotte-Mecklenburg Schools for over 20 years. As a school counselor, she has worked with students with special needs by organizing interventions and taking an active part of the Individual Education Plan (IEP) Team. She has worked with teachers to determine the best needs for the child. She also has experience facilitating 504 meetings and working with parents to gather data, medical documentation, and other information necessary to ensure that school staff has all the information to properly decide the classroom modifications and testing modifications for the child. She facilitates group sessions for students from all educational backgrounds to provide them with social and emotional support. She takes students on college trips and provide them with the community resources to aid them in accomplishing future goals after high school graduation.

Toni Wheeler, Board Secretary has been a teacher for over 20 years and have had students in her class with disabilities (Other Health Impaired, Autism, ADD, ADHD), students with 504 Plans. She works closely with her students and parents to ensure that they are receiving the best education no matter their disability. Toni empowers the parents of her students to be goal oriented by always asking thought provoking questions that will enhance their child's learning. Toni has facilitated Parent Workshops to help parents acknowledge the needs of their children and then find a solution.

Jenny Jackson has an extensive background in special needs education. Her experience in this field began when her own children were diagnosed with various disabilities. In order to advocate for them, she has worked with both the public school system and in non-public settings in two different states (North Carolina and New Jersey). Jenny has spent the last few years helping other parents of children with special needs by assisting them in understanding their rights and advocating for their own children. This has included helping them to access special education services, such as specialized instruction, psychological testing, and individualized education plans, as well as connecting them with relevant outside support organizations and resources. Jenny works to ensure that children with special needs are treated fairly and given the same educational opportunities as their peers. She offers advice and support to parents who may not otherwise be able to effectively communicate their concerns to the school district or other decision makers. Jenny's goal for parents is for parents to feel empowered and confident about the decision-making process for their child's education. She believes that it is important for parents to stay informed and involved, so that their child is receiving the best quality of education.

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.



MSWA strives for equity among all our students, including those who are English Language learners (ELL). Therefore, we will provide opportunities and interventions for ELL learners, supporting them in the classroom with the objective of improving their overall language skills.

Students entering MSWA must complete a home language survey per NC-GCS-K-000 (16 NCAC 6D.0106). If the student's primary language is not English, MSWA will administer the WIDA-ACCESS Placement Test. All testing and service are guided at the state level by the NCDPI Curriculum & Instruction Division.

A committee comprised of the parents, ELL liaison, and teacher will meet to enter student into an approved ELL program. The school will employ specific instructional programs, such as Houghton Mifflin Harcourt's "On Our Way to English" curriculum and ACCESS English resources, ensuring academic success and equitable access to the core academic program for our ELL students. An ELL-endorsed staff member will provide instructional staff with strategies for meeting the additional needs of ELL students. Some of these approved methods for supporting instruction supported through LEARN NC are providing alternative instruction whenever the class lessons are extremely difficult for the ELL student; arranging small discussion and talking activities that permit students to practice verbal skills; utilizing additional techniques, such as cueing, modeling elicitation, and chunking; utilizing graphic organizers such as webbing and semantic maps; modifying lesson objectives according to the language level of the ELL students; using manipulatives to help students visualize the math concepts; allowing students to use computational aids such as number lines, counters, and computation charts. We will provide equitable access to services needed, and ensure provisions and accommodations are made for the students. The workshop model approach to instruction and technology resources will naturally assist these students in any grade level (as outlined above when describing the MTSS model). Literacy support will be offered for these students and the core program will be inclusive of ELL-appropriate tests that offer students a chance to demonstrate appropriate progress and growth as they move towards mastery of expectations.

The MTSS meetings as described for students failing to make academic progress will be used to monitor the progress will be used to monitor the progress of the ELL students. An ELL liaison will provide teachers with instructional strategies needed in the classroom to support the ELL and internal benchmark data will be disaggregated to determine learning gains and academic progress for these students. A SSP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability to achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students will be referred to Tier 2 of MTSS where the MTSS Team meet to discuss interventions and strategies to support the ELL student's continued academic success. The ELL strategies will be documented in lesson plans, in the SSP, in the ELL folder. The effectiveness of these ELL strategies will be determined by the teacher observations, student achievement, and



progress on ACS benchmarks, and assessments, EOG/EOC assessments, administrative classroom walk-throughs, and fidelity checks from ELL resource teacher. ELL students who continue to make academic gains and show a minimum of "basic" performance levels on NC EOGs shall meet the criteria to begin exiting the student from the ELL program.

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.**



MSWA will provide an academic program where all students are motivated to achieve their ultimate potential. This includes students who are identified as Academic and Intellectually Gifted (AIG). We will identify these students by using a variety of formative assessment data collected by our teachers and administrators. This includes benchmark assessment data, classroom performance, and proven Cognitive Abilities tests. Once the screening process is completed and students identified, MSWA will create Individualized plans for each student based on their giftedness. These plans will provide specific strategies that allow the student to participate in enrichment activities that accelerate the students' learning. These include but are not limited to Science Olympiad, Math Superstars, Geography Bee, Spelling Bee, National Honor/Junior Honor Society, and the use of other digital academic resources that provide content based on the students ability level.

At the elementary school level, incoming students will be identified as AIG through the use of records from their previous schools. For kindergartners or previously enrolled students, criteria includes superior academic achievement as demonstrated on BOG, EOG, EOC, NC Math Check-ins, Class Reading Assessments scores. Teachers & parents of students identified as gifted candidates may also complete Renzulli checklist that identify academic and behavioral indicators for AIG students. With parental consent, students who meet the criteria will receive a gifted screening(OLSAT). A certified, trained specialist will administer the test; the AIG team composed of AIG certified teachers will analyze the results. Students who meet criteria will be recommended to our AIG program after having an initial "placement for services" meeting with our AIG Team. A Differentiated Education Plan (DEP) will be developed to address students' individual needs.

Our workshop model naturally lends itself to enrichment and differentiation at all of the highest levels of Bloom's Taxonomy. Students will have access to higher levels of fiction & non-fiction texts, technology infused instruction, small group instruction at their levels in reading, writing, & math, and challenging culminating projects. In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preference, altering the pace of instruction, creating a flexible classroom environment, & using specific instructional strategies. The Workshop model and culminating Project components are natural supports for an AIG student. They each allow students to "go deeper" into their instructional level. The AIG Team will meet the AIG provider, the parents, and the students to set appropriate goals which may be academic, social or emotional at its core. All gifted students will have measurable goals to meet & demonstrate higher level critical thinking skills, the opportunity for presentations of culminating projects, and benchmark assessments of specific goals set for each individual child. AIG students will have the opportunity for curriculum compacting in the general classroom in order to have extended time on their hands-on learning projects. Norm referenced and criterion referenced test data will be used to measure grade level performance progression. Portfolios and authentic projects will be incorporated into their daily instruction to ensure that all gifted students stay engaged and on task. We will provide opportunities for AIG students to compete in local, state, and national competitions including, but not limited to: Science



Olympiad, The Spelling Bee, The National Geographic Geo Bee, & Lego robotics competitions. They will have field experiences as part of their enrichment opportunities. All students with a DEP are monitored annually by the AIG Team to determine the appropriate service delivery options for the following year to increase progress towards established, and updated goals for performance.

While middle school students identified will not be grouped homogeneously in their Language Arts and Math classes, certain texts, requirements, and standards will be differentiated to meet the individual needs of these students. Teachers will be able to accelerate AIG students by providing activities, reading, and assignments that push them to maximize their ability.

During our project time it will benefit our AIG students. While participating in these relevant projects students will have the ability to determine their level of depth based on the detailed rubrics provided. Each rubric will explicitly state what is required of the student to receive an assessment of distinguished, accomplished, proficient or developing. Each level will be differentiated by the depth of knowledge shown by the student and their proficiency at making the necessary connections between the project and the objectives within the standard course of study. Also all project based learning projects provide an element of student choice and voice. This will allow AIG students to make decisions about their own learning based on their interests and motivations.

Incoming students will be identified as AIG through the use of records from their previous schools. Annually any student who is deemed a candidate for AIG status will have the opportunity to be evaluated. Teachers and administrators will closely monitor our AIG students progress through their individual development plan. We also monitor their performance on formative and summative assessments. We will use this assessment data to ensure their continued academic growth.

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.

MSWA will be in complete compliance with the Individuals with Disabilities Education Improvement Act, the federal Child Find mandate, and Section 504 of the Rehabilitation Act. We will ensure that all students receive a free and appropriate education. MSWA will identify students who have previously been found eligible for EC services/protected under Section 504.

The first step in the process will be to identify students who qualify for the Special Education program. During the enrollment process administration will review the records of our incoming students from their previous schools to determine if previous IEPs or 504 plans exist. Once identified we will contact the student's parents and previous school to obtain more documentation in regard to the IEP or 504. The EC teachers and administration will then review the records and coordinate a plan to make sure it is applied in the school setting appropriately. These teachers will use the Comprehensive Exceptional Children Accountability System to update, revise, and track each individual student's IEP. This program is used widely in school districts across North Carolina. Administration will designate a member of the faculty as the 504 coordinator. This employee's job will be to update and maintain 504 plans for all students with existing plans.

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.

For students who have not been previously identified to receive special education services, MSWA will have a distinct plan to locate and evaluate these students. At the first level teachers will use classroom observations, formative assessment data, and other evaluations to identify students who are suspected of having a disability. Teachers, administration, and parents will join together to create an individualized student success plan (SSP) that will provide interventions at the classroom level with the goal of addressing any deficiencies the student may have. After approximately 4 weeks these interventions will be assessed. If the team determines that the interventions put in place were successful, then the plan will continue and the students success will continue to be monitored. If the initial interventions are not successful the team will move to more intensive research based interventions under the Student Assistance Program (SAP). If these more intensive interventions do not contribute to improved student achievement it may be determined that the student will need to be evaluated for Special Education services. MSWA will utilize the services of a licensed Psychologist to administer the various evaluation that identify learning disabilities. Based on the written evaluation of the Psychologist, the IEP team will determine if the student qualifies for Special Education services. If it is determined that the student qualifies, an IEP will be written and implemented immediately. If it is determined that the student does not qualify for Special Education services he/she may or may not be referred for 504 services.



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)**

In addition to cumulative files, separate files are maintained for EC records and 504 Plans. These files are accessible only by authorized individuals in accordance with state federal policy. EC files will be organized with the most current IEP forms on top and previous years' forms arranged chronologically in descending order, with initial placement documentation at the bottom of the file.

1. Record request forms will be used to request records from previous schools. Once the enrollment manager receives this signed form from the parent, it is sent electronically to the previous school. If the records are not received in a timely manner, a follow-up process is followed with documentation of contact attempts.
2. Student records are maintained in locked cabinets in a secure area of the school. We will comply with the Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records.
3. All school employees will receive training, at least annually, related to the confidential nature of student records. MSWA's EC Facilitator will receive training on the use of the Compliance Checklist published by DPI. This will be used as a self-evaluation tool. Should areas of non-compliance be noted, the school will take necessary steps to correct them.

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.

MSWA's overall instructional plan will support the needs of students with disabilities in the least restrictive environment. We will provide a variety of interventions for all students including core differentiated instruction, small group instruction, leveled Language Arts and Math groups based on ability, and a comprehensive system of support (MTSS) that provides intentional time for remediation. We will also use digital resources for supplementary instruction. Students who need additional support will have access to digital resources where necessary.

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?

MSWA will provide a variety of resources, supports, and strategies to ensure all students, including those with disabilities, are provided with the support necessary for their success. Students with disabilities will be provided with specific accommodations, and modifications depending on the severity of their disability. To fulfill these requirements we will provide the necessary classroom spaces to execute "pull out" and self-contained instruction. We will serve most students in the general education setting using an inclusion model. This model allows students with disabilities to participate in classes with their non-disabled peers. In these classes an Exceptional Children's teacher co-teaches the curriculum with the regular education teacher to provide support for all students. These methods will be utilized to guarantee that students with disabilities are provided with a free appropriate public education (FAPE) in the least restrictive environment.

Professional development will be provided to teachers and other staff in the summer before school starts and as necessary throughout the year to help meet the needs of students with disabilities.

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).

We will comply with state policy NC 1501 to ensure that students with disabilities receive a FAPE. A full continuum of services will be provided to meet the needs of enrolled students. Decisions related to addressing the needs of students with disabilities will be made through the collaboration of a team. For students with an IEP, this team will consist of the student, if appropriate, parents, EC provider(s), general education teachers, and the LEA representative. For students with a 504, a team of no less than three individuals who know the student, have knowledge about the student's disability, and are knowledgeable about instructional aids/accommodations form the collaborative decision-making team.

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

Exceptional Children's teachers will serve as case managers for each student's individual IEP. They will be responsible for communicating the goals of the IEP to the necessary stakeholders and ensure that all accommodations and modifications are applied. Teachers will be responsible for collecting formative assessment data and other information involving the student's academic progress. School administration will be responsible for providing the necessary resources and facilities to guarantee both regular education and Special education teachers can fulfill their responsibilities. Parents will receive quarterly progress reports that will outline student progress towards their IEP goals. EC staff will deliver these reports in conjunction with their quarterly report cards.

Q128. Describe the proposed plan for providing related services and to have qualified



staffing adequate for the anticipated special needs population.

MSWA will also hire highly qualified Special Education staff and personnel to ensure compliance with state and federal requirements. These individuals will collaborate with regular education teachers to provide appropriate support in their classes. They will also execute "pull out" and small group instruction as necessary. We will also contract with appropriate certified and licensed professionals to provide services required by our student's IEPs. This would include but not be limited to speech, occupational, mental health counseling, and physical therapy. These professionals will be responsible for providing evaluations and participating on IEP teams to develop appropriate accommodations and goals for student development.

9.4. Student Performance Standards

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



The students at MSWA will be held to high standards and expectations. Our male students will succeed due to the quality of our instructional program and the wide range of learning experiences that we offer.

The performance standards for MSWA are:

- 95% of all students will complete the majority of their assigned coursework (classwork and homework) each year
- 80% of all students will show at least one year's academic growth at the end of school year 2025.

Student Performance Standards will be supported by the HOPE K-12 Character Education curriculum which will aid in helping our young men excel academically, provide beginning tools to accomplish goals, guild them to effectively communicate with others, and have the social engagement and empathy to encourage school brotherhood.

To ensure that our goals are being met as mentioned above teachers will keep daily data on the coursework that is being completed daily. With the use of the HOPE K-12 curriculum, students must track their academic, behavior, attendance data weekly to determine what areas need to be strengthened. The weekly data will be guided by the teacher to help the students make sure that the data is being recorded accurately by the student. One day a week the teacher will meet with each student to review their Personal Learning Plan (PLP) to review the student's data and develop next steps to increase academic or behavior productivity, if needed.

Additionally, our students' proficiency rates in reading, math, and science will exceed the state and LEAs average. Through the implementation of the Scholastic Reading Inventory (SRI) we will expect that a significant amount of our students will have Lexile levels that are at or above grade level. Through Benchmark assessments we will measure core subject area proficiency and expect that our students are on grade level. Any student who is not on grade level in any category will receive targeted interventions through our MTSS program. Teachers will work with administration to analyze this assessment data to improve instruction and remediate subject area concepts where necessary. We will also evaluate students based on their proficiency in the learning objectives associated with the Common Core/NC Essential Standard. Students and parents will receive detailed reports quarterly identifying where each student meets, exceeds, or falls below grade-level expectations.

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.



In addition to any state or federally mandated tests, we will use the following data to drive instruction and improve the curriculum over time for the benefit of the students:

- mClass reading assessments and NC Check-in in reading and math three times per year to track student growth in grades K-8.
- Students will also take the math assessments and math tasks available through NCDPI curriculum. We will administer other formative, baseline, and summative assessments including: spelling inventories, running records, explicit writing rubrics, Developmental Reading Assessments, reading comprehension passages, math skills inventories and checklists, K-2 Skills Checklists, Aimsweb Benchmark Assessment System, Oral Reading Fluency Checks, etc.
- In Writing, teachers will use rubrics for each writing unit of study in order to evaluate the students published pieces and ongoing writing abilities. They will also use Columbia University's Teachers College Reading and Writing Project's (TCRWP) writing continuum to assess the student's strengths and areas of improvement which will support them in determining teaching points for the student conferences and small group lessons.
- Teacher observation, conference notes, rubrics, performance tasks, and benchmark assessments for each strand of the Essential Standards will be used by MSWA teachers for consistent tracking of student growth. Teachers will also have access to ClassScape Assessment System where they can create Math and Science quizzes and unit exams with questions similar to those on the EOG's.
- 100% participation in Project Celebrations/Presentations of Learning (POL) and music performances annually. At these events students will defend their learning by presenting their projects and/or performing to a public audience.

Participation in project presentations and music performances will also help us assess student learning in skills like voice and choice, public speaking, questioning, and reflection. They will help us improve our curriculum to help us achieve our mission, benefiting our students.

In time, evaluations of student mastery on common grade-level standards provide valuable early warning information and feedback. Teachers can adjust instruction based on student performance. The data will be used to develop Personalized Learning Plans and Student Success Plans to ensure students are on track to master the required standards. The data will be analyzed in a timely manner to determine action steps for student improvement or adjust school-wide initiatives. MSWA's balanced assessment system will contribute to a common understanding of the assessment tools and data needed to continually make informed instructional decisions and ensure learner needs are not ignored or subject to ineffective assessment measures.

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.



Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance identify students who must receive remediation and may be retained.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. MSWA will use various indicators to determine performance levels, including multiple measures using appropriate grade level assessments and teacher judgment. Teacher judgment factors may include but are not limited to previous retentions, observations, checklists, student portfolios, classroom assessments, and current grades.

If a student is in danger of retention, the teacher, parent, and principal will work together to ensure a plan to prevent retention. EOY and EOC state assessments in reading, math, and science provide more evidence for evaluating student performance.

- Third-grade students who do not pass the end-of-grade assessment for reading are subject to additional requirements under the state's Read to Achieve law.
- Students in grades 6-8 are required to achieve a grade of "D" or higher in ELA, math, science, and social studies in order to be promoted to high school. Students in grades 6 to 7 who fail a subject will have the opportunity to participate in course recovery.

Promotion criteria is communicated to parents through the distribution of the Pupil Progression Plan at the start of the school year. Parents are kept informed of their child's progress formally in writing twice quarterly: once via a progress report at mid-quarter, and secondly via a report card distributed at the end of each quarter. Parents are also notified of their child's assessment scores after each test administration. They will have access to their child's grades through progress reports, report cards, and PowerSchool. They may schedule conferences and contact the teacher as necessary. After the first indication that a student is below grade level and may be "at-risk" for retention, the teacher develops a Student Success Plan, which is signed by the students and parents or guardians. The SSP is updated in writing at least quarterly, with progress communicated more frequently in an informal manner.

At the end of the third quarter, teachers will compile a list of students in danger of retention. Each parent/guardian will be invited to a Retention Hearing meeting. Students, parents, teachers, and mentors will have the opportunity to present the SSP and documentation to the review committee comprised of the principal and/or lead administrator, counselor, and a teacher from each grade level. All people at the hearing, especially the student, will voice whether they think the child should be promoted or retained. This evidence will be taken into consideration before a retention decision is rendered.

The ultimate decision for promotion or retention is made by the lead administrator.



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.

Our 8th grade students will need to meet certain criteria to forward to high school. The 8th grade students will complete an individual yearlong business plan which will be a part of their rites of passage. In completing this project students will use the skills amassed during their time at MSWA to identify a business idea that could add value to their community. This means that students will find a need or cause within their local community and use their expertise and leadership skills to contribute to the need/cause they identified. The 8th grade Teacher will guide the students through the school year and assure students are meeting deadlines, mastering certain skills, and achieving the learning objectives of the culminating project. The final project will consist of a research paper, a final product, and a public presentation. This project will have an elaborate rubric and students will have to exhibit their project and defend their learning at the final Presentation of Learning (POL) their eighth grade year. This culminating project will be required in order for students to meet their graduation requirements.

All graduation requirements will be listed explicitly in the parent-student handbook. Students will regularly review them during their class period. Parents, students, and advisers will discuss them together during student led conferences with students throughout their middle school careers. At the beginning of each school year, MSWA will host an Information night for students and parents. At this meeting school administration will outline graduation requirements and specifics about the Eighth Grade culminating project.

At risk students will be required to meet the minimum requirements outlined previously. These students will have the ability to complete alternative assignments to recover credit as deemed necessary by the school principal and other pertinent school employees. We will utilize our MTSS program to intervene for any students who falls behind or is at risk of not meeting graduation requirements. Through the MTSS program we will utilize strategic individualized interventions to provide support for at-risk students.

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.



Hope K-12, our character education curriculum, will drive the culture at MSWA. It will instill character in our young men that helps them become innovative thinkers and vision-focused toward their future goals. Hope K-12 will empower our teachers to feel confident instructing young men to hold themselves in high esteem. All staff will be examples because students and parents will observe how they work together to motivate and encourage each other.

Being held in such high worth will further encourage the students to push themselves and their classmates to excellence. At MSWA, students will focus on a character word each month through daily discussions to ensure that there is an understanding of the importance of excellent character. We want our young men to be independent, out-of-the-box thinkers who understand that respecting those that have come before them (parents, administrators, teachers, and community leaders) have knowledge that can influence them to set and accomplish their goals. Teachers will have professional development focusing on instructing boys, the HOPE K-12 curriculum, working with parents from all backgrounds, and positive school leadership.

At the end of each grade level, the students will take part in the Rites of Passage Ceremony where they engage in conversations about their goals, hopes, and dreams with successful, male community members. These conversations will show the students that their goals can be accomplished and will plant seeds in them that will aid in their development as strong, powerful, and innovative community leaders.

We will have monthly parent workshops that will give parents additional knowledge on how to work with their young men in changing times. In an effort to be inclusive and build community, we hope to be able to use a program like Language Line (<https://www.languageline.com/interpreting/on-demand/over-the-phone>) which offers on-demand translation services in over 240 languages. If we find a similar translation company that can help us bring any communication gaps with our EL students or with parents with English as a second language, we will find room in our budget to bring the technology to our school.

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.



Prior to the first day of school, our teachers will be trained in Hope K-12 and they will have ample time to plan how to integrate this training into their lessons. They will also use the workdays before school to form cohesive bonds as a staff and focus on the culture of the school.

All elementary school teachers and advisory teachers will conduct 15 minute home visits or meetings in public with their students and parents before school starts, letting them know they are welcome and valued.

We will also have a uniform for our students. We believe that a uniform will remove unnecessary distractors, help eliminate judgments based on economic status, and form a sense of unity. In Kindergarten through second grade, students will wear navy pants, button-down white shirt with a school issued burgundy tie with logo. Our third through eighth grade students will wear navy pants with a white button-down shirt and burgundy logo tie. If students wish to wear outer wear (blazer, cardigan, sweater) they can purchase it from the school website.

As students walk through the doors at MSWA, the walls around them will reflect the diversity they see in the student body. There will be inspirational quotes, character traits from the Hope K-12 curriculum, and posters of diverse musicians, entrepreneurs, and community leaders. Our students will be greeted by the leadership team and office staff. Their teachers will meet them outside the classroom doors to greet the students with a handshake or high-five. At the beginning of the day, the head of school will remind students of the mission and school creed followed by morning announcements and goals for the school produced by the students. One day a week, students will be recognized for displaying the character trait of the month. During the morning meeting, teachers will teach the daily Hope K-12 lesson, and one day a week, students will graph their academic, attendance, and behavioral data to keep track of their overall school progression.

Practicing together in music classes and extra-curricular music activities will also bond the students together. As more grades are added, we will also institute programs like Reading Buddies and tutoring from the National Junior Honor Society. The school will develop ways for our students to help each other.

Small School, our unique curriculums, and our advisories will help create the culture we seek. When a student joins mid-year, they will have a buddy assigned to them to show them the ropes. Their base teacher will be sure to spend extra time with them to tell them about the school. Having a voice and choice will help them acclimate to the school and help them become accustomed to MSW culture.

We will have active participation from community members and parents through our Rites of Passage, parent workshops, and mentors and volunteers in our Monday early-release days.

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.



MWSA strives to create an atmosphere promoting respect, self-control, empathy, equity, and confidence. Therefore, how student conduct is governed is an important part of MWSA. To help students learn what is expected of them, our Code of Conduct (COC) will be provided to families prior to the school year. Students and parents will sign that they have read, understood, and agree to our behavioral expectations. The COC outlines and defines the infractions that may lead to in-school consequences and, if necessary, suspension and expulsion. The following offenses may lead to a consequence ranging from in-school disciplinary action to suspension/expulsion:

- Infractions of class/school rules
- Contraband items
- Academic Dishonesty
- Trespassing
- Inappropriate interpersonal/sexual behavior
- Disrespect & non-compliance
- Harassment, abusive, offensive language
- Bullying: physical, written, or verbal aggression, or threat of
- Theft or destruction
- Possession of weapons, drugs, or alcohol
- Vandalism

Teachers and staff will spend time familiarizing students with the rules and routines necessary to create a respectful classroom climate and culture, ensuring everyone can learn and that the classroom operates safely and efficiently. By establishing an ongoing curriculum in self-control, social participation, and mutual respect, the Hope K-12 approach the potential of children to learn these things. MWSA will implement the discipline plan to support our mission of academic and social development for all students by providing a logical consequence that seeks to remediate and change negative behavior, not punish it.

Students who have behavioral difficulties will be referred to the MTSS team to develop a plan that meets the needs of the students. This plan can include tier 2 or 3 interventions and behavioral support, such as behavior contracts, point cards, and task cards. The lead administrator may impose a short-term or long-term suspension when a student willfully engages in conduct that violates a provision of the COC authorizing such consequences. For short-term suspensions, the student will be provided an informal hearing including the basis for the accusations and the opportunity to respond to charges. The principal may impose a short-term suspension without providing the student a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. The Board will provide the student a hearing before imposing a long-term suspension. The lead administrator will give notice to the student's parent of the long-term suspension recommendation. Long-term suspension hearings shall be conducted in accordance with state law, providing procedural due process.



No person at our school shall be discriminated against in any education program, activity, or other related service based on race, color, religion, gender, sex, age, national origin or disability. We will adhere to all federal and state laws regarding the discipline of all students, including students protected under IDEA & 504 legislation. If a student with a disability receives a suspension that exceeds 10 days or is suspended more than 10 days throughout the school year a Manifestation Determination hearing will be required. The purpose of this hearing is to make sure students with disabilities do not receive discriminatory disciplinary actions for behaviors that result from their disabilities. Once a child with a disability has been removed from their current placement for a total of 10 school days in the same school year, we will provide, the necessary services.

As MWSA strives to create an atmosphere promoting respect, self-control, empathy, equity, and confidence **parents** will be expected to volunteer at least 25 hours a month. These hours can be done by working with teachers, home projects, office staff, and PTA. Parents will be expected to sign a contract to fulfill their obligation.

All students will be expected to complete 20 hours of community service monthly. This can be done in conjunction with their project work. Students will also be expected to sign a contract to fulfill their obligation to MWSA.

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):**



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.**

144 Summer Coach Drive

Charlotte, NC

28216


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 :


MSWA Members.xlsx

Uploaded on **4/27/2023**
by **Cynthia Johnson**



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.

The MSWA Board of Directors will have a number of responsibilities and duties regarding the operation of the school. A primary goal will be ensuring the mission of the school is continually upheld and providing clear measurable objectives for the school's administration including working with the school's faculty to evaluate how effectively MSWA's educational program is working toward achieving the mission of the school. The Board will also provide the lead administrator with annual measurable goals relating to the various aspects of the educational plan and assist with creating action steps to attain these goals.

The Board of Director main responsibilities are maintaining the school's financial budget, procuring a facility, hiring key personnel, evaluating the lead administrator, monitoring programs/services and maintaining a safe and secure learning environment. The Board will also ensure school compliance with all local, state, and federal laws.

The Board will also continually consider the school's mission when creating policies and procedures and reviewing educational and extracurricular programs. On matters involving academic performance, personnel changes, facility additions, financial allocations, and growth/sustainability of the charter school, the Board will collaborate with school administration.

The Board will maintain a pragmatic and fiscally responsible budget that is reviewed monthly, determining financial allocations as necessary, and regulating the budget to maintain a minimum 3-5% surplus that ensures the school's financial independence for the future.

MSWA's board will recruit, hire and supervise the lead administrator for the school. It will publicize the vacancy utilizing national educational recruiting sites, charter school conferences, job fairs, job posting websites, and local college teaching programs to identify high-quality candidates. After identifying at least 3 qualified candidates, the Board will conduct interviews and determine the lead administrator based on their administrative experience, integrity, and commitment to student achievement. The Board will give priority to candidates with leadership experience specifically in charter schools. They will also seek candidates who have the propensity for maintaining the original mission of the school and sustaining the educational programs already established. The lead administrator will be directly supervised by the Board of Directors and subjected to an annual performance review. They will report to the Board at the monthly meetings to track progression towards annual goals and the implementation of the school's unique education program.

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



governing board.

The MSWA has five active Board members. At any time, there will be no less than five and no more than nine members ranging in a diverse set of skills and accomplished in their fields of expertise. The Board will fix the exact number of members, within these limits, by Board resolution or amendment of the Bylaws.

All board members have agreed to uphold the mission and vision of the school and serve in its best interest. The Board is required to attend monthly board meetings, participate in the decision making process, partake in professional development, and engage with the school community. Additionally, members will serve on committees as needed. Extensive debate will proceed each vote and votes will pass with a majority in agreement.

The board chairman-principle officer of the organization-sets the agenda for each meeting, leads the meeting, and appoints all subcommittees. The vice-chairman executes the chairman's duties when the chairman is not present, The secretary keeps minutes for each meeting, keeps a copy of the charter and bylaws with amendments for reference at said meetings, gives notice of the meetings, and communicates board decisions with school stakeholders. The treasurer keeps adequate and correct accounts of the board's properties, receipts, and disbursements, makes the accounts available at all times for inspection by other board members, handles deposits and withdrawals on behalf of the board, and prepares any financial reports needed.

The founding board is currently serving a two year term. Upon completion of the term, members will begin their second terms of staggered lengths: 3, 4, or 5 years. Upon a term's expiration, the member must wait at least one year before reapplying to serve on the board again. MSWA will be intentional about maintaining a balance of community members and parents who represent the make-up of Charlotte and the surrounding neighborhoods. All newly elected board members will receive a "New Board Member Training and Orientation" prior to beginning service.

The Board will annually evaluate the performance of the school's lead administrator. The lead administrator's evaluation will be based on the measurable goals pre-determined by the Board. These SMART goals will be directly aligned with the mission of the school. The Board will determine if the school and administration met expectations, exceeded expectations, or did not meet expectations at the annual performance review.

Upcoming board meeting dates and the previous month's minutes are and will continue to be posted on the school's website. All meetings have an "open to the public" session where comments and questions from the public will be accepted.

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.

Cynthia Johnson, the Chair of the Board is an educator who has experience working with a diverse school population, including children with academic, behavioral, and emotional challenges. She has presented on the district level focusing on children programs. Ms. Johnson spearheads a successful nonprofit focusing on the youth; her current program Rising Starts is focused on young men in grades 3-8 and incorporates computer programming skills. Her nonprofit has collaborated with University of North Carolina Charlotte University.

George Hunt (Co-Chair) is an entrepreneur with a music background who has a successful and thriving T-shirt business. He has a passion for working with children in the school system by volunteering in the band department at Philip O'Berry High School. Mr. Hunt develops relationships with parents and stakeholders; he also networks with community resources to engage with the school. He has introduced us to a Bonnie Cone Charter board member Brian Puckett who has shared valuable information (vendors) to guide MSW in the charter process.

Toni Wheeler (Secretary) is an educator with a strong commitment to encouraging and promoting life-long learning. She is experienced in utilizing research-based instructional strategies that address and accommodate young adolescents needs. Toni received her undergraduate degree from North Carolina Agricultural and Technical University in Computer Science, Masters of Business Administration and Master of Health Administration.

Kevin Conway (Treasurer) has a Masters in Business Administration with a concentration in finance and human resources with a history working as a mortgage underwriter, business process specialist and now is a Senior Credit Risk Specialist for Wells Fargo's Wealth and Investment Management department. Kevin will provide the guidance in our budget that will support the mission and vision of MSWA.

Jenny Jackson (Member) is an Entrepreneur Residence at UNC Charlotte, Jenny Jackson has experience developing school design. She leads the Charlotte Launch Customer Discovery program where she has developed a hybrid educational model and curriculum to organize student learning. Part of her process in the development of this program includes aligning the educational design to the program mission and objectives. This approach ensures that the design is tailored to the specific needs of the program. Additionally, she also ensures that the required resources are available for each class -financial, people resources, technology and so on.



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.**

At each monthly board meeting, the Board will review reports from any committee, our service provider, and the lead administrator. These reports plus first hand experience being a part of the school will help ensure that it is an educational and operational success.

The Board will annually evaluate the performance of the school's lead administrator. The lead administrator will be evaluated based on the measurable goals pre-determined by the Board. These SMART goals will be directly aligned with the mission of the school. The Board will determine if the school and administration met expectations, exceeded expectations, or did not meet expectations at the annual performance review.

As MSWA grows we will involve all stakeholders including parents in the decision making process. MSWA will be intentional about having a balance of community members and parents serve on the board to ensure diversity and equity. We will provide board orientation for all newly elected board members and require them to participate in professional development aligned with the mission of school. We will also post monthly board meeting minutes on the school website and all board meetings will have an "open to the public" session where comments and questions from the public will be accepted.

Additionally, our School Improvement Team and the PTA will provide opportunities for all key stakeholders including parents to provide meaningful contributions to the educational and operational success of the school.

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?



Our chairperson selected the current board members through referrals in the community. Each member was invited to an information session where the mission and goals of MSWA were discussed. Members then had an interview where they showed their passion for the education, growth, and productivity of young men. Each board member ascribes to the mission of MSWA.

Applications for board member positions will be accepted on-line year round via the school's website. However, in the event of a vacancy, the Board will notify the public via the school's website and social media outlets. Board members may also share the information on their personal social media platforms. After at least two weeks of posting the vacancy, board members will individually rank the strengths of the applicants based on their responses to the application. At least the top three applicants will be invited to participate in interviews with the Board. The board will then meet in close session to determine a viable replacement. The selected individual will serve out the remaining term of the previous board member and will be eligible for a full term when the shortened term has been completed. This will all be in accordance with the bylaws of MSWA. If it is necessary for a board member to be replaced, provisions will be made so that the replacement candidate receives the necessary professional development and training to adequately serve.

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

Our board is very active in our target community. We are educators and entrepreneurs who support our community in a variety of ways. The Myrtis Simpson Walker Youth Leadership Foundation, Inc., founded by our chairperson, selects young men in Charlotte to participate in the Rising Stars Boys Program. Members participate in and work alongside the West Charlotte Think Tank by organizing parent and community events

Volunteering in the area schools allows us to see the big picture on what the needs of the community that we are targeting. We are consistently working with our families by referring them to community resources to aid them in housing, food, tutoring, mental health resources, jobs, and education resources.

Working as educators in the targeted area allows us to become engaged with our students and parents to focus on what is needed while pushing our students to become visionaries and goal setters.

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



The Board of Directors will meet monthly and no fewer than 10 times annually to implement the plans for MSWA, in accordance with the MSWA bylaws. The Academic Data Committee, Finance Committee, Development Committee, Parent Advisory Committee, and Governance Committee will meet monthly to ensure that all stakeholders are following the mission of MSWA. The Board will also hold an annual meeting in March of each year. The dates, times, and locations of the meeting will be posted on the school website. The Board will schedule additional meetings as necessary and notify the public of the meeting dates at least 48 hours before they begin.

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.

New board members will receive the "New Board Member Training and Orientation." The agenda for this orientation includes: Why Schools Need a Board, Accountability, Organizational Chart, Governing VS. Managing, Fiduciary Responsibility, Meeting Priorities, Conflicts of Interest, and Background of School. All new board members will also be required to read the board policies and Articles of Incorporation prior to beginning their term.

All board members will receive an annual fiscal responsibility training provided by Charter Success Partners at the August meeting to prepare for the beginning of the school year. In September, they will receive a training on their Charter Agreement. They will end the year with a review the parliamentary procedures concerning board meetings such as the open meeting laws and an evaluation/reflection of their board's effectiveness at the June meeting each year so they are prepared for the upcoming new board terms.

Just as MSWA board members believe in the value of professional development for the school's staff, they also recognize that it is important for the Board to stay abreast of charter school legislation, board governance, and educational advancements. Every month the board meets, there will be a professional development component on the agenda.

During the other months, board members will rotate leading discussions on articles or resources of topics pertinent to charter school boards. They will make use of the Office of Charter Schools and organizations like the National Charter School Institute to find topical and thought-provoking resources for any challenges the board is facing, areas in which the board would like to grow, or trending topics. Some areas of professional development might include: handling parent grievances, leadership purpose, disciplining students with disabilities, serving educationally disadvantaged students, building partnerships with between districts and charter schools, and school safety.

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.

MSWA's Board of Directors will uphold the highest standards of ethics and morality. These standards are aligned with the Code of Ethics for NC Educators Created by the North Carolina Department of Public Instruction. Board members will also abide by all local, state, and federal laws. Any action that is deemed unethical can be subject to review by a subcommittee determined by the board chairman or vice chairman. Based on their findings this subcommittee can recommend the removal of the involved board member. If a board member is removed, they will have the opportunity to appeal the decision within a two week time frame. This appeal will be resolved by a third party arbitrator pre-selected by the board.

All board members are expected to disclose any potential conflict of interest pertaining to any aspect of MSWA. As a part of their orientation, board members will sign a conflict of interest statement that will require them to disclose any actual or perceived conflicts of interest. These potential conflicts of interest could a financial beneficial relationship with vendors or consultants, acceptance of gifts or favors, business affiliates receiving financial benefits from MSWA, and the sharing of confidential information regarding students or staff. If an actual conflict of interest exists, the involved board member will be able to provide insight about the topic at hand but will recuse themselves from any vote. The vote will then take place amongst the remaining board members.

If consistent conflict of interest occurs, the involved board member will be excused from the decision making process and may be asked to relieve themselves of their duties as an active board member. Current Board members have been strategically selected to avoid any actual or perceived conflict of interest and have no financial interest in the school.

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



When making decisions, the MSWA board will always consider first what is in the best interest of students. This philosophy will be supported by the inclusion of a variety of perspectives from different stakeholders. When developing policy, board members will be sure to gather an abundance of information including relevant data, policy precedents, and local, state, and federal guidelines. Board members will then discuss the policy for an appropriate amount of time in an open forum in which key staff and other relevant stakeholders will have the opportunity to participate. If necessary, board members will then move to closed session to discuss allowed topics consistent with GS 143.318.11. At this time they will also share their individual opinions and work collaboratively towards a collective solution. The goal of this process is to find solutions or policies that achieve full agreement among the board members. When this is not possible, policy decisions will be made by a majority vote. Once the vote has been taken and a decision made the policy will take place in accordance with the timeline outlined by the Board. Even in dissent, board members will be expected to support all policy decisions made by the Board of Directors to relay a unified front.

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.



MSWA will have an Advisory Council/School Improvement Team (SIT) comprised of administrators, teachers, parents and community members bringing all voices together for equity and inclusion when planning how MSWA can fulfill its mission. The SIT will analyze data regarding school culture and academic performance to develop a strategic plan for improvement. This plan will be taken under advisement by the lead administrator and Board.

Teachers will form an Equity Team to research and select appropriate professional development aimed at creating inclusivity and honoring culture. The teachers will select a whole staff book to be read over the summer and discussed during professional development time throughout the year. The Equity Team will also work with the PTA to make sure that any school-related events are accessible to and respectful of all of our students. The Equity Team will receive any student/parent /community complaints and work with school leadership to address them.

MSWA will also have a Parent-Teacher Association (PTA) that will help execute school-related community events, coordinate fundraising and volunteer opportunities, manage carpool, and provide support to teachers in areas like lunch coverage, trip chaperones, and Exhibition Day set-up/break-down. This positive relationship between faculty and family will create a safe space for parents to express their views and constructive critiques regarding MSWA, aiding in the positive school culture and climate. MSWA middle school students will also form a student council comprised of peer-elected student. Student Council will meet under the supervision of a staff member while they plan events aimed at strengthening school culture such as pep rallies, celebrations of academic achievement, community involvement with the community, and student concern resolution. Once the high school opens it will also have a student council.

In year two of operation, MSWA will open a chapter of National Junior Honor Society (<https://www.njhs.us/> (<https://www.njhs.us/>)) (<http://www.njhs.us/> (<http://www.njhs.us/>))) for its students. The students selected based on criteria from the national organization will meet with a faculty member to provide community service inside the school and out in the community. Students will be expected to mentor younger children, provide peer tutoring, and assist in school leadership roles.

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



MSWA encourages concerned community members to communicate any grievances with the appropriate school leader. Ideally, parents will contact the involved staff members and set up a conference to discuss the grievance. If the situation can not be resolved by the parties directly involved it should follow the procedures below.

Step 1: The parent or staff member shall communicate their grievance with the lead administrator in writing within five days of the incident. This could include an email or formal letter where the individual bringing the grievance describes the nature of the injustice. The lead administrator will return communication with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or about a conference with the individual bringing the grievance. If the grievance involves the lead administrator, the written grievance shall be directed to the Board Chairman.

Step 2: If the situation is not resolved through communication with the lead administrator, a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The administrator will serve as a mediator and allow both parties to share their perspective. At the end of the conference, the lead administrator will provide both parties with a decision based on the information gathered. If either party disagrees with the lead administrator's decision, they will have the opportunity to appeal directly to the Board of Directors.

Step 3: The party requesting an appeal will make a written appeal to the Board of Directors describing the nature of the grievance. The lead administrator will provide objective data that was discovered during their investigation.

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 :



MWSA Organization...

Uploaded on **4/24/2023**
by **Cynthia Johnson**

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

Applicant Comments :

Board Members Resumes and information forms.

Resources




Charter School Boar...

Applicant Evidence :




MWSA RESUME.pdf

Uploaded on **4/27/2023**
by **Toni Wheeler**



MWSA BOARD INFO ...

Uploaded on **4/27/2023**
by **Toni Wheeler**



MWSA BOARD INFO ...

Uploaded on **4/27/2023**
by **Cynthia Johnson**



MWSA RESUME.pdf

Uploaded on **4/27/2023**
by **Cynthia Johnson**

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 :


MSWA BACKGROUN...


MSWA BACKGROUN...

Uploaded on **4/27/2023** by **Cynthia Johnson**


Uploaded on **4/27/2023** by **Toni Wheeler**

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 :


MSWA Bylaws.DOCX

Uploaded on **4/24/2023** by **Cynthia Johnson**

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 :


MSWA Articles of Inc...

Uploaded on **3/27/2023**


by **Toni Wheeler**

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 :


MSWA STAFFING.xlsx

Uploaded on **4/28/2023**

by **Cynthia Johnson**

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



A school's success with its students and ability to achieve its mission resets, in large part, upon the quality of its teachers. Therefore, it is imperative that MSWA do all it can to recruit and retain highly-qualified and high-performing teachers.

When advertising teaching vacancies, the school will:

1. Create detailed job descriptions that outline teacher competencies and responsibilities
2. Post job opportunities on the school website, Teachers to Teachers website, job search sites like Indeed, social media, and within local universities
3. Participate in teacher job fairs
4. Employ personal networks and connections to identify individuals with specific skills sets aligned with MSWA's educational mission
5. Offer a competitive salary with the option of participating in a retirement plan and healthcare

The Board of Directors is the employer of MSWA and will have a personnel committee who will meet with the Head of School and Lead Administrator on the administration's choices for employment at MSWA. The Head of the School and the Lead Administrator will employ grade-level team members to make the hiring process collaborative once the faculty has been established. In order to retain these highly qualified candidates, MSWA will use specific strategies including the following:

1. Empowering teachers to influence curricular decisions; giving them a voice in the decision making
2. Utilizing teacher talents in order to foster their leadership
3. Creating a culture and climate that requires collaboration
4. Providing professional development opportunities that allow teachers to grow as educators
5. Providing ongoing feedback on teacher performance and
6. Organizing a monthly survey to gain input directly from 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.



A candidate for our principal has not yet been identified. However, we do know that the head of school must have a passion for working with children, families, and the larger community. It is important that they have experience managing a staff, executing innovative ideas, and knowledge and real-world experience to improve the school academically, culturally, and financially.

More formally, the head of school should have the following:

Qualifications:

1. A Master Degree in School Administration.
2. An official transcript from the college and Master's Degree Program in School Administration
3. At least five years of successful teaching experience.
4. Two recommendations focusing on school leadership.
5. One recommendation from a community organization showing active ties in the community.

Culture And Instructional Program

1. Provides leadership for assessing, developing, and improving culture.
2. Recruits, interviews, and recommends teachers and staff to support quality instruction.
3. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
4. Evaluates staff and provides direction for improving instruction.
5. Develops and supports professional development of staff to improve student learning.
6. Demonstrate awareness of professional issues and developments in education.
7. Develops and revises his/her professional development plan for continued improved performance.

Management

1. Design and manages operational features that maximize opportunities for successful learning.
2. Effectively manages Board policies and procedures.
3. Demonstrates effective communication skills with a variety of stakeholders in school operations.
4. join or be a member of a community organization outside of school.
5. Addresses problems in a timely manner.
6. Manage resources of the school responsibly, efficiently, and effectively.

When we recruit our head of school, we will follow a similar protocol used when hiring our teaching staff. When we advertise the vacancy, the school will:

1. Create a detailed job description that outlines head of school responsibilities
2. Post job opportunities on the school website, Teachers to Teachers website, job search sites like Indeed, social media, and within local universities
3. Participate in job fairs
4. Employ personal networks and connections to identify individuals with specific skills sets aligned



with MSWA's educational mission

5. Offer a competitive salary with the option of participating in a retirement plan and healthcare

Timeline:

Upon charter approval, MSWA will begin recruiting our lead administrator. The application cycle will run for 1 month.

The Board will read and review all resumes, selecting their top choice.

The personnel committee will invite the top candidates in for a first round of interviews.

Finalist will interview with the Board of Directors.

Pending background checks and references, an offer will be extended to the school's top choice.

MSWA plans to have their lead administrator in place no later than January of the school year's opening.

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

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

MSWA's Board of Directors will be responsible for setting policy consistent with the mission of the school. The lead administrator will report directly to the Board and be responsible for implementing said policies. School employees report directly to the lead administrator. Additionally, the lead administrator is responsible for all recruitment and hiring, with board approval, of all employees at the school. The director will also be responsible for evaluating and terminating all teaching and support personnel. All employees will be "at will" and will be terminated or retained annually based on the summative assessment by school administration.

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



MSWA will use non-discriminatory procedures and will follow the Equal Opportunities Law to prohibit all discrimination of applicants and employees. The Board will defer all hiring decisions to the lead administrator who will execute the following procedures in the hiring process:

1. Reduce the pool of applicants to a select group of highly qualified candidates
2. Assemble an interview team that includes school administration and teacher representatives from the vacant positions grade
3. Invite the selected applicants to participate in an interview.
4. Select the candidate to fill the vacant position based on the counsel from the interview team
5. Conduct three reference checks on the selected candidate.
6. Conduct criminal history background checks in accordance with state law on all potential employees
7. Have the selected teacher candidate sign a 1-year "at will" contract.

All employees at MSWA will sign one year "at will" contracts. At any time an employee can be terminated immediately for committing acts that violate federal or state law. Teachers can also be terminated for "poor performance" as deemed necessary by school administration. Along with this, the school leadership will actively support any teacher whose performance is not proficient. This will include written action plans with strategic interventions and measurable goals for teacher improvement. Every effort will be made to assist teachers who are not performing adequately to improve their job performance before termination is determined.

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

MSWA will provide competitive salary range for all and part time employees with the goal of retaining highly qualified employees. All teaching personnel will receive compensation based on the NC Department of Instruction salary scale plus supplement pay. This supplement will be competitive with the local school systems and will ultimately be set by MSWA's Board of Directors based on the availability of funds. Full time staff will have the opportunity to participate in a retirement system equivalent to the NC Retirement System. They will also receive health benefits.

Paid Time Off (PTO) will be offered to all full time employees at a rate of 1 PTO day per month. All staff members will be 10 month employees excluding school administration who will be 12 month employees. Once the School Improvement Team is formed, one of its initial tasks will be determining an equitable and fiscally responsible incentive program for performance based teacher bonuses.

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



MSWA encourages all staff members to communicate any grievance with their school leader. Administration will have an open policy to allow teachers to share their grievances. If a staff member has a grievance that cannot be resolved informally, they will follow the following procedures:

Step 1: The staff member shall communicate their grievance with the lead administrator in writing within five days of the incident. The lead administrator will return communication with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or set up a conference with the individual bringing the grievance. If the grievance involves the lead administrator, the written grievance shall be directed to the Board chairman.

Step 2: If the situation is not resolved through communication with the lead administrator, a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The lead administrator will serve as a mediator and allow both parties to share their perspective. At the end of the conference, the lead administrator will provide both parties with a decision based on the information gathered. If either party disagrees with the lead administrator's decision they will have the opportunity to appeal directly to the Board of Directors.

Step 3: The party requesting an appeal will make a written recommendation to the Board describing the nature of the grievance. The lead administrator will provide objective data that was discovered during their investigation. The Board will schedule a hearing 14 days from receiving the written appeal request. At the appeal hearing all parties involved will have the opportunity to state their case. After hearing the testimonies, the panel will discuss the matter in private and come to a decision. Within 30 days of the hearing, the panel will communicate their decision with the party filing the appeal.

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

At this time, we are not planning on having any positions which have dual responsibilities.

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.



We anticipate that our EC population will represent approximately 10 percent of our student body, similar to the Charlotte-Mecklenburg LEA. In year one, that would be close to 30 students. In order to have adequate staffing for those students, we will employ 1 full-time EC teacher, giving them a case load of 30 students each. We will also have a teaching assistant dedicated to helping the EC department. We will continue to increase the numbers of EC teachers and EC TAs so that by year five, we have 2 EC teachers and 2 EC TAs. We have funds in the budget for contracting for services such as Speech and Occupational Therapy should the need arise.

10 percent of the local LEA's population are EL students. In year one, we anticipate having approximately 30 EL students. In our hiring, we plan to seek those teachers who speak more than one language and/or who are EL certified. If we do not hire a staff who can help support our EL students, we will rework our budget to ensure we can hire a part time EL teacher in year 1. By year 3, when we have seventh graders, we will have a Spanish teacher who will also be responsible for assisting our EL population. In year 5, we will look to bring a dedicated EL teacher on staff. If our EL population is greater than we anticipate, we will rework our budget to bring EL staff on board sooner than year 5.

While we will seek to employ teachers who have their AIG certification, we will not have separate "pull out" classes for AIG students. Our AIG students, much like our EC and EL students will be wonderfully served by our differentiated curriculum and music and entrepreneurship courses. Furthermore, MSWA believes that keeping all students together, as much as possible, will serve to heighten the community that is integrap to MSWA's success. Our leveled grouping in literacy and math workshops, our robust after school offerings, our consistently small class sizes, and our dedicated teachers who will receive professional development in all three areas.

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).



The Lead Administrator/Head of School shall have a Masters Degree in Educational Leadership and hold a North Carolina School Administrator Licensure and Certification or a Doctoral degree in an educational field. They should also have a minimum of five years relevant teaching experience. Experience as a school administrator, a background in music and/or entrepreneurship, opening a school, and working in a North Carolina Charter School is preferred. Responsibilities include, but are not limited to:

- Serving as educational leader of MSWA
- Implementing and championing the mission and vision of MSWA with students, families, staff, and community
- Implementing governance policies as established by the Board of Directors
- Conducting the hiring, supervision, leadership, and evaluation of faculty and staff
- Facilitating positive relationships between students, staff, parents, community volunteers, and the Board
- Providing and/or leading meaningful professional development opportunities for staff and faculty
- Promoting a culture of learning, cooperation, and kindness among staff, faculty, and the student body
- Overseeing the business functions of the school including preparing an annual operating budget in conjunction with the board
- Overseeing the scheduling of school functions and activities
- Attending all board meetings and preparing assigned items in the board report
- Working to further the operational goals of the school
- Participating in an annual evaluation by the Board of Directors
- Making recommendations and decisions regarding disciplinary action and dismissal of staff in consultation with the board
- Ensuring compliance with the MSWA Charter, North Carolina State Board of Education, and applicable government laws and regulations
- Fostering a positive relationship with other schools in the area and the community at large
- Assisting the community outreach Coordinator in fundraising development by communicating with prospective donors, applying for grants, and serving as an ambassador of MSWA

Our Assistant Head of School will have the same expectations as the Principal with at least One Year of Leadership and Administrators Degree.

Our Dean of Students shall have a Masters degree in School Administration, Curriculum and Instruction, or another field of education. They should have a minimum of three years relevant teacher experience. Experience as a school administrator, a background in music and/or entrepreneurship, opening a school, and working in a North Carolina Charter School is preferred. Responsibilities include, but are not limited to:

- Exemplifying the value of our mission and strive to ensure equity for our students and their families.



- Supporting the Lead Administrator in the execution of all of their responsibilities and the day to day operations of the school.
- Supporting the educational program and provide guidance for teachers in their daily instruction.
- Handing disciplinary matters as student/parent grievance
- Serving as the 504 coordinator Counseling students
- Providing and/or leading meaningful professional development opportunities for staff and faculty
- Overseeing the school's curriculum and educational program

Our Community and Outreach Director shall have a masters degree in education, public policy, communications, or a related field. Experience working for a non-profit and/or in an NC charter school is preferred. Responsibilities include, but are not limited to:

- Working closely with the Head of School to make sure the mission is upheld
- Ensuring all operational procedures of MSWA are being followed
- Developing partnerships with community organizations and stakeholders to support MSWA in its mission
- Organizing plans for family engagement
- Promoting Hope K-12 curriculum and other MSWA curricula

Our counselors shall have a Master's Degree in counselor education from a four year institution and be certified by NCDPI. Counselor roles and responsibilities include, but are not limited to:

- Exemplifying the values of our mission and strive to ensure equity for our students and their families assist with individual student planning
- Performing responsive counseling services and referrals for assistance
- Consulting and collaborating with parents, teachers, administration, and community agencies.
- Helping teachers develop lesson plans for the socio-emotional learning program, HOPE K-12

Our core teachers shall have a Bachelors Degree from a four year institution and be certified by NCDPI in their content area and grade level or be working towards certification. Prior teaching experience, especially in an all-male setting, is preferred, but not required. Core teacher roles and responsibilities include, but are not limited to:

- Exemplifying the values of our mission
- Creating a positive learning environment for students
- Executing lesson plans consistent with the mission of the school and aligned with the NC Standard Course of Study participating in their Professional Learning Community and all professional development activities
- Evaluating student performance in an equitable and timely manner
- Communicating effectively with all stakeholders including parents, students, and administration.
- Researching innovative teaching strategies and resources for instructing male students

Our Exceptional Children's teachers shall have a Bachelors Degree from a four year institution and be certified by NCDPI in Special Education. EC teacher roles and responsibilities include, but are not



limited to:

- Exemplifying the value of our mission and striving to ensure equity for our students and their families creating a positive learning environment for students
- Executing lesson plans that are consistent with the mission of the school, aligned with NC Standard Course of Study, and are aligned to the student's IEP
- Participating in their Professional Learning Community and all professional development activities. Evaluate student performance equitably and in a timely manner
- Communicating effectively with all stakeholders including parents, students, and administration. Ensuring that students with IEPs receive their services.
- Ensuring that FA is in compliance with all federal and state regulations regarding students with disabilities
- Providing support for Regular Education teachers in the classroom where appropriate.

Our Elective/Special Teachers shall have a Bachelors Degree from a four year institution in their area of expertise and be certified by NCDPI in their elective area or be working towards certification. Prior teaching experience, especially in an all-male setting, is preferred, but not required. Elective teacher roles and responsibilities include, but are not limited to:

- Exemplifying the value of our mission
- Creating a positive learning environment for students
- Executing lesson plans consistent with the mission of the school and aligned with the NC Standard Course of Study
- Participating in their Professional Learning Community and all professional development activities
- Evaluating student performance in an equitable and timely manner
- Communicating effectively with all stakeholders including parents, students, and administration.

Our office staff shall possess a high school diploma or equivalent. they should have excellent communication and organizational skill and have a proven track record of reliability and ability to multi-task. Office staff responsibilities include, but are not limited to:

- Exemplifying the values of our mission
- Proficiency in the software programs within Microsoft Office Suite
- Providing phone coverage and relaying correct information regarding the operation of the school assisting student sign-ins
- Assisting parents and visitors
- Performing clerical tasks as deemed necessary by school administration
- Assisting with the distribution of lunch including ensuring eligible students receive their free or reduced lunch assisting with substitute/teacher leave management
- Creating the teacher duty schedule

Our teacher Assistants shall have a high school diploma. Prior experience in a school setting and/or as a teacher's assistant is preferred. Teacher Assistants roles and responsibilities include, but are



not limited to:

- Providing classroom support during teacher instruction
- facilitating small group lessons
- Tutoring individual students
- Supervising students
- Supporting the Head of School and Dean of Students as needed

10.4. Staff Evaluations and Professional Development

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

MSWA will contract with a licensure expert to help our teachers maintain license requirements and troubleshoot any licensure issues with individual teachers. This person will also meet regularly with any lateral entry teachers to encourage them on their path to becoming fully licensed. The Lead Administrator as well as the rest of the admin team will work together to schedule and create thoughtful professional development aligned with MSWA's mission and the needs of its teachers.

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.



Teachers will be evaluated in accordance with the North Carolina Professional Teacher Standards. School Administration will formally observe teachers using the North Carolina Educator Effectiveness System (NCEES). All teachers will complete a self-assessment to rate their own performance based on the rubric provided by the NC State Board of Education at the beginning of the school year. Teachers will use this self-assessment to create a Professional Development Plan (PDP) to identify areas of personal growth. Teachers will participate in one of three observation cycles annually. These cycles include Abbreviated, Comprehensive, and Standard evaluation cycles. Teachers not in their renewal year and who have more than 3 years experience will be on the Abbreviated cycle will receive two formal observations and be assessed based on two of the five NC Professional Teacher standards. Those participating in the Standard observation cycle will be teachers with more than 3 years experience who are on the renewal year for their teaching certification. These teachers will be formally evaluated three times based on all five of the NC Professional Teacher standards. Teachers on the Comprehensive cycle will receive four formal observations: three from school administration and one peer observation. Teachers on the Comprehensive cycle will include initially licensed teachers with 0-3 years of experience. All formal observations will involve post-conferences where teachers and administrators collaboratively work together to identify teacher strengths and areas of improvement. At the end of each school year, administration will meet with every teacher and have summary evaluation conferences. At these meetings the school administrator and individual teacher will discuss the teacher's overall evaluation and progress towards their PDP goals.

MSWA will provide a superior Beginning Teacher(BT)-Mentor program and also an on-going high quality professional development plan. BT support programs are often inadequate. Even when new teachers are well prepared by their School of Education, they are often are given the most challenging students with very little support. Research has shown that nearly half of all teachers leave the profession within their first five years, so an excellent beginning teacher and mentoring program is critical to their success. Coaching from veteran teachers is a very important aspect to the growth and development of a new teacher. At MSWA, we will have a meaningful and valuable BT program that will provide the necessary support for novice teachers, This includes the comprehensive evaluation cycle, monthly BT meeting, and participation in the BT-Mentor program. In the BT-Mentor program, an experienced teacher is matched with a BT; they meet weekly to discuss school policies, classroom management, effective instruction, and best practices. The mentor teachers receive mentor training to support the BT in all aspects of the profession, Once they are certified as "mentor teachers" they will provide on the job observations and coaching. We will also have opportunities for BTs to observe outstanding veteran teachers at MSWA and other charter schools to learn best teaching practices and strategies, so they can analyze and reflect on their own teaching and classroom practices. We will have a licensure consultant on hand to help all of our teachers maintain their licenses and encourage those who are lateral entry to continue on the journey. We believe that this model will give them confidence and competence leading to more



effective teaching practices and higher retention rates among our beginning teachers.

All teachers will participate in professional Learning teams (PLT) at least twice a week. During these required meetings, beginning teachers will have the ability to collaborate with veteran teachers and participate in tuning protocols designed to address dilemmas the teachers are facing. These meetings will provide additional mentorship for beginning teachers from colleagues on their grade level or in their subject area. Veteran teachers will also feel supported by these protocols.

We have allocated a large portion of the budget for whole staff professional development. We also have funds set aside for individual requests for professional development. Meaningful, purposeful, and individualized professional development has been shown to increase teacher development as well.

At the beginning of each school year, all teachers will participate in workshops that will review the school's mission and goal for the year. We will have extensive PD on the Hope K-12 curriculum, Project Based Learning, and the foundations of literacy. During the school year, we will have workshops facilitated by our staff who will consistently be learning but will be empowered to be positive leaders with vision.

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.



A high-quality teacher is the most important school-related factor influencing student achievement. Therefore, professional development for both new and experienced educators is a significant component for students' academic and socio-emotional success. MSWA teachers, beginning and career, must have ongoing and purposeful professional development that is aligned to the education/curriculum plan and also have opportunities to learn from each other. Ongoing professional development provides teachers with new research and best teaching practices on children's learning, new technology, innovative curriculum resources, and more. The best professional development is ongoing, purposeful, collaborative, and is connected to the educational goals, the curriculum plan, and the assessment data. It is also derived from working with students and understanding their strengths and needs. This type of professional is a key strategy that MSWA will use to ensure that all teachers, teacher assistants, and administrators are following the educational plan, meeting the academic and social-emotional goals of the school, and continuing their professional growth.

MSWA's effective PD program will engage outside consultants who are experts in working with schools with culminating projects to enrich their student's learning; Foundations of Literacy, Math Workshop, and Hope K-12 to provide PD to our staff. We will also call upon MSWA staff members who are experts in specific curriculum areas to provide ongoing PD throughout the year. Last, but not least, we will have Professional Learning Teams consisting of teams of teachers, on their grade level and also vertically on other grade levels, to focus on the needs of all students. They will learn, collaborate, and problem-solve together to ensure all students are growing academically and socially. We will use a variety of schedules and ways to provide this collaborative learning and work time for teachers.

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.



Our school year will begin with a two-week orientation prior to the start of the school year. This will provide staff with the opportunity to train together and collaboratively plan for the implementation of the academic program. This will be organized by administration and will use school staff and outside contracted instructional vendors to address a wide array of issues related to providing high quality instruction to culturally diverse learners. The following topics will be covered:

1. MSWA's mission and vision, expectations of staff, school procedures, health and safety regulations
2. Hope K-12 Curriculum
3. PowerSchool Training
4. Special School Projects
5. Working with male youth
6. Foundations of Literacy
7. Mental Health and Trauma Based Care

Staff will be informed on organizational routines, classroom culture, and delivery of instruction. Teachers will meet the Head of School to discuss expectations, SMART goals, instructional goals, any mentoring/coaching needs, and an individualized approach to receiving feedback.

During the summer prior to the 2025-26, school, year, teachers will have the opportunity to collaborate and plan on their own within the school building. School administration will open the building for optional teacher workdays to facilitate this collaboration and classroom set-up. Teachers will also have access to online resources for professional development. Throughout the school year teachers will receive continual strategic professional development aligned with the school's mission and academic and social-emotional goals. A specific school calendar has been developed to facilitate the on-going PD throughout the year.

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.



MSWA's teachers and staff will be prepared for the school year with 10 days of PD in the summer before the students return to school. There will be three full teacher workdays before students start for classroom set-up and organization, Open House, and short one to two professional development sessions to help clarify and solidify the previous PD.

During the summer professional development, staff will receive eight hours of training on Hope K-12 curriculum on day one and three hours of grade level planning on the Hope K-12 curriculum on day two. The rest of Day 2 will cover staff expectations and other school procedures such as Powerschool. Days 3 and 4 will be Foundations of Literacy training. Day 5 will be professional development on working with male students. The following week there will be professional development on Project Based Learning, creating rubrics, and integrating art and other specials into core classes.

During the school year, every Monday will be early release for students. Staff will use this time for dedicated PD.

Each quarter, the day before report cards are due will be a teacher workday with at least half the day protected for teachers to complete grading, student evaluations, and planning. The other half will be utilized for PD. Topics will be determined ahead of time as the needs of the staff are evaluated.

Professional development days will also be built into the calendar the last school day before Veteran's Day, MLK Day, and President's Day.

Department and grade level meetings will be held on alternating weeks once a week. Teachers will participate in one hour a week of either department or grade level meetings.

Staff can request attend one conference annually and one workshop monthly on a topic that relates to their Professional Learning Plan.

MSWA values its relationships with families and knows it is important for all families to meet with teachers to learn how their students are performing academically and socially. We want there to be frequent, honest and open communications; therefore, two workdays throughout the year will be set aside for fall and spring parent-teacher conferences.

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)).



MSWA seeks to provide opportunities for all boys in the Charlotte area. We will use a combination of social media promotion, community outreach, and print advertisement to adequately reach our target population. We have already established a continuously growing following on Facebook (currently followed by 318 members) and plan to continue to engage with guardians and parents of boys in the 3 to 10 age range through that channel. Our recruitment on social media will be driven by Facebook advertising. We will target neighborhoods in East Charlotte with a wide age range to include parents, grandparents, and other guardians who have boys in their care. We plan to boost ads monthly starting in the winter of 2024/2025.

MSWA also has established a foundation that already works with boys in our recruiting age range. We would boost our volunteering and community engagement efforts with our foundation to help jointly promote the school. We have held partner engagement events on behalf of the MSW Academy and have plans to continue those efforts to build relationships with local businesses. We plan to use lawn signs and other public advertisements, such as on public transportation, to help boost awareness and drive families to our website (<https://mswyouthleadership.org/MSWBoysAcademy> (<https://mswyouthleadership.org/MSWBoysAcademy>)). Our website will have information about our program and how to apply.

We have received a quote from the Charlotte Area Transit System for interior advertising space on buses and light rail in Charlotte and have included this information in our marketing budget and plans. CATS serves approximately 24.3 million people annually. (Source: <https://drive.google.com/file/d/1L7oTW3OB-31E92dUlj-hn2f9Mo622ib-/view> (<https://drive.google.com/file/d/1L7oTW3OB-31E92dUlj-hn2f9Mo622ib-/view>)).

We will provide flyers highlighting our school and program to local businesses, childcare centers, and youth development organizations. These communications will be printed in both English and Spanish. Because of the specialized focus of our school, we will also advertise at music stores and businesses that provide music lessons.

MSWA board members have participated in various community events over the past several months. They have canvassed at food truck rallies and other places of public interest like Camp Northend in Charlotte.

An event on June 24th was also held to discuss involvement opportunities with business leaders and community members. Approximately 40 people were in attendance. We plan to continue events similar to this style to promote student recruitment.

In March, 2023, MSWA Board Members spoke to the men of Phi Beta Sigma at an Information Event. Approximately 100 men were in attendance to gain information about our school and also give volunteer support when the school opens.

We have also met with 100 Black Men and the Hidden Valley Optimist Club to give them information



about MSWA. Approximately 20 people attended the event in support of MSWA.

We will continue to gain community support for MSWA by attending local events and reaching out to other Non-Profits that will support the mission and vision of MSWA.

We also plan to work with The Charlotte Areas Association of Black Journalists and The West Charlotte Education Think Tank to assist with marketing and recruitment. Additionally, we will utilize the University North Carolina (Charlotte) Building Better Brother Program to assist in the Neighborhood Door to Door Marketing so that families will attend the MSWA Information Session.

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

MSWA is continuing to publicize school news and progress via Facebook. We plan to continue utilizing social media in our recruitment process by using Instagram, Twitter, and Youtube. The board will make every effort and attempt to ensure that our outreach efforts promote diversity, equity, and inclusion and that our marketing efforts do not hinder or discriminate against any families, regardless of their language, ethnicity, race, gender, sexuality, religion, or socioeconomic status.

A quarterly newsletter will be sent out to alert families of the school's updates as we move through the opening process and our website will be updated as needed. We will utilize email marketing with our running interest list of interested parties.

Canvassing efforts will continue at local events and community areas. Popular locations include parks, splash pads, community centers, food banks, and libraries. Informational meetings will be held both in-person and via Zoom for families that have any questions about the school. Meetings will include a general overview presentation and an allotted time for questions and answers from attendees.

At MSWA, we believe in going above and beyond. Our Board Members will do house visits or job visits to meet parents where they are if parents wish to learn more about the school. Talking to parents via phone or Zoom will also increase accessibility for families to learn more about our board and our school.

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.



For our enrollment timeline, we will work to recruit through social media, print advertisements, and community outreach events from approval through the start of school. We plan to open up the application process for families in January 2025, with a projected lottery in mid-March. We will continue to accept applications through the first week of school.

During our planning phase, we will continue to maintain our social media presence on various platforms like Facebook, Instagram, Twitter, and Youtube. We will display graphic design content in both English and Spanish, and include information videos for families to view. These pages will link to our website for additional information about our program and how to apply. Our website will include instructions and a timeline of our application process. Our timeline, process, and application will also be available in Spanish.

In addition to our presence, we have looked into mailing lists that targeted families in the area that would potentially have children in our target age. We would design eye-catching mailing to send to these families. For a broader reach, we plan to post yard signs and other displays on public transportation to inform potential families about our school.

We plan to continue to seek partnerships with local pre-schools, community centers, and businesses to spread the word about our program. During 2025, we will hold information sessions for families with rising Kindergarteners and current elementary school students.

We will use the following benchmarks to indicate suitable recruitment practices over time:

In October/November, we will have increased our interest list by 50%. At the end of January, after our open enrollment window has been open for a month, we will have applications for at least 50% of our seats. By the time our open enrollment window closes, we will have enough students for a lottery. We will continue to recruit throughout the spring with the goal of having 50% more applications than we have seats by July. Any offers will be verified and processed by the end of April. As responses come in, we will bring applications off of our waitlist as necessary. We have a structure to document and track withdrawal trends from year to year, helping us to zone in on the anticipated grade level that will need extra marketing focus for enrollment for each recruitment season. Feedback from families will be collected each year through surveys. This will encourage families to stay involved with the school, and boost efficacy.

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.



All families no matter their economic status or academic ability will have the equal opportunity to attend MSW Academy for boys. We want all young men in the community to receive a top education and to expect the best from all students and parents.

Our efforts for recruitment will be a combination of social media promotion across the Charlotte area, print media distribution, and community outreach. Flyers and postcards will be printed in Spanish and English. We will seek to place these flyers in community centers across the city. Flyers and information materials will be hand-delivered by board members and supporters to local businesses, restaurants, community centers, places of worship, food banks, transitional housing shelters, and childcare facilities. We will aim to specifically target body scout troops and other community organizations that work directly with boys from the Charlotte.

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

MSWA will work with following male-based organizations in the Charlotte area: the Boy Scouts, the Charlotte Education Thinktanks, 100 Black Men, and the Male's Place, a nonprofit that works with young men in the community. We will target the two largest churches in Charlotte: The Park Church and Friendship Missionary Baptist Church. We will also continue to target the organizations with which our board members have connections like Rising Stars and therapists who focus on Trauma.

Applicant Evidence :



MSWA THERAPY.pdf

Uploaded on **4/28/2023**
by **Cynthia Johnson**

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.



Throughout the planning year, MSWA will continue its communication efforts with the public, informing them of any updates, events, and meetings. To achieve this, we will utilize our social media platforms (Facebook, Instagram, Twitter). Via social media and our website, we will encourage interested parties to add their email address to our listserv for announcements and (at least) monthly newsletters. We will also share the links to our website which will outline the school calendar, policies, events, board members, and board meeting dates. We will mail letters to the homes of accepted students welcoming them to MSWA and offering times to meet with faculty for questions about the school and help with registration.

Perhaps most importantly, we will also continue to participate in community meetings and attend local events, including hosting our own get together so students can begin to form a bond. Extending a hand to the community and being part of these events will help form relationships with organizations in the area that will be valuable assets to our school. We will have a ribbon cutting and cook-out event, a food and school supply drive, as well as a parent/student orientation prior to the opening of school where families can tour the school and meet their teachers. During this event, the lead administrator and Community Outreach Coordinator will meet with families to reinforce what has already been communicated on-line and during other presentations and events: the culture of the school and how parents can help us achieve.

We will work with the MSW foundation to organize panel discussions on male related topics to support the motivation of young males in our community. We will also network and form strong relationships with different organizations that have a passion for the growth of our young men, such as the UNC Charlotte Building Better Brothers Program, 100 Black Men, and the Charlotte Think Tank to provide resources for our families.

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.



The MSWA Board strives to create an environment that is inviting and positive to all whom enter the doors of our school. We believe that MSWA will uphold a school culture where everyone (students, teachers, parents, and community partners) expects the best from our students.

We will continue to engage parents by organizing monthly parent workshops focusing on the academic learning of the students, HOPE K-12 Curriculum, and the social and emotional well being of boys based on race, culture, and environment.

Parents will receive monthly newsletters from school leadership and will have frequent communication from their children's teachers. Parents will also attend student led conferences twice a year. Parents will also be encouraged to join the Parent Teacher Association and volunteer as able, but hopefully at least 25 hours during the school year.

Parents and community members who have completed the appropriate background checks will be welcome to volunteer in our classroom in various capacities from sharing a skill or trade, presenting a story or craft, assisting with lunches, or providing coverage during testing.

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.

We will host monthly workshops for parents and the community that support the mission and vision of the school.

Our goal is to work closely with the Department of Social Services to organize parent workshops that will continue to work with parents on the best practices regarding the engagement of their sons. DSS will also assist parents with community resources to aid them in housing, food, school supplies, tutoring, and mental health.

MSW will work with the Charlotte Think Tank to empower families to provide relevant resources for their children.

Students will perform choral and instrumental concerts for their parents and community, including performing at places such as nursing homes, town events, and in parades. Students will also be available to do community service and/or work alongside business owners to gain entrepreneurial experience.

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



At MSWA, we strive to grow young men through musical arts and entrepreneurship, developing them into men instilled with drive to pursue their passions, persistence to achieve their goals, and empowerment to lead with integrity. MSWA is committed to serving students from various cultural and economic backgrounds. We require the utilization of the weighted lottery to ensure increased equity for all our students.

Traditionally, the only single-sex schools, especially those offering a specialized program like ours, would be private schools charging tuition and out of reach for many families. Yet single-sex schools and music curriculums help students learn and help to close the achievement gap.

According to "The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms," published by The Century Foundation in 2016: "Racially and socioeconomically diverse schools offer students important social-emotional benefits by exposing them to peers of different backgrounds. The increased tolerance and cross-cultural dialogue that result from these interactions are beneficial for civil society." The benefits include: reducing racial bias and countering stereotypes, improving students' satisfaction and intellectual self-confidence, and enhancing students' leadership skills. All of those benefits align with our mission and vision.

There are additional academic benefits cited in the same article: higher average test scores, students more likely to enroll in college, students less likely to drop out, reduction of the racial achievement gap, classrooms that encourage critical thinking, problem solving, and creativity. A weighted lottery that provides seats for children who qualify for the National Lunch Program would increase our racial and economic diversity, integrating our classrooms, and therefore helping all students achieve the benefits cited above and mentioned in our mission.

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



MSWA will use a weighted lottery for economically disadvantaged students by weighting a student's individual chances in the general lottery. Applicants can voluntarily identify as economically disadvantaged when applying for the weighted lottery. Only students who meet the criteria of being economically disadvantaged are eligible for the weighted lottery. The additional "weight" for economically disadvantaged students will be calculated each year to maximize the probability that 90% of the students enrolled at MSWA will be economically disadvantaged. MSWA will continue to use a weighted lottery and the 90% EDS target for students admitted through the lottery until 90% of the students enrolled at the school are identified as economically disadvantaged.

MSWA will assess eligibility for the weight lottery by using an optional form for economically disadvantaged status. The form will be clearly labeled as optional and will state that "No specific information from your weighted lottery application will be obtained beyond eligibility status, and the information will not be retained", in addition to stating that the family gives consent for the school to verify their economically disadvantaged status. For economically disadvantaged students, MSWA will verify the status by using household income and/or free reduced lunch eligibility. The verification will not take place until a student has been enrolled through selection in the weighted lottery.

If a family is selected for enrollment through a weighted lottery, they must provide supporting documentation of eligibility during MSWA's regular enrollment process. If a family is unable to provide the supporting documentation necessary to qualify for the weighted lottery, MSWA will contact the family to offer assistance in the process. However, if the family is still unable to provide the documentation, the applicant will be returned to the general waiting list.

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



MSWA's desire for a weighted lottery fulfills the mandate of the Charter School legislation by providing increased learning opportunities for all students with a special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure.

Central Park School for Children in Durham, NC implemented a similar lottery, setting aside 15% of seats for students who qualify for the National School Lunch Program in 2013-14 and 25% in 2014-15, all the way to 40% in 2016-17. By doing so, they increased the socio-economic diversity from 6% in Year 0 to 18% in Year 3 (2015-16). Their website notes that, as of 2014-2015, the achievement gap still existed, but that their EDS had "the highest EOG proficiency rate of all twelve Durham Charter Schools. "With our strong education plan, we believe that over the first five years of operation, MSWA will be able to close the achievement gap between students who are economically disadvantaged and those who are not.

A report titled, "Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" published by the "Poverty & Race Research Action Council" and "The Century Foundation," states: "lotteries not based on individual race that weight students based on family income, geography, parents educational status, or the racial makeup of a neighborhood, for example can be a powerful tool for creating a diverse student body." One of the school's studied in the report "simply reserves the first 60 percent of seats in their lottery for low-income students," a plan similar to what MSWA is proposing.

However, a weighted lottery alone is not enough to guarantee and diverse student body or academic achievement. The school must still be high-quality with "a focus on academic quality and in-demand specialties." Project Based Learning, music, and entrepreneurship are examples of academic quality that MSWA will offer and to which the report speaks. A weighted lottery, quality academic programs, and a goal of 100 percent highly qualified teachers will coalesce into a high-performing school with strong academic results.

When discussing school culture, the report posits: "Creating a successful diverse charter school requires more than ensuring diversity of students who walk through the front door. In order to reap the academic, social, and cognitive benefits of diversity, schools must ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected." FA's use of the HOPE K-12 model, its various groupings within the classroom, and its removal of barriers by providing transportation as well as offering free and reduced lunches will create equal opportunities for the children it serves.

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.



In order to apply for admission to MSWA, a student must be a resident of the state of North Carolina. MSWA will not discriminate based on race, color, creed, national origin, ethnicity, gender/gender expression, sexual orientation, or religion. MSWA will also not deny any student based on previous academic performance or special needs. To obtain admission to MSWA, potential students must go through the application process. The application period will begin on January 2nd, 2025 and run through March 5, 2025. No criteria for admission will be used except the completed application. The application will be available and completed via our website. A paper application will be available upon request. The applications will be available in English and Spanish.

If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists dissolve when the next enrollment period begins.

Parents will be asked to confirm both their student's current grade as well as the grade for the coming year. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level; if admitted the student will be evaluated by the lead administrator and child's teacher before a retention decision is made. If an admitted student's retention decision was made after the child's name was drawn for enrollment in a specific grade level, the lead administrator reserves the right to withdraw or uphold acceptance.

Once enrolled, students are not required to enroll during subsequent enrollment periods. In late winter or early spring, parents will be asked to sign a letter of intent for the coming year to allow the school to plan appropriately for the lottery.

MSWA will follow all rules and regulations regarding enrollment priority as specified required by applicable North Carolina law.

MSWA may give enrollment priority under the following circumstances as stated in G.S. 115C-238.29F(g). The priorities shall be executed in the following order as space permits in each grade:

1. Children of MSWA's current Board members and full time employees are admitted before the public lottery, regardless of impact on the enrollment cap for those grade levels in which they are. Students given this priority must not exceed 15% of MSWA's total school enrollment.
2. Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purpose of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.
3. If siblings apply for admission to MSWA and a lottery is needed, MSWA will allow the family to enter one surname into the lottery to represent all of the siblings applying at the same. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity.



MSWA's Board of Directors will hire a third-party contracted service provider to administer the public lottery to ensure transparency in the lottery process.

The school will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence.

Applicants drawn during the application process must reply to accept or decline admission to MSWA within 5 business days and 10 days to complete registration. Should a parent decline the enrollment offer or not respond before the deadline, the school may offer admission to the next name on that specific grade's waiting list. Applicants who are accepted off the waiting list have 48 hours from notification to accept or decline admission and 5 business days to complete registration. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the waitlist in the next available spot.

As spots at the school become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the school will mail a letter of acceptance to the child's residence.

MSWA reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

MSWA reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school, but does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 3rd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the waitlist the spot.

If the school or the 3rd Party contractor makes an error in the lottery, such as leaving a student out, the entire lottery for the affected grade level(s) will need to be redrawn.

If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed,



and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.

If a student name is duplicated in the lottery and the school administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.

If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

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):



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



MSWA will provide transportation options for all students and parents. While we anticipate that most of our children will have transportation provided by their parents, we recognize that providing their own transportation will create barriers for other families. We will utilize the services of a local vendor to transport our students within a 10-15 mile radius where there will be specific drop zones for pick up and drop off. Each geographic area will have 2-3 public drop zones and drivers will keep strict schedules to ensure promptness and efficiency. Public drop zones will be a universally known landmarks like popular shopping center, churches and community centers. School administration will work with the bus company to select the location of the drop zones based on its proximity to a majority of students who have a need for transportation service. The School Administration will guarantee that these locations are practical for a large concentration of students. Administration will also continually evaluate the safety of the drop zone locations and set distinct procedures to ensure the safety of all students. The practice of providing drop zones will alleviate transportation dilemmas for our families and also be an efficient use of the school's transportation resources.

School Administration will employ an online system where parents will be able to communicate with one another to organize a carpool rides for their children with other families who live near them. The system will be accessible through website, and families will have the flexibility to coordinate transportation throughout the school year.

Our Students with special transportation needs, will contract with a special needs transport group to provide transportation to and from the school. For example, A1 Transportation in Charlotte currently works with the Department of Social Services; their average cost of transportation is \$100 per trip, but they would be willing to negotiate a prices that would work within our budget. Working with a local bus vendor in Charlotte, it was informed that the estimate cost per bus would be \$55,000. This price would include the routes, maintenance, training and drivers. If our transportation budget is not adequate to cover this additional expense, we will use funds from our surplus to ensure transportation for the students. Unity Health Care a local vendor will transport ten - fifteen students who have medicaid at no additional cost to the school and family..

MSWA will comply with all state and federal laws and regulations related to transportation. The vendor we will use must adhere and have all licenses, insurances and proof of background check based on state and federal requirements.

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.

MSWA will ensure that every child is provided with a meal on a daily basis. Students can bring their own lunch or pre-order their lunch from MSWA's selected vendor. MSWA will organize an online ordering system where families can select food options from the vendor. The vendor will then deliver the meal to the assigned students on the date it was selected. All meal options will meet the nutritional guidelines of the National School Lunch Program. The online system will manage all payments and food orders to help with the efficient distribution of meals.

MSWA has communicated with a local vendor who has experience working with charter schools and the National School Lunch Program in the Charlotte area. The vendor prepares, reheats, and delivers the lunches to the assigned schools two hours before the beginning of the lunch period. Their current cost of lunch per child is \$3.60.

MSWA will comply with the guidelines of the National School Lunch Program regarding its free and reduced lunch population. Students will fill out free and reduced lunch applications at the beginning of the year if they qualify for the program. MSWA will contract with a local vendor to provide lunch at no charge at a reduced cost for qualifying students. Students who forget their lunch will be provided with lunch from a surplus supply of meals. We have allocated funds in our budget to cover the costs of the surplus meals and profits from the vendor program will offset a portion of these costs.

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 :



MSWA INSURANCEC...

Uploaded on **4/28/2023**
by **Cynthia Johnson**

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 **4/28/2023**
by **Cynthia Johnson**

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).



MSWA will follow the most up to date Ready to Open Progress Report (such as this one: <https://files.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf> (<https://files.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf>) (<https://files.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf>) (<https://files.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf>)) as a framework to develop the required plans and procedures for the school. The Board and Lead Administrator will also attend any planning year trainings that occur prior to approval from the State Board of Education.

Applicant Evidence :


MSWA Ready to Ope...


Uploaded on **4/27/2023**
by **Cynthia Johnson**

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.

Starting a new school always brings with it certain challenges. Challenges with construction, Covid-19, lack of funds are some that we anticipate. If our construction is delayed, we will lease mobile units for the property. If there are hold ups with the mobile units, we will move to our plan c for our facility and partner with one of the churches or businesses in town to lease space for year one operations. We will make sure that our marketing adheres to the health and safety guidelines of our country and state in regards to Covid-19. We plan to select and bring our lead administrator on payroll soon after charter approval. If we need to draft a new schedule, work on a distance learning plan, or troubleshoot other unexpected challenges, we will have that expertise as well as that of our mentor board and utilizing the services and resources from North Carolina Association for Public Charter (the largest charter school membership organization in North Carolina and the leading voice for our charter school community). ncpubliccharters.org.

Applicant Evidence :


MSWA Start Up.xlsx


MSWA Start Up2.docx

Uploaded on **4/27/2023**
by **Cynthia Johnson**

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by **Cynthia Johnson**



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.

MSWA is working with Commercial Realtor, Peter Reike with Caldwell Realestate Company. Mr. Reike has worked relentlessly locating school options in the targeted area.

Thus far, MSWA's realtor has identified land for sale in the targeted area in or close to the border of Mecklenburg and Union County. MSWA board has spoken with Legacy Impact Group who will work with MSWA to purchase land and build in our targeted area. We will work with an architect under the direction of Legacy Impact Group to assist MSWA on a building plan that will go along with our budget but will be a building we will be able to grow into as MSWA will continue to expand.

The building will obtain its Certificate of Occupancy for Educational Use before the start of school in August ,2025. The Board will ensure that the facility is in compliance with all local building codes and regulations. The Board will also collaborate with the local city/county inspections department to implement all necessary inspections to meet building and land use regulations. The facility will satisfy all safety and fire standards to guarantee the health,safety and welfare of all occupants.

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.



MSWA's Board will consult with a charter school developer on building design, necessary capacities, and renovations. At this time, we plan to allocate at least 65 square foot per student, with an average of 25 students in each classroom. With two classes per grade level, we would need approximately 26 classrooms when we are a full K-8 school with room for expansion. At full capacity we would need a school with a minimum of approximately 40,000 square feet.

Our two Kindergarten classroom will have outdoors leading to a shared playground. The rest of elementary school will utilize a second playground. The middle school will have athletic fields and basketball court. The development company will ensure that outdoor spaces like playground and athletic fields are included in the school site. The board will work with reputable licensed architects and engineers to produce plans that meet all applicable building codes, city and state requirements, etc.

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 addition to the space mentioned above, there will be an art room for elementary and middle school school. There will be three entrepreneurship/maker's space labs; one for the elementary grades, one for the middle school. The middle school will house a media center that will have research materials, age appropriate reading materials and a class set of computers. There will also be mobile laptop carts in each building. The middle school section of the building will have a gymnasium. We hope to leave one of the theatres intact to double as an auditorium. We will need a technology lab for our music production class that can also be used for songwriting and as a keyboard/piano classroom. We will need a chorus room and a larger space for band practice. All music rooms will need lockable storage closets. We will also have a calm down space for each grade span, a room where a student can go that has reduced lighting, white noise and comfortable seating.

We will work with the development company on all other necessary spaces such as a teacher workroom, offices and supply rooms.



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.

The cost breakdown per square feet for the proposed charter school is approximately \$300-350 per square feet. Older facility the cost per square footage is approximately \$156- 200. This cost is comparable to other North Carolina Charter School Development projects according to MSWA commercial realtor.

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.

In year 1 of operation, MSWA will either be in our newly renovated building or in a newly constructed building on purchased land. If those plans don't work out, we will utilize mobile classroom units as construction on the permanent facility takes place.

If unforeseen circumstances arise and we are not able to inhabit the permanent facility at the beginning of year 2, we will add additional mobile classroom units to accommodate our increased student enrollment. The school will not have any financial obligation until construction is completed on the permanent facility and an educational certificate of occupancy is obtained.

If the mobile classrooms are not in place in time for MSWA's opening, the Board will identify a temporary location that is available for lease. This space must have an appropriate amount of square footage to accommodate our initial student enrollment. The site developer hired for construction of the permanent facility will work with MSWA's Board of Directors to upfit the space to meet the needs of the school. We do not anticipate that any of the school's academic programs will be affected by this contingency plan and should continue as planned during the first year of operation. Other non-academic programs like recess and athletics may be affected due to a lack of land acreage. MSWA's administration may also have to be creative when executing large public events without access to a ymca or auditorium if the contingency plan is put into place.

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

Our board member George Hunt is a former mortgage broker.

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):



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.


We are in the process of confirming commitments of additional sources of revenue, but do not have any application time.

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 :


MSWA BUDGET2.xlsx

Uploaded on **4/28/2023**
by **Cynthia Johnson**

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?

MSWA predicts that many of our students will have low incoming readiness scores and/or will be educationally disadvantaged students. Therefore, we wanted to keep the number of classes per grade level small in order to be able to focus our attention on our students, making sure all students feel welcome and important.

We wanted a number of students that can be supported by mentors and community members. With our unique entrepreneurial and music focus and the HOPE K-12 curriculum focused on the individual students and their performance growth, we felt that a smaller cohort of students would best be served at MSWA.

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

According to our survey results, 98% of respondents believe that residents of Charlotte and surrounding counties would benefit from a boys only, tuition free charter school with a musical arts and entrepreneurship focus. Over 70% of survey participants or 157 families would be very likely or likely to send their boys to MSWA.

While there may be other schools of choice in Charlotte, there is not a boys-only school that offers a small community feel, focuses on music, entrepreneurship, culminating school projects, socio-economical learning and the well-being of the entire male child.

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

The break even point for enrollment is 280 students in year one.

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



If anticipated revenues are lower than estimated due to per student allotment reductions or lower student enrollment, the school is prepared to take steps to ensure solvent fiscal operation. The school will take the following steps: apply for grants, fundraise through parent organizations, seek additional corporate donations, reduce staff positions, and adjust the amount of money spent on instructional supplies, staff development, hardware and software to align with the lower student enrollment and number of staff positions. MSWA would do as little as possible to affect the overall teaching program.

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.

While MSWA plans to solicit funds from sponsors and will seek grant funding that supports MSWA's mission, those funds will be used for supplemental materials or positions and not required for operational budgetary items. MSWA will not rely on sources of funds other than state, county and federal funding in year 1 through 5.

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

Our student to teacher ratio is 1:25. We will also utilize our teacher assistants to support the teachers in the classroom and if additional support is necessary to support our young men MSWA will utilize our surplus to hire additional support.

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

Board Member, Kevin Conway has a Masters of Business Administration with a concentration in finance and human resources with a history working as a mortgage underwriter, business process specialist, and now as a Senior Credit Risk Specialist for Wells Fargo's Wealth and Investment Management department.

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.



All students at MSWA will be cared for their needs met according to their IEP's and/or 504s. If one or more high need students with disabilities are enrolled at MSWA, we might need to use our surplus or contingency funds to hire appropriate staff to support them.

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.

To assist with our financial management areas, we will receive support from North Carolina Association for Public Charters (ncpubliccharters.org) who have the resources for charter schools to support in school management, start up costs and building costs.

The board will also establish a finance committee who will complete the following monthly check to ensure source documentation and financial reports are being reviewed.

1. Check the Net Gain (Loss) on the Balance Sheet matches the same periods "Surplus (Deficit) in YTD column on the current budget.
2. Check 01. Bank Statement(s) and 02. Bank Recon Summary for all accounty-check that the ending balance on the bank statement matches the statement balance on the bank Recon and that the Difference on the Bank Recon is \$0.00.
3. Bank Recon Summary for each account.
4. Review the EOY projection column and corresponding notes on the current month's budget report, make adjustments and notes to the EOY projection. Compare the Surplus (Deficit) to the prior month EOY projection. Ask the appropriate school personnel for highlights to the changes to the EOY projection.
5. Finance committee report to the full Board of Directors on a monthly basis, including the following items:
 - Total Revenue MTD and YTD
 - Total Expenses MTD and YTD
 - Total Surplus MTD and YTD
 - EOY Projected Revenues and Expenses.
 - EOY Projected Surplus/(Deficit) and highlight changes from prior month projection.

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.

MSWA plans to contract for student information and financial management services, custodial services, speech therapy, psychological services, and other services require for legally compliant delivery of EC services. For these services and any future contracts for services, the school will follow the following steps:

1. The school's lead administrator will receive multiple bids for any contract over \$5000.
2. The bidding vendors must provide proof of insurance, background checks and any other necessary liability.
3. Vendors will provide references and experience specifically related to North Carolina charter schools.
4. Recommendations will be taken to MSWA's Board of Directors.

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

The school's budget is designed to support the school's activities through alignment to the progmmatic offerings and mission as identified in this charter. MSWA's Board Member, Kevin Conway is a Senior Analyst for Wellsfargo who has experience in working on large financial budgets. Mr. Conway listened to school needs and then organized the budget so that it is aligned to the mission and vision of MSWA. Staffing assumptions in the budget were based on course offerings and the intended number of classes. The budget also took into consideration historical spending trends of North Carolina Charter schools of similar size who offer transportation and free and reduced lunch. The school is committed to providing transportation as demonstrated through the funds allotted to a contracted bus company. We've allocated funds for the professional development , especially HOPE K-12 and foundations of literacy. We've also added extra funds to our instructional supplies line items to support the growth of our music rooms. The facility estimates are based on recent facility projects that closed , and budgeted to fit well within the limit of expense devoted to facility costs as a percent of overall budget.

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.



MSWA will carry a fund balance of at least 5% in our first five years of operation. The school's operational goal is to achieve a minimum cumulative fund balance of 90 days cash on hand by the end of the first quarter of each of the first five years. The fund balance will be developed using careful consideration and planning for expenditures so that they do not exceed expected minimum revenues. MSWA believes the allotted general fund balance amount will provide security while allocating the majority of funds to support student instruction.

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

MSWA will enter into a partnership with an experienced charter school developer. The developer will lease the permanent structure to the school with an option to purchase. MSWA plans to exercise the options to purchase in year six.

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.

Currently MSWA does not have any assets from other sources. When MSWA receives approval, the administration plans to be soliciting donations as a 501 C3 organization from corporations for furniture and technological equipment.

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?



MSWA will seek the professional advisement of our board member who is experienced in large financial budgets. MSWA will require two signatures on all different levels of organizational authority. Additionally, MSWA will require two signatures on all checks. Authorized signing authority will reside with the school's lead administrator and two other Board members. The schools will designate a person to open the mail who will be different than the person remitting the payments. All checks will be made through the accounting software LINQ. No handwritten checks or debit cards will be used on a bank account. The individuals with access to process checks through LINQ will have no signing authority on the bank account. We will set up the thresholds liquidity and expenditures for each quarter to identify any issues before they progress.

Deposits will have two reviewers verifying the money received and deposited. There will be a separate person reconciling the bank statements from the person that makes the deposits. All the purchases will be made through purchase orders. A monthly financial review will take place with the Board Treasurer and if applicable, the finance committee. The Board Treasurer will also present the budget at each Board meeting.

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

Currently there are no known related party transactions.

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.



The MSWA Board is currently investigating the three following auditors:

Potter and Company

106 Welton Way, Mooresville, NC 28117

Phone: (704) 662-3146

Fax (704) 662-8435

Les Merritt, CPA-CFP Pc

1014 N. Arendell Ave. Zebulon, NC 27597

Phone: (919) 269-8553

Fax (919) 269-8551

Thomas, Judy and Tucker

4700 Falls of Neuse Road, Suite 400, Raleigh, NC, 27609

Phone: (919) 571-7055

Fax (919) 516-0277

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):





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 :



mwa REQUIRED SIG...

Uploaded on **4/27/2023**
by **Cynthia Johnson**



14. Third-party Application Preparation

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

- Yes
- No



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


Signature Page.docx

Applicant Evidence :


MSWA SIGNATURE P...

Uploaded on **4/27/2023**
by **Cynthia Johnson**

Q230. Please digitally sign your application here
Signature



Final Status



Reject Approve

Approver Comments



Myrtis Simpson Walker Academy for Boys

Calendar 2025-2026



Website

July 2025						
S	M	T	W	T	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 2025						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

September 2025						
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October 2025						
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November 2025						
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December 2025						
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January 2026						
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February 2026						
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March 2026						
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April 2026						
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May 2026						
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June 2026						
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28	29	30				

First Day of School – August 25 Last Day of School – June 4 Inclement Weather Make Up days:	Quarter1 – Aug 25 – Oct 24 (Report Cards:) 43 Quarter2 – Oct 27 – Jan 12 (Report Cards:) 42 Quarter3 – Jan 13 – Mar 23 (Report Cards:) 46 Quarter4 – March 24 – June 4 (Report Cards:) 44	<div style="display: flex; flex-direction: column; gap: 5px;"> <div>■ Early Release Day (8 am – 12 pm)</div> <div>■ Teacher Workdays</div> <div>■ Holidays/No School</div> <div>■ Last Day</div> </div>
Will adhere to the State requirement of at least 1025 instructional hours (175 days 1084.5 hours)		

CAROLINA
DEPARTMENT
MAY 20, 1775

APRIL 12, 1776
ESSE QUAM VIDERI
I OF THE
CRETARY

NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

MYRTIS SIMPSON WALKER ACADEMY FOR BOYS

the original of which was filed in this office on the 22nd day of September, 2016.

CAROLINA
NORTH
DEPARTMENT
MAY 20, 1775
NT OF THE

APRIL 12, 1776
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E
SECRETARY

Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 22nd day of September, 2016.

Elaine F. Marshall

Certification# C201625800490-1 Reference# C201625800490-1 Page: 1 of 4

Verify this certificate online at <http://www.sosnc.gov/verification>

Secretary of State

SOSID: 1545296

Date Filed: 9/22/2016 2:42:00 PM

**Elaine F. Marshall North Carolina
Secretary of State**

C2016 258 00490

State of North Carolina
Department of the Secretary of State

**ARTICLES OF INCORPORATION
NONPROFIT CORPORATION**

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

1.

2.

X

**The name of the nonprofit corporation is: Myrtis
Simpson Walker Academy For Boys**

(Check **only if** applicable.) The **corporation** is a charitable or religious corporation as defined in NCGS **§55A-1-40(4)**.

3.

**The name of the initial registered agent
is: Cynthia L. Johnson**

The street address **and** county **of the initial** registered agent's office **of the** corporation is: **1443 Summer Coach Drive**

5.

Number and Street:

Charlotte

City:

State:

NC Zip
Code:

28218

County:

Mecklenburg

The mailing address if different from the street address of **the initial** registered agent's office is:

Number and Street or PO Box:

1101 Tyvola Road Suite # 309

Charlotte

City:

28217

State:

NC Zip Code:

County:

Mecklenburg

The name and address of each incorporator is as follows:

**Cynthia L.Johnson -1443 Summer Coach Drive Charlotte, NC
28216**

6.

a or b
below.)

(Cheche corporation will
have members.

a.

b. The
The corporation will not have
members.

Attached are **provisions** regarding **the distribution of** the corporation's assets
upon its dissolution.

7.

8.

Any other provisions which the corporation elects to
include are attached.

CORPORATIONS DIVISION
Revised September, 2013

P. O. BOX 29622

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Certification# C201625800490-1 Reference# C201625800490- Page: 2 of 4

RALEIGH, NC 27626-0622

Form N-01

WY 20:10 9202 vz des

9.

The street address and county of the principal office of the

corporation is:

Principal Office Telephone Number:

704-491-0176

1443 Summer Coach Drive

Number and Street:

Charlotte

NC

City:

State:

Zip Code:

28216

County:

Mecklenburg

The mailing address if different from *the street address* of the principal office is:

1101 Tyvola Road Suite # 309

Number and Street or PO Box:

Charlotte

NC

City:

State:

Zip Code:

2821

County:

Mecklenburg

Privacy Redaction

10. (Optional): **Please provide** a business e-mail address:

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

These **articles** will be effective upon **filing**, unless a future time and/or date is specified:

This is the

day of

September

16 ,20

INCORPORATOR

Myrtis Simpson Walker Academy for Boys

(**Incorporator Business Entity Name**)

Signature of Incorporate
rator

Cynthia L. Johnson, Executive Director *Type*
or print ***Incorporator's*** name and title, if any

NOTES: 1

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

CORPORATIONS DIVISION

Revised September, 2013

W 20:00 9202.z.des

Purpose of Corporation

This corporation is organized **for the following purpose(s)**
(check **as** applicable):

_religiou
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charitabl
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N-14

educationa
l,

_testing for public
safety,

scientific,

literary,

fostering national or international amateur sports
competition, and/or

prevention of cruelty to children or animals,

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 (herein **the "Code"**) (or the corresponding provisions of any future United **States** Internal Revenue Code).

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 (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 Section 170(c)(2) of the Code.**

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine or to federal, state, or local governments to be used exclusively for public purposes. 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 then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes,



Elementary School Daily Bell Schedule

**Elementary Daily Schedule (Monday & Friday)*

Time	8:00 - 9:00	9:00 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 3:00	3:00 - 3:15
K-2	Hope K-12 8:00 - 8:30	Language Arts/Literacy 8:30 - 10:45	Specials* 10:45 - 11:30	Lunch 11:30 - 12:00	Math 12:00 - 1:30	Recess 1:30 - 2:00	Project Work (SS & Sci.) 2:00 - 3:00	Closing Circle 3:00 - 3:15
3-4	Hope K-12 8:00 - 8:30	Language Arts/Literacy 8:30 - 10:45	Recess 10:45 - 11:15	Lunch 11:15 - 11:45	Math 11:45 - 1:15	Specials* 1:15 - 2:00	Project Work (SS & Sci.) 2:00 - 3:00	Closing Circle 3:00 - 3:15
5	Hope K-12 8:00 - 8:30	Language Arts/Literacy 8:30 - 10:45	Math 10:45 - 12:15	Lunch 12:15 - 12:45	Recess 12:45 - 1:15	Project Work (SS & Sci.) 1:15 - 2:15	Specials* 2:15 - 3:00	Closing Circle 3:00 - 3:15
Early Release (Mon.) K-2	Hope K-12 8:00 - 8:30	Math 8:30 - 9:30	Recess 9:30 - 10:00	Language Arts/Literacy 10:00 - 11:00	Project Work (SS & Sci.) 11:00 - 11:30	Lunch 11:30 - 12:00	Specials* 1:15 - 12:45	Closing Circle 12:45 - 1:00
Early Release (Mon.) 3-5	Hope K-12 8:00 - 8:30	Math 8:30 - 9:30	Specials* 9:30 - 10:15	Project Work (SS & Sci.) 10:15 - 10:45	Recess 10:45 - 11:15	Lunch 11:15 - 11:45	Language Arts/Literacy 11:45 - 12:45	Closing Circle 12:45 - 1:00

MS Daily Bell Schedule

Time	8:00 - 9:00	9:00 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 3:15	
6th Grade	Core Block #1 (61) 8:15 - 9:20 (65 min.)	Core Block #2 (62) 9:23 - 10:28 (65 min.)	Rec. 10:28 - 10:48	Core Block #3 (63) 10:51 - 11:49 (65 min.)	Lunch 11:49 - 12:12	Elective Block #4 (64) 12:15 - 1:20 (65 min.)	Hope K-12 1:23 - 1:52	Core Block #5 (65) 1:55 - 3:00 (65 min.)
7th & 8th Grade	Core Block #1 (71) 8:15 - 9:20 (65 min.)	Hope K-12 9:23 - 9:43	Elective Block #2 (72) 9:46 - 10:51 (65 min.)	Core Block #3 (73) 10:54 - 11:59 (65 min.)	Lunch 11:59 - 12:23	Rec 12:23 - 12:45	Core Block #4 (74) 12:47 - 1:52 (65 min.)	Core Block #5 (75) 1:55 - 3:00 (65 min.)
Early Release (Mon.)	Core Block #1 (81) 8:15 - 9:15 (60 min.)	Core Block #2 (82) 9:20 - 10:20 (60 min.)	Core Block #4(84) 10:25 - 11:25 (60 min.)	Lunch 11:25 - 11:55	Core Block #5 (85) 12:00 - 1:00 (60 min.)			

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: The Myrtis Simpson Walker Academy for Boys
2. Full name: Cynthia Johnson

Home Address: 1443 Summer Coach Drive

Business Name and Address: The Myrtis Simpson Walker Youth Leadership Foundation, Inc.

Telephone No.: 704-491-0176

E-mail address: mswyouthleadership@gmail.com

3. Brief educational and employment history.
I have a Masters in Counseling from Hampton University, Masters in Educational Organizational Leadership from Grand Canyon University and B.S. in Psychology from Bethune Cookman University. I have worked as a School Counselor with Charlotte Mecklenburg Schools for approximately 20 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?

Currently I am the Chairperson for the MSW Academy for Boys. As the founding board member and it is my vision to start an all male academy I recruited members of the board with a passion for children and want to see the academic and behavior improvement in the community.

6. What is your understanding of the appropriate role of a public charter school board member?
The Charter School Board member is to create policies, maintain the school's mission and vision, promote educational excellence through advocacy and visionary leadership. The board is to ensure that the school complies with its charter and applicable laws.
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 as a board member with the Thomasboro Foundation. As an active board member it allows me to gain knowledge on how a board should be run effectively. It is important that all members work together to ensure the success of the foundation as it supports the needs of the families in the community.
I am also the Chairperson of the Myrtis Simpson Walker Youth Leadership Foundation, Inc. It is a non-profit working with the youth in the community.
8. Describe the specific knowledge and experience that you would bring to the board.
Working with community members and being able to engage with the community to provide them the right resources to be empowered. I have been an educator for 20 years in which I have observed what families and children need to be productive citizens. Providing families with the necessary resources to aid them in their time of need. Starting a non-profit (The Myrtis Simpson Walker Youth Leadership Foundation, Inc) gave me the experience on what it takes to run an effective foundation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission focuses on character education, music and entrepreneurship. The mission statement is the guiding force of the school. All areas of the school must support the mission.
2. What is your understanding of the school's proposed educational program?
The school's driving force is the HOPE K-12 Character Educational Program which promotes social and emotional well being. The curriculum used supports common core as well as young men. Music and Entrepreneurship will also be an important part of the school environment which will be included throughout the school day through Project Based Learning and Electives.
3. What do you believe to be the characteristics of a successful school?

A successful school is well rounded as it relates to academics, supporting social-emotional well-being , extra-curricular activities, volunteering and having high morale.

4. How will you know that the school is succeeding (or not) in its mission?
The Head of School will provide the board a monthly data report which will include academics, behavior, attendance and student and staff morale.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will ensure that the school is being run appropriately by receiving monthly reports from the Head of School.
2. How will you know if the school is successful at the end of the first year of operation?
The results of test scores, behavior goals, attendance. Parent, Staff and Student surveys show success with the school's overall operation.
3. How will you know at the end of five years of the schools is successful?
We have met our school goals as it relates to academics, continued family involvement, students continuing to thrive academically and continued community support.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will be intentional on engaging with the community, Head of School (Principal), staff members, families and students. Listening to the needs from our families, staff members and students. Learning from others and attending Professional Developments that will allow us to grow with the changing times.
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?
As a board member I would speak to the board member to ensure that they are following board expectations as it relates to our mission and vision of MSWA.

*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, _____ Cynthia L. Johnson _____, 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 MSW Academy for Boys Charter School is true and correct in every respect.

*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, Cynthia Johnson, 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 MSW Academy for Boys Charter School is true and correct in every respect.

Signature Cynthia Johnson
Date 4/26/2023

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: The Myrtis Simpson Walker Academy for Boys or MSW Academy for Boys

2. Full name: Kevin Michael Conway

Home Address: 1235 Nesters store place SW, Concord NC 28027

Business Name and Address: Wells Fargo NA

Telephone No.: 631-889-6187

E-mail address: kevin.m.conway488@gmail.com

3. Brief educational and employment history.

Master of Business Administration with a concentration in finance and human resources with a history working as mortgage underwriter, business process specialist, and now as

a Senior Credit Risk Specialist for Wells Fargo's Wealth and Investment Management department.

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 Toni Wheeler as she knows I have been looking for ways to give back and get involved with my community. When I lived in New York, I was a big part of our Youth Community Center and missed being able to get involved.

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

I understand the board to be members who execute the mission and vision of the school. Board members also oversee the operations of the school, hold the leadership accountable to goals, and ethical standards.

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 not worked on a board before, but I believe my background working with a youth community organization and my financial knowledge will be vital when it comes to handle a school budget and financial planning.

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

I have been working in the financial industry for over 10 years with multiple project, risk, and financial certifications. I work as a risk project manager that handles multiple projects that require setting goals, achieving milestones, and making certain to stay on budget.

School Mission and Program

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

The MSW Academy is completely different from any other school in that we will provide students with music education, entrepreneurship, and character education.

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

Development & a hands-on approach to learning one in which truly involves the parents.

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

Characteristics of a successful school are measured results with grades, character musical knowledge and entrepreneur skill. We will also require parental involvement.

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

Students will be graduating with the ability to present business ideas, analyze markets, and create successful businesses.

Governance

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

The board will have monthly meetings with the school leadership and other staff members on school operations which will include evaluating the data collected.

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

By the end of the year we will review the data and budget to understand the financial success of the school. High test and presentation scores will show the students are understand the curriculum.

3. How will you know at the end of five years of the schools is successful?

Through measured data. We will look at pre and post data for our students. We will see throughout the data how our school is truly different. We will measure grades, attendance, behavior, knowledge of music, character education and musical education. We will also use Map Testing, and Benchmark testing as well as other tools to measure success.

4. What specific steps do you think the charter school board

will need to take to ensure that the school is successful?
Measuring our success quarterly and then making adjustments to ensure that the success does take 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?

The unethical behavior would be documented and then brought before the board to listen to the issue. After the discussion the board would vote and determine next steps.

*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, Kevin Michael Conway, 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 MSW Academy for Boys Charter School is true and correct in every respect.

Signature

Kevin Conway

Date

3/25/23

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: Myrtis Simpson Walker Academy for Boys

2. Full name: Toni Wheeler

Home Address: 9013 Vino Court, Charlotte, NC 28214

Business Name and Address:

Telephone No.: (704) 493-3381

E-mail address: mrstwheeler@gmail.com

3. Brief educational and employment history. Currently a K-6 Teacher with Charlotte Mecklenburg Schools. I have certification in the area of School Administration, Principal (K-12); Reading Teacher (K-12); early childhood and Elementary Education (K-6). My degrees include: MS in Leadership in Educational Administration; MA in Reading & Literacy; MBA/MHA; and BS in Computer Science.

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? We had a meeting to review board expectations, the

history of MSW and I completed an application for board membership. I believe in the MSW mission as well as preparing young minds for college and beyond.

6. What is your understanding of the appropriate role of a public charter school board member? To advise the leadership and set the policy and procedures.
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. My educational background allows me to assist others to maintain focus on students and their needs.
8. Describe the specific knowledge and experience that you would bring to the board. My diverse educational background -IBPYP, Title 1, and charter school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? It focuses on music, character education, and entrepreneurship.
2. What is your understanding of the school's proposed educational program? It focuses on HOPE K-12 Character Education Program and Achievement First curriculum.
3. What do you believe to be the characteristics of a successful school? The ability to educate, shape, form and prepare our children for the future.
4. How will you know that the school is succeeding (or not) in its mission? All students are engaged in learning, teachers and staff members are preparing, planning and implementing lessons effectively.

Governance

1. Describe the role that the board will play in the school's operation. To handle policy and procedures as well as to guide the principal.
2. How will you know if the school is successful at the end of the first year of operation? Retention of teachers and students.

3. How will you know at the end of five years if the school is successful? There will be a steady increase in EOG scores.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? To follow the Charter Application plan.
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? Inform the chairperson of the board, then invite the individual in for a discussion. Then there will be a vote to determine that person's membership.

*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, Toni Wheeler, 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.

Toni B. Wheeler 4/26/23
Signature Date

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: Myrtis Simpson Walker Academy for Boys
2. Full name: Jenny M. Jackson

Home Address: 6515 Matlea Court Charlotte, NC 28215

Business Name and Address: 6515 Matlea Court Charlotte, NC 28215

Telephone No.: 704-605-6466

E-mail address: jjack203@uncc.edu

3. Brief educational and employment history.

Jenny Jackson is an Entrepreneur-in-Residence (EIR) specializing in innovation process & methodology; design thinking and marketing research. Since 2019, she has served as a Business Mentor for Charlotte Launch (formerly Ventureprise Launch), as well as led a research team through the National Science Foundation's (NSF) iCorps program.

Prior to joining the Center for Entrepreneurship and Innovation team at UNC Charlotte, Jenny worked independently supporting startups, labs and incubators. In her previous role as Senior Innovation Consultant for MetLife's U.S. Innovation Hub, she researched and evaluated concepts, created and developed strategy, formulated test plans, and drove execution on relevant projects. Before working for MetLife, Jenny spent three years at Allstate, where in 2013 she received the Chairman's Vision Award for her training work with new hires.

She holds a Masters in Organization Development from Queens University of Charlotte, and a Bachelor's in Industrial Technology with a concentration in Graphic Communications from North Carolina A&T State University. She is a member of Delta Sigma Theta Sorority, Inc. and is an advocate for children's rights and autism acceptance.

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 Founder Cynthia Johnson. I wish to serve as a board member to help shape the direction of MSW Charter School for Boys, as well as help provide relevant educational opportunities for students.

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 includes helping set relevant educational goals and objectives for the MSW Charter School for Boys, as well as help ensure that the school complies with local, state and federal regulations. I also look forward to ensuring that students have access to a safe, supportive learning environment with an innovative curriculum.

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 sit on three boards helping influence the business model for two startups, and innovation initiatives for one accelerator program. As a board member, I've contributed to the overall vision and direction of these organizations with a focus on actively driving their overall progress and growth.

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

My zone of excellence is innovation process & methodology. My experience educating and mentoring startups is key for helping develop a relevant curriculum for student entrepreneurs.

School Mission and Program

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

My understanding of the school's mission is that it marries musical arts and entrepreneurship to encourage students to feel empowered while pursuing their passion for the arts and long-term educational goals

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

The school's educational program will be iterative with teachers and students influencing the curriculum based on artifact sharing and success metrics. Board members will evaluate the evidence shared during meetings to determine the effectiveness of the educational program.

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

A successful school is one that fosters an environment of learning and growth while providing necessary tools and resources to help its students reach their academic goals. Teachers should be knowledgeable about the subject matters and have the ability to engage and motivate students. School administration should be reliable, supportive and able to demonstrate leadership. Lastly, parents need to be involved in the ecosystem to help students succeed in their studies and stay well-informed of the school's goals and expectations. When all members of the ecosystem come together, it results in a successful school.

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

There are several factors to consider, with the most important factor being the quality of the education the school is providing. The relevant success metrics are enrollment numbers, student feedback and performance, and skill-based achievements received by students & faculty.

Governance

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

Board of Advisors are typically entrusted with overseeing the school's mission and operations, provide guidance, and making decisions regarding the school's future. The board also ensures that a school is in compliance with laws and regulations, assists in fundraising efforts, and develops policies that keep the students safe.

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

The key measure of success at the end of year one is student achievement. To assess student success, we will review test scores, state assessments and coursework grades. Other key metrics include financial and operational performance which are impacted by operating costs, enrollment numbers and the return on investments for relevant programs and initiatives.

3. How will you know at the end of five years of the school is successful?

At the end of year five, a school can measure success in a variety of ways. Evaluating student performance, faculty satisfaction, sustainability, and community engagement all help identify if a school is succeeding. By evaluating a variety of metrics, a school's progress and successes are accurately measured. With these key metrics in hand, administration and faculty are able to work towards a successful five-year plan.

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

The specific steps that the board needs to take to ensure success are:

- Develop a relevant curriculum that's tailored to the needs of its student population
- Hire staff that is made up of committed and qualified educators

- Engage the community at large, including parents, local organization and other stakeholders to ensure that the school's goals are viewed as accessible
- Develop a comprehensive evaluation system to measure student performance, teacher performance, and operational effectiveness
- Invest in a relevant training program that allow staff to stay up to date on changes and advancements in the education field

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'd first identify and confirm the unethical behavior with supporting evidence, then share my concerns with the board chair to determine if there needs to be any action taken against the board member(s) in question.

*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, Jenny Jackson, 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.

Jenny M. Jackson
4/24/23

Signature

Date

Charter School Board Member Information Form

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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: Vice President
2. Full name: George O. Hunt IV

Home Address: 1614 Meadowlark Landing Dr Charlotte, NC 28216

Business Name and Address: n/a

Telephone No.: 704 277 3214

E-mail address: gohunt@thebiginsurancegroup.com

3. Brief educational and employment history.

I was a Music Education Major at Norfolk State University and graduated in 2003. Started a company called The Block Promotions in 2013. That specialize in decorating apparel and promotional products. In 2021 open The Big Insurance Group, LLC specializing in life insurance and annuities.

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: X 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 by Ms. Cynthia Johnson. I wish to serve on the board because I believe in Ms. Johnson's vision. MSW will promote core ethical values and create a caring school community in the Charlotte area for young boys.

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

My understanding of the appropriate role of public charter school board member is to collaborate with the Head of School ensure there are clear expectations and to help develop the desired culture in the school. I understand the board members will have a hiring policy in place for the management team. All contracts with MSW charter school shall be approved by the board through recommendation of Head of School. MSW board will also approve the final budget with a clear policy of how MSW operated with the budget items, who has access to funding, and how often the budget should be reviewed. The board will also focus on annual and long-term goals for MSW charter.

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 not been on any board for a charter school. However, have been on boards for several nonprofit organizations as vice president of business. Also I'm the owner and operator The Big Insurance Group, LLC and The Block Percussion, LLC.

School Mission and Program

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

My understanding of MSW charter school mission is to lead young boys to academic excellence and to create a strong foundation in the music education and entrepreneurship.

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

My understanding HOPE K-12 curriculum addresses the principles of effective character education practices, Character Education Partnership's (CEP) 11 Principles of Effective Character Education™ was used to identify the key principles in HOPE©.

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

I believe that focused communication and support within the classroom and between peers, teachers-students and parents-children are essential for a successful charter school. Schools are more successful when the faculty feel empowered and involved. A teacher who feels empowered and involved in the decision-making process will have greater job satisfaction and be more willing to accept decisions they may disagree.

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

When MSW charter is succeeding in its mission it show from the students test scores and parents-children commitment to excellence.

Governance

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

The board have an array of duties with includes creating of budget and finances ensuring the adherence to school fiscal policies and procedures. Other duties the board may play a part in operations is assisting with teacher development and continuously renewing fundraising activities.

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

By the data that is provided throughout the year. Strong test scores from students at MSW.

3. How will you know at the end of five years of the schools is successful?

In five years, the school will have seen growth in the student population. Retention with the faculty, growth in test scores.

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

Some specific steps the board will need to take is to recruit a exceptional Head of School. MSW boards must manage themselves by investing in proven governance best practices regarding board composition, committee structure, meetings, and dynamics.

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?

Address your concerns in a board meeting with the individual(s). Get clear details on the act(s) you believe is unethically. Make sure it is within code of conduct or ethnic policy set by the broad.

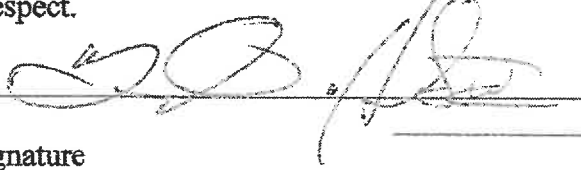
*Please include the following with your Information Form

- 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, George O. Hunt, 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 MSUP Charter School is true and correct in every respect.



4/26/23

Signature
Date

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. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the other 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:	600-Char.-Mecklenburg	What percentage of students from t
LEA #2:		What percentage of students from t
LEA #3:		What percentage of students from t

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	600			600			600
Kindergarten	50			50			50
Grade 1	50			50			50
Grade 2	50			50			50
Grade 3	50			50			50
Grade 4	50			50			50
Grade 5	50			50			50
Grade 6				50			50
Grade 7							50
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	300	0	0	350	0	0	400

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



jects to enroll. In addition,
those on the initial cover

rticular level.

he LEA selected above will qualify for EC funding? **10%**

he LEA selected above will qualify for EC funding?

he LEA selected above will qualify for EC funding?

Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		600			600		
		50			70		
		50			65		
		50			55		
		50			50		
		50			50		
		50			50		
		50			70		
		50			45		
		50			45		
0	0	450	0	0	500	0	0

set forth and approved in the projected 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 (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

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

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds 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 their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,105.77	300	\$1,831,731.00
Local Funds	\$3,339.17	300	\$1,001,751.00
State EC Funds	\$5,275.72	30	\$158,271.60
Federal EC Funds	\$1,514.35	30	\$45,430.50
Total:			\$3,037,184.10

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
Total:			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			

Total:

\$0.00

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 year 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: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,831,731	\$ 2,137,020	\$ 2,442,308	\$ 2,747,597
Local Per Pupil Funds	\$ 1,001,751	\$ 1,168,710	\$ 1,335,668	\$ 1,502,627
State EC Funds	\$ 158,272	\$ 184,650	\$ 211,029	\$ 237,407
Federal EC Funds	-	\$ 45,431	\$ 60,574	\$ 68,146
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,991,754	\$ 3,535,810	\$ 4,049,579	\$ 4,555,776

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

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



g on federal funding in

Year 5	
\$	3,052,885
\$	1,669,585
\$	263,786
\$	75,718
\$	5,061,974

additional questions
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ment of these funds. If

rdix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 85,000	\$ 85,000	1	\$ 85,500	\$ 85,500	1	\$ 86,000	\$ 86,000	1	\$ 86,500	\$ 86,500	1	\$ 87,000	\$ 87,000
Assistant Administrator		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	1	\$ 35,000	\$ 35,000	1	\$ 35,500	\$ 35,500	1	\$ 36,000	\$ 36,000	1	\$ 36,500	\$ 36,500	1	\$ 37,000	\$ 37,000
Food Service Staff	0.5	\$ 21,000	\$ 10,500	0.5	\$ 21,500	\$ 10,750	0.5	\$ 22,000	\$ 11,000	0.5	\$ 22,500	\$ 11,250	0.5	\$ 23,000	\$ 11,500
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Outreach Director	1	\$ 66,000	\$ 66,000	1	\$ 66,500	\$ 66,500	1	\$ 67,000	\$ 67,000	1	\$ 67,500	\$ 67,500	1	\$ 68,000	\$ 68,000
On-Site School Counselor or Social Worker	1	\$ 45,000	\$ 45,000	1	\$ 45,500	\$ 45,500	1	\$ 46,000	\$ 46,000	1	\$ 46,500	\$ 46,500	1	\$ 47,000	\$ 47,000
Dean	1	\$ 66,000	\$ 66,000	1	\$ 66,500	\$ 66,500	1	\$ 67,000	\$ 67,000	1	\$ 67,500	\$ 67,500	1	\$ 68,000	\$ 68,000
Assistant Principal		\$ -	\$ -	1	\$ 70,000	\$ 70,000	1	\$ 70,500	\$ 70,500	1	\$ 71,000	\$ 71,000	1	\$ 71,500	\$ 71,500
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Total Admin and Support:	5.5		\$ 307,500	6.5		\$ 380,250	6.5		\$ 383,500	6.5		\$ 386,750	6.5		\$ 390,000
Instructional Personnel															
Core Content Teacher(s)	12	\$ 45,000	\$ 540,000	14	\$ 45,500	\$ 637,000	16	\$ 46,000	\$ 736,000	18	\$ 46,500	\$ 837,000	20	\$ 47,000	\$ 940,000
Electives/Specialty Teacher(s)	2.5	\$ 45,000	\$ 112,500	4.5	\$ 45,500	\$ 204,750	4.5	\$ 46,000	\$ 207,000	5.5	\$ 46,500	\$ 255,750	6.5	\$ 47,000	\$ 305,500
Exceptional Children Teacher(s)	1	\$ 45,000	\$ 45,000	1	\$ 45,500	\$ 45,500	2	\$ 46,000	\$ 92,000	2	\$ 46,500	\$ 93,000	3	\$ 47,000	\$ 141,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	4	\$ 20,000	\$ 80,000	4	\$ 20,500	\$ 82,000	4	\$ 21,000	\$ 84,000	4	\$ 21,500	\$ 86,000	4	\$ 22,000	\$ 88,000
EC Teacher Assistant	1	\$ 20,000	\$ 20,000	1	\$ 20,500	\$ 20,500	1	\$ 21,000	\$ 21,000	1	\$ 21,500	\$ 21,500	1	\$ 22,000	\$ 22,000
Computer teacher	0.5	\$ 20,000	\$ 10,000	0.5	\$ 20,500	\$ 10,250	0.5	\$ 21,000	\$ 10,500	0.5	\$ 21,500	\$ 10,750	0.5	\$ 22,000	\$ 11,000
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Total Instructional Personnel:	21		\$ 807,500	25		\$ 1,000,000	28		\$ 1,150,500	31		\$ 1,304,000	35		\$ 1,507,500
Total Admin, Support and Instructional Personnel:	26.5		\$ 1,115,000	31.5		\$ 1,380,250	34.5		\$ 1,534,000	37.5		\$ 1,690,750.00	41.5		\$ 1,897,500

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	5	\$ 6,500	\$ 32,500	6	\$ 6,500	\$ 39,000	6	\$ 6,500	\$ 39,000	6	\$ 6,500	\$ 39,000	6	\$ 6,500	\$ 39,000
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	5	\$ 1,356	\$ 6,780	6	\$ 1,356	\$ 8,136	6	\$ 1,356	\$ 8,136	6	\$ 1,356	\$ 8,136	6	\$ 1,356	\$ 8,136
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability	5	\$ 655	\$ 3,275	6	\$ 655	\$ 3,930	6	\$ 655	\$ 3,930	6	\$ 655	\$ 3,930	6	\$ 655	\$ 3,930
Medicare	5	\$ 2,802	\$ 14,010	6	\$ 2,802	\$ 16,812	6	\$ 2,802	\$ 16,812	6	\$ 2,802	\$ 16,812	6	\$ 2,802	\$ 16,812
Social Security	5	\$ 452	\$ 2,260	6	\$ 452	\$ 2,712	6	\$ 452	\$ 2,712	6	\$ 452	\$ 2,712	6	\$ 452	\$ 2,712
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Total Admin and Support Benefits:			\$ 58,825			\$ 70,590			\$ 70,590			\$ 70,590			\$ 70,590
Instructional Personnel Benefits															
Health Insurance	20	\$ 6,500	\$ 130,000	24	\$ 6,500	\$ 156,000	27	\$ 6,500	\$ 175,500	30	\$ 6,500	\$ 195,000	34	\$ 6,500	\$ 221,000
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	20	\$ 1,228	\$ 24,560	24	\$ 1,250	\$ 30,000	27	\$ 1,262	\$ 34,074	30	\$ 1,271	\$ 38,130	34	\$ 1,281	\$ 43,554
Social Security	20	\$ 2,539	\$ 50,780	24	\$ 2,583	\$ 61,992	27	\$ 2,608	\$ 70,416	30	\$ 2,627	\$ 78,810	34	\$ 2,647	\$ 89,998
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	20	\$ 594	\$ 11,880	24	\$ 604	\$ 14,496	27	\$ 610	\$ 16,470	30	\$ 614	\$ 18,420	34	\$ 619	\$ 21,046
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Unemployment	20	\$ 409	\$ 8,180	24	\$ 417	\$ 10,008	27	\$ 421	\$ 11,367	30	\$ 424	\$ 12,720	34	\$ 427	\$ 14,518
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 225,400			\$ 272,496			\$ 307,827			\$ 343,080			\$ 390,116
Total Personnel Benefits:			\$ 284,225			\$ 343,086			\$ 378,417			\$ 413,670			\$ 460,706
Total Admin & Support Personnel (Salary & Benefits):	5.5		\$ 366,325	6.5		\$ 450,840	6.5		\$ 454,090	6.5		\$ 457,340.00	6.5		\$ 460,590
Total Instructional Personnel (Salary & Benefits):	21		\$ 1,032,900	25		\$ 1,272,496	28		\$ 1,458,327	31		\$ 1,647,080	35		\$ 1,897,616
TOTAL PERSONNEL:	26.5		\$ 1,399,225	31.5		\$ 1,723,336	34.5		\$ 1,912,417	37.5		\$ 2,104,420	41.5		\$ 2,358,206

*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	\$ 5,000.00	\$ 1,000.00	\$ 1,000.00
Paper	\$ 3,250.00	\$ 3,875.00	\$ 4,500.00
Computers & Software	\$ 4,000.00	\$ 500.00	\$ 500.00
Communications & Telephone	\$ 4,500.00	\$ 5,250.00	\$ 6,000.00
Copier purchases	\$ 10,000.00		\$ 5,000.00
Other			
Bank Fees	\$ 500.00	\$ 583.33	\$ 666.67
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 23,300.00	\$ 13,780.00	\$ 13,780.00
Student Accounting/ Power school	\$ 23,000.00	\$ 13,000.00	\$ 13,000.00
Financial/ Accountant	\$ 48,000.00	\$ 48,000.00	\$ 48,000.00
EC Services	\$ 28,500.00	\$ 28,500.00	\$ 28,500.00
Facilities			
Facility Lease/Mortgage	\$ 600,000.00	\$ 600,000.00	\$ 600,000.00
Maintenance	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Custodial Supplies	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Custodial Contract	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00
Insurance (pg19)	\$ 23,500.00	\$ 27,416.67	\$ 31,333.34
Security	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 25,000.00	\$ 29,166.67	\$ 33,333.34
Gas	\$ 15,000.00	\$ 17,500.00	\$ 20,000.00
Water/Sewer	\$ 4,500.00	\$ 5,250.00	\$ 6,000.00
Trash	\$ 7,000.00	\$ 8,166.67	\$ 9,333.34
Other			

*** Insert rows and edit text as needed. ***

Transportation

Buses- Contract	\$ 165,000.00	\$ 165,000.00	\$ 220,000.00
Gas			
Oil/Tires & Maintenance			
Other			
*** Insert rows and edit text as needed. ***			

Other

Marketing	\$ 3,000.00	\$ 3,500.10	\$ 4,000.20
Child nutrition	\$ 200,000.00	\$ 120,000.00	\$ 130,000.00
Travel			
Other			
*** Insert rows and edit text as needed. ***			

Total Administrative & Support Operations:	\$ 1,265,550.00	\$ 1,167,988.44	\$ 1,252,446.89
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OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 5,000.00	\$ 5,750.00	\$ 6,500.00
Hardware	\$ 50,000.00	\$ 10,000.00	\$ 10,000.00
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 20,000.00	\$ 23,333.33	\$ 26,666.66
Field Experience	\$ 7,500.00	\$ 10,000.00	\$ 12,500.00
Counselor			
Substitutional contract	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Books and Supplies			
Instructional Materials	\$ 500.00	\$ 583.33	\$ 666.66
Curriculum/Texts	\$ 45,000.00	\$ 7,500.00	\$ 7,500.00
Copy Paper			
Testing Supplies			
Other			
Music Supplies	\$ 5,000.00	\$ 45,000.00	\$ 5,000.00
Total Instructional Operations:	\$ 163,000.00	\$ 132,166.66	\$ 98,833.32
TOTAL OPERATIONS:	\$ 1,428,550.00	\$ 1,300,155.10	\$ 1,351,280.21

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 1,000.00	\$ 1,000.00
\$ 5,125.00	\$ 5,750.00
\$ 500.00	\$ 500.00
\$ 6,750.00	\$ 7,500.00
\$ 750.00	\$ 833.34
\$ 13,780.00	\$ 13,780.00
\$ 13,000.00	\$ 13,000.00
\$ 48,000.00	\$ 48,000.00
\$ 28,500.00	\$ 28,500.00
\$ 600,000.00	\$ 600,000.00
\$ 25,000.00	\$ 25,000.00
\$ 2,500.00	\$ 2,500.00
\$ 25,000.00	\$ 25,000.00
\$ 35,250.01	\$ 39,166.68
\$ 25,000.00	\$ 25,000.00
\$ 37,500.01	\$ 41,666.68
\$ 22,500.00	\$ 25,000.00
\$ 6,750.00	\$ 7,500.00
\$ 10,500.01	\$ 11,666.68

\$ 220,000.00	\$ 275,000.00
\$ 4,500.30	\$ 5,000.40
\$ 140,000.00	\$ 150,000.00
\$ 1,271,905.33	\$ 1,351,363.78

Year 4		Year 5	
\$	7,250.00	\$	8,000.00
\$	10,000.00	\$	10,000.00
\$	29,999.99	\$	33,333.32
\$	15,000.00	\$	17,500.00
\$	30,000.00	\$	30,000.00
\$	749.99	\$	833.32
\$	7,500.00	\$	7,500.00
\$	5,000.00	\$	5,000.00
\$	105,499.98	\$	112,166.64
\$	1,377,405.31	\$	1,463,530.42

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,399,225.00	\$ 1,723,336.00	\$ 1,912,417.00	\$ 2,104,420.00	\$ 2,358,206.00
Total Operations	M	\$ 1,428,550.00	\$ 1,300,155.10	\$ 1,351,280.21	\$ 1,377,405.31	\$ 1,463,530.42
Total Expenditures	N = J + M	\$ 2,827,775.00	\$ 3,023,491.10	\$ 3,263,697.21	\$ 3,481,825.31	\$ 3,821,736.42
Total Revenue	Z	\$ 2,991,753.60	\$ 3,535,809.70	\$ 4,049,578.80	\$ 4,555,776.15	\$ 5,061,973.50
Surplus / (Deficit)	= Z - N	\$ 163,978.60	\$ 512,318.60	\$ 785,881.59	\$ 1,073,950.84	\$ 1,240,237.08

Bylaws of MSW Academy, Inc.

Article I: NAME

The name of Corporation is The Myrtis Simpson Walker Academy (hereinafter “MSW Academy” or the “Corporation” or the “School”).

Article II: MISSION AND PURPOSE

MSW Academy focuses on growing young men through musical arts and entrepreneurship, developing them into men of character instilled with drive to pursue their passions, persistence to achieve their goals, and empowered to lead with integrity.

MSW Academy is a private non-profit corporation whose purpose is to provide and operate a Charter School in North Carolina in accordance with the laws, rules and regulations governing charter schools in North Carolina (the “Education Laws”) and to pursue related educational endeavors in the state of North Carolina. MSW Academy, which is organized under the Non-Profit Corporation Act of North Carolina, shall operate exclusively for charitable and educational purposes and in a manner consistent with Chapter 55A of the General Statutes of North Carolina and Section 501 (c)(3) or successor provisions of the Internal Revenue Code. It shall be the policy of the Board of Directors and the school not to discriminate in admissions and hiring practices in violation of the law.

The corporation is organized exclusively for charitable and educational 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, or the corresponding section of any future federal tax code.

Prohibited Activities.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. 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 provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article III: MEMBERS

MSW Academy shall have no members, certificate holders, or shareholders. All functions and affairs of MSW Academy shall be conducted and performed entirely by the Board. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Officers" or the "Directors") of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Officers or approval by the Board of Directors (hereinafter the "Board"). The Head of School shall serve as an ex officio, non-voting member of the Board for his or her term of employment

Article V: BOARD OF DIRECTORS

Section 1. General Powers. The property, business, and affairs of MSW Academy shall be managed, controlled, and directed by the Board or such committees as the Board may establish. The Board's primary duties include the hiring and evaluation of the Head of School, the setting of general institutional policies, strategic planning, fundraising, budgeting, operating procedures and community relations. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the Education Laws, nonprofit corporation law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction in accordance with G.S. 115C-218-et seq. and all other applicable laws and regulations.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Officers;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity in which the Corporation may engage;
6. To act as trustee officer under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange, and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds,

debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the North Carolina Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section 2. Number. The number of persons constituting the Board who have voting authority shall be no fewer than five (5) but no more than nine (9), not including the Head of School, who shall serve as an ex officio, non-voting member of the Board. The number of Board members may be increased by a simple majority of the voting members of the Board or amendment of the Bylaws.

Section 3. Minimum Number of Board Meetings. The Board will meet once a month in at least ten (10) of the twelve (12) months each year.

Section 4. Term. The Board shall elect Officers whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. The term of office of an Officer elected to fill a vacancy in these Bylaws begins on the date of the Officer's Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of an Officer, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Officers authorized. An Officer's term of office shall not be shortened by any reduction in the number of Officers resulting from amendment to the Charter, the Bylaws, or other Board action. An Officer's term of office shall not be extended beyond that for which the Trustee Officer was elected by amendment of the school's charter or the Bylaws or other Board action. The number of terms is not limited; however, once a period of two consecutive terms has been served, a voting Board member is required to rotate off the board for a one-year hiatus before serving any additional terms as a voting member.

Section 5. Compensation. All members of the Board shall serve without compensation. However, the Board may approve reimbursement of an Officer's actual and necessary expenses while conducting Corporation business.

Section 6. Election and Vacancies. Board members shall be elected at any annual or special meeting of the Board by vote of a majority of the Board members at the time in office. The Board shall elect Officers whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

A vacancy is deemed to occur on the effective date of the resignation of an Officer, upon the

removal of an Officer, upon declaration of vacancy pursuant to these Bylaws, or upon an Officer's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Officers. If a vacancy occurs in the Board, the remaining Board may fill the vacancy by a simple majority vote of the remaining Board within 60 days of the vacancy at any regular or special meeting of the Board. The new member of the Board will then serve the remainder of the unexpired term of the member of the Board who is being replaced. If the minimum requirements for the number of Board Members remains after any such vacancy of a member, the remaining Board reserves the right to leave the vacancy open indefinitely if deemed appropriate.

Section 7. Removal. Board members may be removed with or without cause by a vote of a simple majority of the Board. In the event that any member of the Board is removed, a new member may be elected at the same meeting or within 60 days of the vacancy. If the minimum requirements for the number of Board Members remains after any such removal of a member, the remaining Board reserves the right to leave the vacancy open indefinitely if deemed appropriate.

Section 8. Resignation. A member of the Board may resign at any time by giving notice thereof to the Chairperson of the Board, in writing. When possible, a minimum of 30 days advance notice should be provided. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of an Officer.

Section 9. Additional Duties of the Board of Directors. The duties of the Board shall consist of the following:

1. To provide leadership in order to carry out the goals and objectives of MSW Academy.
2. To develop clear governing roles and responsibilities for the Board and its committees and to review them annually.
3. To govern MSW Academy in accordance with Federal and State Law, including compliance with the State Board of Education and all North Carolina laws governing charter schools.
4. To meet at such times and places as required by the Bylaws.
5. To appoint and remove, employ and discharge, supervise the duties of, and, except as otherwise provided herein, prescribe the duties and fix the compensation of the officers, agents, and the lead administrator, the Head of School.
6. To ensure adequate resources for MSW Academy.
7. To approve compensation arrangements and document the decision in meeting minutes.
8. To provide proper financial and personnel oversight as a fiduciary of MSW Academy.
9. To provide enhancement of MSW Academy's public standing.
10. To track, be aware of, and be prepared to accommodate new legislative requirements.
11. To provide support, financial management, policy development, and dedication to the mission of MSW Academy.
12. To provide all Board members with the information and training needed to perform effectively.

Article VI: MEETINGS BY THE BOARD OF DIRECTORS

Section 1. Regular Meetings of Board of Directors. The Board shall hold regular monthly meetings as follows:

1. All regular meetings by the Board shall be at a time and place as advertised by the Chairperson of the Board.
2. All regular meetings shall take place at the school's administration building or other appropriate place as designated by the Chairperson of the Board.
3. At each annual regular meeting of the Board, the Board shall adopt a schedule for the upcoming year stating the date, time, and place for each regular meeting. An Annual Meeting shall be held in the month of March of each year for the purpose of electing Officers, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Section 2. Special Meetings of Board. The Board shall hold special meetings as follows:

1. On the request of three or more Board members, one of whom is required to be an officer or the Head of School in accordance with state law.
2. Each special meeting must be advertised to the public and at a minimum include the posting of a written notice for at least 48 hours at the place of regular meetings and by giving written or oral notice at least 48 hours in advance at the front door of the administration building.
3. All special meetings require all Board members to be provided at least 48-hour notice of the special meeting.
4. When reasonably practicable, all Board members shall be provided a list of all topics to be discussed at the special meeting 24 hours in advance of the meeting.

Section 3. Emergency Meetings of Board of Directors. The Board shall hold emergency meetings as follows:

1. Emergency meetings may be held by the Board of Directors immediately after ALL Board members are notified on the occasion of special circumstances as declared by the Board. At least one officer must be present for an Emergency Meeting of the Board.
2. Forty-eight (48) hour notice is not required for emergency meetings. However, all Board members and the public should be provided as much notice as is reasonably possible under the circumstances of the date, time, and topics to be covered. For an emergency meeting, the public body shall cause notice of the meeting to be given to each local newspaper, local wire service, local radio station, and local television station that has filed a written request, which includes the newspaper's, wire service's, or station's telephone number, for emergency notice with the clerk or secretary of the public body or with some other person designated by the public body. This notice shall be given either by e-mail, by telephone, or by the same method used to notify the members of the public body and shall be given immediately after notice has been given to those members. This notice shall be given at the expense of the party notified.

3. At the meeting, the Board shall document the reason for the meeting, the nature of the notice given, and the approval of the Board of Directors, which declares such meeting as an emergency meeting. Only business connected with the emergency may be considered at a meeting to which notice is given pursuant to this paragraph.

Section 4. Requirements of all Meetings of the Board of Directors. All meetings by the Board shall be governed by the following provisions:

1. The members of the Board are committed to adhere to the letter and the intention within North Carolina's Open Meeting Laws when MSW Academy becomes a public body as defined in G.S. 143-318.10 (b).
2. Advanced notice date, time, and location of regular meetings will be posted on the MSW Academy website and other media approved by the Board seven days prior to meeting, with the exception of Special and Emergency Meetings that will follow Sections 2 and 3, respectively.
3. All notice of any meeting classification shall be made by email, facsimile, or any other available form of written communication to all members of the Board.
4. All notice to the public will be displayed in the school administration office and school website.
5. Board meeting minutes will be approved and kept available to the public and will be published on the school website within 10 business days of being approved by the board.
6. Board members should attend at least 80% of meetings and serve on at least one Board Committee with the same attendance requirements. Failure to attend the required number of Board or Committee meetings can result in the removal of the Board member.
7. Waiver of Notice. Notice of a meeting need not be given to a Trustee Officer who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.
8. The Board will observe the Open Meetings Law (Article 33C of Chapter 143 of the North Carolina General Statutes), including without limitation by giving or providing notice of all "official meetings" (as defined in the Open Meetings Law) in the manner required by law and by providing access to records of Board meetings to the public in the manner required by law.

Section 5: Closed Meeting.

1. A closed meeting shall be held only when required to permit a public body to act in the public interest as permitted in this section. A public body may hold a closed meeting and exclude the public only when a closed session is required in accordance with NC Open Meeting Law (G.S. 145-318.11).

2. A closed meeting may be held only upon a motion duly made and adopted at an open meeting.
3. Every motion to close a meeting shall cite one or more of the permissible purposes listed in NC Open Meeting Law (G.S. 145-318.11) section (a).
4. When a public body meets in a closed session, it shall keep a general account of the closed session so that a person not in attendance would have a reasonable understanding of what transpired.
5. Such minutes and accounts shall be public records within the meaning of the Public Records Law (G.S. 132-1 et seq) provided; however, the minutes or an account of a closed session conducted in compliance with G.S. 143-318.11 may be withheld from public inspection so long as public inspection would frustrate the purpose of a closed session.

Section 6: Quorum. A simple majority of the voting members of the Board, shall constitute a quorum for the transaction of business at any meeting of the Board of Directors with at least one officer present. If a quorum is not present at such meeting, the voting members of the Board present may reschedule the meeting without further notice until a quorum is established. A quorum, if it exists, shall be declared by the Chairperson of the Board.

Section 7: Participation. Any Board member can participate in a meeting of the Board by means of communication through which all persons participating in the meeting can simultaneously hear each other during the meeting. A Board member participating in a meeting through this alternate means is deemed to be present and in person at the meeting.

Section 8: Presumption of Assent. A Board Member who is present at a meeting of the Board at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless his or her dissent has been entered in the minutes of the meeting or unless he or she has filed his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Board member who voted in favor of such action.

Section 9: Manner of Voting. The act of a majority of the voting members of the Board present at a meeting in which a quorum is present shall be the act of the Board, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater percentage or different voting rules for approval of a matter by the Board. Electronic vote by the Board members will be accepted and counted. A voting member of the Board is considered present and eligible to cast ballots if connected by telephone or other electronic means at the time of the vote. In the event said connection is terminated, the meeting may continue as long as a quorum of present members exists; otherwise, if a quorum is no longer present, the meeting shall be suspended or postponed until such member returns or a quorum is otherwise established and declared by the Board Chairperson.

Article VI: Action by the Board

Section 10: Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Officers present may adjourn the meeting until a quorum is obtained.

Section 11: Action Without Meeting. Action taken by a majority of the Board members or members of a committee without a meeting is nevertheless Board or committee action if written consent to the action in question is signed by all of the Board members or members of the committee, as the case may be, and filed with the minutes of the proceedings of the Board or committee, whether done before or after the action is taken.

Section 12: Board Participation by Other Means. In all events, a quorum Officers must be present to lawfully conduct a Board Meeting of the School. To the extent that, pursuant to Section 143-318.13(a) of the Open Meetings Law, the board provides a location and means whereby members of the public may listen to the meeting, Officers may participate in the meeting by use of conference telephone or other electronic means, provided that all Officers participating in such meeting can hear one another. If Board members cannot hear one another, quorum may be affected.

Article VII: Committees

Section 1: Appointment of Committees. The Board may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Officers, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five Officers.

Section 2: Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the President of the Board. The Board shall have a Personnel Committee chaired by the President of the Board who will also appoint additional members. The Board shall have a Facility Committee chaired by the Vice Chair of the Board with additional members of the committee appointed by the President of the Board.

Section 3: Authority of Board Committees. The Chairman of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

The election of Officers;

Filling vacancies on the Board or any committee which has the authority of the Board;

The amendment or repeal of Bylaws or the adoption of new Bylaws; and

The appointment of other committees of the Board, or the members of the committees.

Section 4: Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a

Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

Article VIII: STANDARD OF CARE

Section 1: Performance of Duties. Each Officer shall perform all duties of an Officer, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Section 2: Reliance on Others. In performing the duties of an Officer, an Officer shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

1. One or more Officers or employees of the Corporation whom the Officers believes to be reliable and competent in the matters presented;
2. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
3. A Board Committee on which the Officer does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Officer believes the Committee merits confidence and the Officer acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 3: Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 4: Rights of Inspection. Every Officer has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 5: Participation in Discussions and Voting. Every Officer has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Officer shall be excused from the discussion (other than to present factual information or to respond to questions prior to the discussion) and vote on any matter involving such Officer relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Officer uniquely; or (d) any other matter at the discretion of a majority of the Officers then present.

Section 6: Duty to Maintain Board Confidences. Every Officer has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any closed session of the Board. Any Officer violating this confidence may be removed from the Board.

Article IX OFFICERS

Officers of MSW Academy shall be Chairperson, Vice Chairperson, Secretary, Treasurer, and Head of School. Any two offices, except for the office of Chairperson may be held by one person. However, no officer shall sign or execute any document in more than one capacity. The Corporation also may have such other officers as the Board deems advisable.

Section 1. Chairperson.

1. The Chairperson shall preside at all meetings of the Board of Directors, if present.
2. The Chairperson shall work closely with the Head of School and the Board.
3. The Chairperson shall keep abreast of the needs of the school and will serve as a liaison between the school and the Board to assure smooth and accurate communication.
4. The Chairperson shall be principal executive officer of MSW Academy and subject to control of the Board of Directors.
5. The Chairperson shall supervise the control and management of MSW Academy in accordance with these Bylaws.
6. The Chairperson shall also perform such other duties as are assigned by the Board of Directors.
7. The Chairman will be an authorized joint signer of all checks.

Section 2. Vice Chairperson.

1. The Vice Chairperson, unless otherwise determined by the Board, shall, in the absence or disability of the Chairperson, perform the duties and exercise the powers of that office.
2. The Vice Chairperson shall work closely with the Chairperson as deemed necessary by the Chairperson.
3. The Vice Chairperson shall perform such other duties and have such other powers as the Board shall designate.

Section 3. Secretary.

1. The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board.
2. The Secretary shall be responsible to give all notices required by law and by these Bylaws, unless otherwise stated in these Bylaws.

3. The Secretary shall have general charge of the corporate books and records and of the corporate seal and shall affix the corporate seal to any lawfully executed instrument requiring it.
4. The Secretary shall also perform such other duties as are assigned by the Board.

Section 4. Treasurer.

1. The Treasurer shall have custody of all funds and securities belonging to MSW Academy and shall receive, deposit or disburse the same under the direction of the Board of Directors.
2. The Treasurer shall keep full and accurate accounts of the finances of MSW Academy in books especially provided for that purpose. This person shall cause a true statement of MSW Academy's assets and liabilities as of the close of each fiscal year, of the results of its operations, and of changes in surplus for such fiscal year, all in reasonable detail, to be made and filed at the registered or principal office of MSW Academy within four months after the end of such fiscal year. The statement so filed shall be kept available for inspection by any member of the Board for a period of 10 years, and the Treasurer shall mail or otherwise deliver a copy of the latest statement to any member of the Board upon their written request therefore.
3. The Treasurer shall, in general, perform all duties incident to the office and such other duties as may be assigned to him or her from time to time by the Chairperson or by the Board.

Section 5. Head of School.

The Head of School shall be:

1. Responsible, in general, for the overall operation of the school.
2. Authorized to oversee all employees.
3. Authorized to recommend the hiring and the dismissal of all employees to the Board.
4. Responsible for compliance with the charter of the State of North Carolina.
5. Work closely with colleagues in establishing school policies and procedures.
6. Responsible for keeping the Board well informed of the overall progress of the school as well as its financial and material needs.
7. Coordinate fundraising activities. MSW Academy will apply and obtain a license from the North Carolina Secretary of State to solicit donations prior to undertaking fundraising efforts. MSW Academy will renew this license annually.
8. Ensuring that MSW Academy is in compliance with all North Carolina Department of Public Instruction testing regulations.
9. Responsible for performing such other duties as are assigned by the Board.

Section 6. Requirements for All Officers.

1. A person needs to be at least twenty-one (21) years old to hold any position as an officer of MSW Academy and a routine background check will be completed.

Section 7. Election and Removal of Officers.

1. All officers will be elected, removed, and evaluated by the Board. At its annual meeting, the Board shall organize and elect each officer. In the event an officer position is vacant before the annual meeting of the Board, the Board shall call a special meeting to replace such vacancy. A replacement for any vacancy should be found and vetted before the Board within 60 days of the vacancy.
2. All officers may be removed by simple majority vote of the Board with or without cause.
3. Any officer, except the Chairperson or Secretary, may resign at any time by giving 30 days advance notice when possible in writing to the Chairperson or Secretary. The Secretary may resign at any time by giving notice in writing to the Chairperson. The Chairperson may resign at any time by giving notice in writing to the Board. Such resignation shall take effect at the time specified, or if no time is specified, at the time the notice is received.

Article VIII: CODE OF CONDUCT AND CONFLICT OF INTEREST

Section 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of MSW Academy or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to non-profit and charitable organizations. The Code of Conduct and Conflict Policy shall be reviewed by the Board on an annual basis to determine if any changes should be recommended.

Section 2. Acknowledgment. All Board members, the Officers, and all other management personnel and committee members of MSW Academy shall acknowledge and agree by signature to abide by the Code of Conduct and Conflict of Interest Policy as incorporated herein. Each individual covered by this policy shall submit an annual Certificate of Compliance to the Chairperson of the Board, along with permission for MSW Academy to obtain a personal background check within ten (10) days of the start of each school year.

Section 3. Definitions.

1. Interested Person: Any member of the Board, officer, or member of a committee with governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which MSW Academy has a transaction or arrangement;
 - b. A compensation arrangement with MSW Academy or with any entity or individual with which MSW Academy has a transaction or arrangement; or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which MSW Academy is negotiating a transaction or arrangement.

- d. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.
3. Compensation: Compensation refers to any direct or indirect remuneration of a board member, including gifts or favors, received other than for authorized board expense reimbursement, and such remuneration, gift, or favor equals or exceeds, cumulatively, \$50.00 in monetary values.

Section 4. Procedures.

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest:
 - a. An interested person may make a presentation no more than 5 minutes at the governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing Board or committee shall determine whether MSW Academy can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing Board or committee shall determine by a simple majority vote of the disinterested directors whether the transaction or arrangement is in MSW Academy's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, MSW Academy shall make its decision as to whether to enter into the transaction or arrangement.
4. Violations of the Conflicts of Interest Policy:
 - a. If the governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose at the next scheduled board meeting.

- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action within 30 days.

Section 5. Records of Proceedings.

The minutes of the governing Board and all committees with Board delegated powers shall be published within 10 business days from approval by the Board and contain:

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

Section 6. Compensation.

A voting member of the governing Board who receives compensation, directly or indirectly, from MSW Academy for services is precluded from voting on matters pertaining to that member's compensation.

1. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MSW Academy for services is precluded from voting on matters pertaining to that member's compensation.
2. No voting member of the governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the MSW Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 7. Nepotism Policy.

All employees shall be hired, evaluated and advanced on the basis of individual merit, without reference to considerations of race, sex, religion, sexual orientation, national origin, or any other factors not involving professional qualifications and performance. The following restrictions shall be observed with respect to personnel matters to avoid the possibility of favoritism based on family or personal relationships:

1. Related individuals are defined as husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.
2. No one with supervisory responsibility shall hire or supervise any related employee.

3. Related persons currently employed shall immediately disclose all family and personal relationships with other school employees. All persons wishing to be considered for employment shall disclose family and personal relationships with any then current employee.
4. No Board member, member of the school administration or faculty member shall engage in recommendations, discussions, or otherwise participate in any final decision or recommendation relating to an appointment, promotion, retention, tenure, raise or other condition of employment of a related person.

Section 8. Annual Statements.

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

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands MSW Academy is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes. MSW Academy with annually certify its exempt status.

Section 9. Periodic Reviews.

To ensure that MSW Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews should be conducted in the month of July on an annual basis, unless deemed otherwise by the Board of Directors and shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to MSW Academy's written policies are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or an excess benefit transaction.

Section 10. Use of Outside Experts.

When conducting the periodic reviews as provided for in Article VIII Section 9, MSW Academy may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Article IX: LIABILITY AND INDEMNIFICATION

Section 1. Indemnity of Board of Directors and Officers.

1. Subject to any restrictions or limitations imposed by law, by the Articles of Incorporation, or by these Bylaws, MSW Academy shall indemnify and hold harmless the Board of Directors, collectively, and individual Board Members and Officers against liability or harm to others arising out of acts of directors and its officers. Such indemnity shall not apply, however, in instances arising from acts or omissions by a director or officer arising from behavior that involves fraud, gross negligence, or criminal intent, or with actual or constructive knowledge by such person that he or she was acting beyond the scope of his or her authority.
2. The indemnification established in this section shall apply, without limitation, to such things as payment of the indemnified person's reasonable litigation expenses, including attorneys fees, incurred in connection with any action, suit, or proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board member or Officer.
3. MSW Academy may purchase and maintain insurance on behalf of any person who is or was a Member or Officer of the Board, or other employee or agent of MSW Academy.
4. Expenses incurred by a Board Member or Officer in defending a civil suit or criminal action or other proceeding may be paid by MSW Academy in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors. However, an individual receiving such advance payments shall reimburse the Board if a final disposition proves that the person was not entitled to indemnification as set forth herein.

Section 2. Liability of Directors and Officers.

1. A member of the Board and any Officer shall be subject to the liabilities imposed by law upon them.
2. All Board members who vote for or assent to any distribution of assets of MSW Academy contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the articles of incorporation, or bylaws, shall be jointly and severally liable to MSW Academy for the amount of such distribution.
3. All Officers shall stand in a fiduciary relationship to MSW Academy and shall discharge the duties of their respective positions in good faith, and with the diligence and care which a reasonably prudent person would exercise in similar circumstances and like positions.

Article X: COMMITTEES

The Board may create such committees as are necessary from time to time to assist the Board of Directors, including ad hoc or temporary committees. Future committees will be added based on need.

Section 1. Governing Committee.

1. The Governing Committee shall consist of the Chairperson, Vice-Chairperson, Secretary, and Treasurer and will carry on the business affairs of MSW Academy as delegated by the Board of Directors.
2. The Governing Committee cannot be delegated powers to election of officers, appointment of committee members (even to fill vacancies), distribution of assets, dissolution or merger, sale of substantially all of the assets, or amendments or repeal of the corporate articles of incorporation or bylaws.
3. The Governing Committee will inform the Board of any actions taken by the Governing Committee since the last Board meeting.

Section 2. Instructional Program Committee.

1. The Instructional Program Committee shall be established which will include, but not limited to at least one officer and the Head of School.
2. The purpose of said committee shall be to ensure that high standards are being maintained in the standard academic curriculum and review any significant changes to or modifications of the academic curriculum to ensure the quality of teaching continues to be enhanced.
3. The Instructional Program will present to the Board any potential changes to the curriculum and research to support recommendation.

Section 3. Finance Committee.

1. The Finance Committee shall be established which shall consist of non-employee Board members who have the appropriate expertise and independence.
2. Members of the Finance Committee will include but not limited to the Chairperson and Treasurer.
3. The responsibility of the Finance Committee is to:
 - a. Work with the Head of School and other staff to prepare a detailed annual budget that aligns hiring and other variable expenses with a conservative projection of student enrollment.
 - b. Develop strategic financial plans to ensure financial viability and future success of MSW Academy.
 - c. Monitor the cash flow and overall financial health of MSW Academy and adjust accordingly to ensure fiscal health at all times.
 - d. Monitor General Fund Balance and ensure MSW Academy meets its target General Fund contribution annually.
 - e. Obtain and monitor a contingency funding line of credit with a local financial institution.
 - f. Monitor compliance to all reporting requirement.

Section 4. Audit Committee.

The Board will establish an Audit Committee to oversee the audit work and perform the following functions:

1. Solicit at least three (3) bids for audit services through Request for Proposal (RFP) process in accordance with Article XI. To prevent conflict of interest issues and provide sufficient checks and balances, accounting and auditing services will be provided by separate firms. Obtain Board approval and appoint Auditors.
2. Establish the audit fees.
3. Approve the audit plan.
4. Review all material written communication between the external auditors and management.
5. Review with the Board and management annual financial statements and audit results.
6. Evaluate the performance of the external auditors on an annual basis.
7. Review and obtain approval of the Board on the Return of Organization Exempt from Income Tax (Form 990).

Section 5. Fund Developmental Committee.

One of the primary responsibilities of an effective Charter School Board is to ensure the fiscal viability of the school. The Board will establish a Fund Developmental Committee to oversee and coordinate the outreach to the community. The committee will perform the following functions:

1. Establish development goals and organizational structures.
2. Develop and implement an annual fund development plan.
3. Work collaboratively with the Head of School to identify and assist in recruiting fundraising volunteers (including parents and alumni).
4. Assist in the identification of major donors and make contact with major donors if a committee member is the right person to do so.
5. Monitor the progress of the annual campaign and keep the board informed
6. Establish a system of recognition for active board and other fundraising volunteers.

Section 6. Standing or Other Committee.

Standing or other committees having two or more members may be designated by a resolution adopted by a majority of the number of Board members the in office. Vacancies in the membership of such committees shall be filled in the same manner as provide in the case of the original member.

Section 7. Committee Authority.

No committees of the Board (including the Governing Committee) shall be authorized to take the following actions:

1. Authorize distributions to or for the benefit of the Board members or officers;

2. Approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the school's assets;
3. Elect, appoint or remove a Board member, or fill vacancies on the Board or on any of its committees, or
4. Adopt, amend, or repeal the bylaws.

Article XI: CONTRACTS, LOANS, CHECKS, DEPOSITS

Section 1. Authority.

The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument on behalf of MSW Academy, and such authority may be general or confined to specific instances.

Section 2. Bid Process.

The Head of School or members of the Board will solicit at least three (3) bids through a Request for Proposal (RFP) process for provision of contract services. The RFP will include submission of client references, accreditation, insurances, and costs for services. Bids will then be submitted and approved by the Board of Directors.

Section 3. Loans.

No loans shall be contracted on behalf of MSW Academy and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. No loans shall be made by the School to the Board, the individual members of the Board, the members of the School Administration, School Personnel or agents of the School.

Section 4. Checks, Drafts and Other Payments.

All checks, drafts, or other orders for the payment of money issued in the name of MSW Academy shall be signed by such officer or officers, agent or agents of MSW Academy and in such manner as shall from time to time be determined by resolution of the Board.

Section 5. Deposits.

All funds of MSW Academy not otherwise employed shall be deposited from time to time to the credit of MSW Academy in such depositories, as the Board shall direct. All deposits should be made within 48 hours of receipt, weekends excluded.

Section 6. Audit Request.

Upon request of the simple majority of the Board, the accounts of MSW Academy shall be audited

by a reputable certified public accountant, whose report shall be submitted to each member of the Board and kept on file at the offices of MSW Academy as required by law.

Article XII: GENERAL PROVISIONS

Section 1. Principal Office.

MSW Academy shall keep at its principal office, as well as on a dedicated secure website, the following documents:

1. A copy of the Articles of Incorporation and these Bylaws as amended to date.
2. A record of its Board and any officers, including their names and addresses and telephone numbers, email addresses, dates of election to the Board, and if applicable, dates of election to office.
3. A record of its committees and committee members, as well as any committee minutes.
4. Minutes of all meetings of the Board.
5. Every member of the Board shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of MSW Academy and shall have such other rights to inspect the books, records, and properties of MSW Academy as may be required.

Section 2. Seal.

The corporate seal of MSW Academy shall be in such form as approved by the Board.

Section 3. Waiver of Notice.

Whenever any notice is required to be given to any member of the Board or officers, under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice whether before or after the time stated therein, shall be equivalent to the giving of such notice.

Section 4. Fiscal Year.

Unless otherwise ordered by the Board, the fiscal year of MSW Academy shall be from July 1 to June 30.

Section 5. Amendments.

These Bylaws may be amended or repealed, and new Bylaws enacted at any regular or special meeting upon a supermajority vote of at least two-thirds of members of the Board. The original or copy of Articles of Incorporation and Bylaws, as amended, or otherwise altered to date, certified by the Secretary and Head of School shall be recorded in a book that shall be kept in the Head of School's office, and such book shall be open to inspection by the Board and the general public at all reasonable times during office hours. Any proposed amendment to these bylaws must be first approved by the State Board of Education or its Office of Charter Schools, pursuant to state

regulation and policy, before such amendments are deemed final by the MSW Academy.

Article XIII: ELECTION AS A SECTION 501(c)(3) CORPORATION

Section 1. Purpose of Corporation.

MSW Academy is organized exclusively for charitable and educational 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, or the corresponding section of any future federal tax code.

Section 2. Prohibited Activities.

No part of the net earnings of MSW Academy shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that MSW Academy 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 Article Third hereof. No substantial part of the activities of MSW Academy shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and MSW Academy 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, MSW Academy 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 Internal Revenue Code, or the corresponding section of any future federal tax code, or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 3. Dissolution.

Upon the dissolution of MSW Academy, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of MSW Academy, dispose of all of the assets of MSW Academy as required by North Carolina law. Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of MSW Academy 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 the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of MSW Academy is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Acknowledgment and Disclosure

I have read the MSW Academy Bylaws and Conflict of Interest Policy and agree to comply fully with its terms and conditions at all times during my services as Board member. If at any time following the submission of this form I become aware of any actual or potential conflict of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Chairperson and Secretary in writing.

Disclosure of Actual or Potential Conflicts of Interest:

Printed Name: _____

Signature: _____ Date: _____

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native		0%
Asian	20	7%
Black or African American	120	40%
Hispanic	100	33%
Native HI or Pacific Islander		0%
Two or More Races		0%
White	60	20%
EDS Subgroups		0%
Economically Disadvantaged Students	210	75%
Students with Disabilities	30	11%
English Language Learners	30	11%
Students Experiencing Homelessness	9	3%

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1	K-5	300
Year 2	K-6	350
Year 3	K-7	400
Year 4	K-8	450
Year 5	K-8	500

INSURANCE PEOPLE

Below are the estimated annual premiums: **The Myrtis Simpson Walker Academy for Boys**

Property Premium Estimate **\$500**

Contents	\$100,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,545**

Rating Basis:	Students	300
	Faculty	26

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$4,277**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), its school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$2,300
Two School Buses		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$8,890
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,500,00	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$20,313
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

4/13/2023

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

100,000

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

1,545

4,277

500

2,300

11,313

20,313

MSWA Outreach Overview

OVERVIEW

The Myrtis Simpson-Walker Academy has used a series of outreach efforts including social media, virtual events, in-person events, and print advertisements to target families in Charlotte.

Effect and Update

As of July 27, 2021, MSWA has 149 families signed up for our interest list. We have had 228 surveys completed, and gained 318 social media followers.

We have run advertisements in English and Spanish on social media and have distributed print materials in the community. We will have a Spanish translation on our website and will make sure our application is both available in Spanish and English, as well as provide hard copies to families who find English and/or technology barrier.

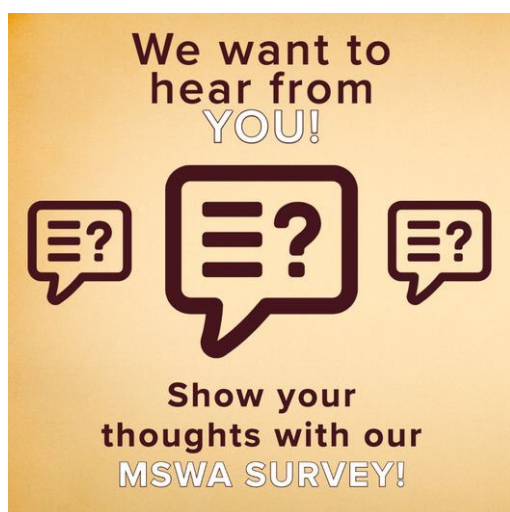
Outreach

Date	Text	Type of Outreach	Metrics/Target Area
May 13	MSW Academy for Boys - MSWA updated their website address.	Facebook post linking with website address	Reach: 72
May 17th	Want to hear more about our plans for MSWA? Check out our video and our website: www.MSWAcademyNC.or	Facebook post with program video	Reach: 91
May 17th	We are looking forward to making an impact with our musical arts program! Read about how music education benefits students here: https://nebhe.org/journal/tuning-in-six-benefits-of-music-education-for-kids/	Facebook post linking music education article	Reach: 88
May 18th	Would YOU like to see a musical arts and entrepreneurship program for boys in Charlotte? Provide your feedback in our survey: https://www.surveymonkey.com/r/2LSY56T (Example A)	Facebook Post with Survey	Reach: 108

May 21st	Join our INTEREST LIST to show your support for MSW Academy for Boys as we work towards opening our school to foster student growth in the musical arts, entrepreneurship, and character. In return, we'll send you the latest updates on our progress as we head to approval! Sign up at: mswacademy.schoolmint.net/interest/list (Example B)	Facebook Post, Interest list Promotion	Reach: 9,459
May 28th	We've already exceeded 100 followers! Thank YOU! Be sure you're on our INTEREST LIST and keep sharing the page with your friends to support our initiative to make MSWA accessible to Charlotte's young men. Interest List: https://mswacademy.schoolmint.net/interest/signup (Example C)	Facebook Post	Reach: 73
Jun 1st	It's June 1st! That means it's time to start planning some summer activities! Have some summer fun by exploring the value of community involvement with your child. Check out this list of events going on around the Queen City this month. https://www.charlotteonthecheap.com/free-cheap-events-kids/	Facebook Post promoting community-centered activities	Reach: 59
June 2nd	Interest Meeting Flyer (Example D)	Facebook Post	Reach: 91
June 16th	Music. Character. Entrepreneurship. These are the defining aspects of MSW Academy's educational program for young men! We are looking for your support as we seek to open in Charlotte for 2023. Join our Interest List for updates! https://mswacademy.schoolmint.net/interest/signup (Example E)	Facebook Post	Facebook Reach: 4243
June 19th	Keison and Joshua from The Rising Stars Boys program telling people about MSW Academy for Boys at Black Foodtruck Fridays! Met Carla Hall from The Chew, Top Chef who SUPPORTS MSW ACADEMY FOR	Facebook and Website Video	Facebook Reach: 47

	BOYS! CARLA COMPLETED OUR SURVEY AND WAS IMPRESSED WITH WHAT WE ARE DOING!! #carlahall #topchef2021 #thechew #MSWA WWW.MSWACADEMYNC.ORG (Example F)		
June 24th	MSWA Interest Meeting	Interest Event	714 Montana Drive Charlotte, NC Approx: 40 attendees
July 4th	Happy Fourth of July from MSWA (Example G)	Facebook Post	19
July 15th	Interest List Link Post	Facebook Post	11
July 21st	Our boys deserve great education! MSWA is aiming to provide high-quality instruction in music, entrepreneurship, and character development at our all-boys school for 2023. Interested? Sign-up for updates! https://mswacademy.schoolmint.net/interest/signup (Example H)	Facebook Post	5

Examples



A

JOIN OUR INTEREST LIST



MSWACADEMYNC.ORG

B

FIRST 100
FOLLOWERS
Thank you!



C



YOU ARE INVITED

MSW ACADEMY FOR BOYS
(KINDERGARTEN THROUGH TWELFTH GRADE)

INTEREST MEETING




THURSDAY, JUNE 24, 2021 | 6:00 PM

REFRESHMENTS WILL BE SERVED

MUSICAL ARTS, ENTREPRENEURSHIP AND CHARACTER EDUCATION

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<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>
Cynthia Johnson	Chairperson	704-491-0176	mwyouthleadership@gmail.com	Mecklenburg	School Counselor	School Counselor	N/A
George Hunt	Co-Chair	704-277-3214	TbPercussion1@gmail.com	Mecklenburg	Entrepreneur	Life Insurance	N/A
Toni Wheeler	Secretary	704-493-3381	mrstwheeler@gmail.com	Mecklenburg	Teacher	Teacher Licensure K-6 Elem. Ed. K-12 Reading, MBA	N/A
Kevin Conway	Treasurer	631-889-6187	kevin.m.conway@gmail.com	Cabarrus	Senior Analyst	Professional Scrum Master I (PSM I) MSI Six Sigma Green	N/A
Jenny Jackson	Member	704-605-6466	JJack203@uncc.edu	Mecklenburg	Entrepreneur in Residence	Inclusive Innovation;Scaled Agile	N/A

MYRTIS SIMPSON WALKER FOR BOYS WILL APPLY FOR OUR
NON PROFIT STATUS WITHIN 24 MONTHS OF CHARTER
APPROVAL.

CYNTHIA L. JOHNSON

CHAIRPERSON

Ready-to-Open Framework for North Carolina Charter Schools

Consistent with G.S. 115C-218.5 and State Board of Education (SBE) Policy CHTR-013, the SBE grants initial approval to applicants for charters “contingent upon the completion of a planning year program.” This means that each nonprofit board approved for a charter must participate in a SBE-adopted yearlong planning program, known as “Ready to Open” (RTO) prior to opening the charter school to serve students.

Each initially-approved charter school works with the Office of Charter Schools (OCS) to submit a final RTO progress report to the Charter School Advisory Board (CSAB) ten to twelve weeks prior to the start of the school’s first operational year. The CSAB uses this report as the basis for determining whether to recommend that the SBE approve the school to open as planned.

The RTO Progress Report provides a framework to help an initially-approved charter school’s lead administrator and board develop required plans and procedures for the school. The framework also serves as a marketing tool that the school can use to demonstrate its readiness to prospective students, parents, and the community. If a school is unable to meet the RTO standards or requirements stipulated in the charter agreement, the opening of the school could be postponed by one year or, if the circumstances are serious enough, the charter could be revoked under § 115C 218.95.

OCS is dedicated to collaborating with initial boards of approved charter schools to ensure the smooth opening of the high-quality, successful charter schools envisioned during the application process. The planning period is a critical time when the school is laying the foundation for future performance. The RTO progress report will allow the board to demonstrate the critical work that has been completed in preparation for the opening of the school.

Ready to Open Process

Prior to the RTO progress report, applicant groups approved by the SBE are provided a detailed checklist designed to assist them through the multiple stages of developing their instructional program, reaching out to potential students, securing facilities, creating appropriate financial management and governance policies, and ensuring compliance with the law. Progress in completing checklist activities will be monitored by OCS staff. The checklist contains the RTO requirements, as well as, numerous other organization responsibilities that require completion during the pre-operational period. **Highlighted items are due as part of the RTO Progress Report Part I.** Non-highlighted items are due as part of the RTO Progress Report Part II.

Ready to Open Checklist (07/16/19 – may have additional requirements as planning year moves forward)

1. **Enrollment** is sufficient to allow for financial viability and programmatic integrity.
 - a. Confirmed enrollment is at or above the minimum number acceptable per the school’s contingency budget for lowest possible operating enrollment. **Note:** Any enrollment figures less than 75% of the projected year one ADM is cause for concern.
 - b. If the enrollment is significantly below projections, the charter school must revise its budget accordingly and provide a copy to the Office of Charter Schools.
2. **Required Documentation** on file:
 - a. Certificate of Liability Insurance (see *G.S. 115C-218.20(a)*)

- b. Signed and notarized charter agreement
3. **Governing Board** is competent and compliant with law.
 - a. Evidence of regular board meetings and minutes indicating the understanding of key laws (e.g., Open Meetings Law) and use of best practices.
 - b. Mandated planning training has been completed including assigned governance strengthening exercises (A minimum of 5 governance strengthening exercises are expected to be included in the RTO Progress Report. Note that some exercises require multiple products).
 - c. The board formally adopts a school calendar representing the academic year that meets the requirements specified in charter school law.
 - d. Bylaws have been **formally approved** by the local board and OCS has a new clean electronic copy of the document.
 - e. Evaluation tools for the school's executive and governing entities.
 - f. Current board member list and contact information
 4. **Facility** has been acquired and the contract has been signed.
 - a. Renovation or construction is on target for completion: at minimum two weeks before proposed day one of school.
 - b. Facility is safe and suitable to receive students according to local inspection office as demonstrated by a Certificate of Occupancy for Education Purposes being on file in the Office of Charter Schools. If the Certificate of Occupancy is not issued in the same year that the school opens, then the board must also provide a copy of the current year's fire inspection.
 - c. Contingency plan is in place and ready to be executed in case the building is not ready to occupy by the first day of school for ANY REASON...Regardless of the status of the facility, ALL schools are required to provide a valid contingency plan.
 - d. Lease shall contain the required language from G.S. 115C-218.105(b).
 - e. Ensure ALL local inspections have been completed (fire, health, etc.).
 5. **Funding** is prepared to flow from the State to the school.

Planning Note: Items listed below with an asterisk (*) must be completed before the school will be considered eligible to operate. Details regarding the following list can be found in Section C-1 of the Charter School Finance Guide found here: [Finance Guide for Charter Schools](#).

 - a. Establish accounting services – e.g., LINQ.
 - b. Valid Education Certificate of Occupancy (CO) on file in OCS for **ALL** buildings*
 - i. Any awarded temporary CO must account for at least the first business month of the academic year.
 - c. Establish a bank account. *
 - d. To prepare for the projected enrollment input process from the School Allotments Section, complete a chart showing how many of your enrolled students are from each LEA. Each school will be required to use the Charter School Average Daily Membership Projection System in early June 2020. *
 - e. Apply for a DUNS Number and register on System for Award Management (SAM).
 - f. Develop and approve a regular budget for the 2020-21 school year (Based on projected student enrollment numbers)
 - g. Develop and approve a break-even budget for the 2020-21 school year. This budget should reflect the minimum number of students the school can enroll and still remain financially viable.

- h. Complete school data in EDDIE: <http://www.ncpublicschools.org/fbs/accounting/eddie/>
This includes the following: board chair, board vice chair, school physical address, school mailing address, and school contact information.
 - i. Process initiated for obtaining Federal Tax-Exempt Status (due no later than 24 months following final approval).
 - j. Formally vote to join or opt out of the State Health Plan. (If the board votes to join, it must give notice to the State Health Plan no later than 2 years after the charter agreement is signed by the school's board chair and the State Superintendent. Notify the State Health Plan of the intent to join 6-months in advance at hbrinquiries@nctreasurer.com.)
 - k. Formally vote to join or opt out of the State Retirement System. If your board votes to join the System, notify the NC Department of State Treasurer (Retirement Systems Division) and follow the instructions in letter "l" below.
 - l. According to § 115C-218.100(a), "*A charter school that has elected to participate in the North Carolina Retirement System pursuant to G.S. 135-5.3 shall, for as long as the charter school continues to participate in the North Carolina Retirement System, maintain for the purposes of ensuring payment of expenses related to closure proceedings in the event of a voluntary or involuntary dissolution of the charter school, one or more of the options set forth in this subsection. The minimum aggregate value of the options chosen by the charter school shall be fifty thousand dollars (\$50,000). The State Board of Education shall not allocate any funds under G.S. 115C-218.105 to a charter school unless the school has provided documentation to the State Board that the charter school has met the requirements of this subsection. Permissible options to satisfy the requirements of this subsection include one or more of the following:*"
 - 1. An escrow account
 - 2. A letter of credit
 - 3. A bond
 - 4. A deed of trust."
 - m. Identify LGC-approved CPA firm to perform annual audit (annually due by October 31st)
6. **Student Accountability Plans** are approved and prepared to be carried out by assigned staff.
- a. Testing/accountability coordinator job description developed.
 - b. Develop draft of testing calendar
 - c. Policies in place regarding student enrollment in End-of-Course (EOC) classes (10/20-Day Rule), if applicable.
 - d. School has a policy and proposed location regarding the mandatory locking up of ALL testing materials.
 - e. Fax machine and other communication portals operational to receive important communications from LEAs and DPI divisions.
 - f. A document template (chart, spreadsheet, etc.) has been created to record the school's requests for student records from each sending LEA.
7. **Key staff**
- a. Official employee agreement is formally approved by the board.
 - b. The school leader and at least 75% of staff members have been identified for hire. The school is on track to meet the minimum requirement of 50% of its teachers being fully licensed by December 31st of the opening year.
 - c. A strategic plan is in place to hire any remaining staff before the start of the school year.
 - d. A Professional Development calendar has been outlined for the full school year (regional meetings/training, site-based training, etc.).

- e. Beginning Teacher Support Program Plan has been approved by the Regional Education Facilitator: <http://www.dpi.state.nc.us/educatoreffectiveness/regional/>
 - f. Licensure Renewal Plan is drafted and submitted to the Licensure Division.
8. **Exceptional Children** policies have been developed, formally approved, and are ready to be implemented.
- a. The school should have a chart on-site listing EC students divided by placement (regular, resource, separate) and the date each student's record is received.
 - b. The school has a policy and proposed location regarding the security and confidentiality of EC Student Special Education files.
 - c. Identify and develop a plan for implementing EC and 504 testing accommodations.
 - d. The school has recruited and hired a highly-qualified and licensed special education teacher(s) and/or director. A source has been identified for related service providers (e.g., school psychologist, occupational therapist, physical therapist, speech language pathologist, audiologist, etc.).
 - e. Board approved policies and contingency plans are in place regarding day one of instruction and meeting the needs of all children present (*i.e.*, *Homebound*, *Separate Setting*, *Related Services*).
 - f. Attend training for Exceptional Children special funding streams (*i.e.*, behavioral support, special state reserve). Documentation with a description of sources has been obtained. <http://ec.ncpublicschools.gov/finance-grants>
 - g. Contact EC Regional Consultants for additional supports and trainings: <http://ec.ncpublicschools.gov/directory/regional-consultants>
 - h. The Professional Development Plan/Calendar is outlined, is scheduled to occur prior to the first day of school and includes topics to address the needs of Exceptional Children. This PD plan is for the full staff.
 - i. Develop a plan to offer the full continuum of services to meet the special education and related services needs of students with disabilities.
 - j. A Professional Development Plan/Calendar has been developed to address the staffing needs for those working with students with disabilities (coaching, accommodations, instructional practices, case management). This PD plan is for EC staff only.
 - k. Arrangements have been made to provide transportation as a related service for EC students who may have this as a component of their IEP.
 - l. All appropriate instructional supports for students with disabilities (as indicated in the IEP) have been identified and will be on-site prior to opening. Submit a materials list indicating which items have been ordered and which items remain to be ordered.
 - m. Local policies for EC should incorporate all required elements to meet Federal and State regulations (e.g., discipline, confidentiality, accountability, maintenance of effort, child find, etc.).
 - n. Indicate the budget line items specifically for the EC program. Show how these items fit in the overall budget.
 - o. [*NC Policies Governing Services for Students with Disabilities*](#) (on-hand at the school and readily available to staff)
 - p. [*Procedural Safeguards: Handbook on Parents' Rights*](#) (on-hand at the school and readily available to staff and parents)
 - q. Create a plan describing how the school will provide support structures for struggling students who are NOT in the Exceptional Children's Program (reference [*The MTSS Implementation Guide*](#)). The plan components are listed below:
 - i. Indicate how instruction will be monitored to determine effectiveness.
 - ii. Provide a description of the school team(s) and its function to organize the system of support for students.

- iii. Provide an outline of supports that will be in place for students who need additional assistance and a description of how this will be provided with equitable access.
 - iv. Indicate how staff will be trained and coached in the selected instructional strategies and curriculum materials used for students who are in need of this additional assistance.
 - v. Indicate how students will be identified as needing extra support.
 - vi. Indicate how individual progress for each of these students will be determined.
9. **Transportation** plan is in place and aligns with the SBE-approved plan.
- a. Reach out to local authorities regarding traffic support (i.e., installation of a turning lane to facilitate traffic flow in and out of the school).
 - b. The board has a transportation plan (i.e., carpool, van transportation, partnerships, busing, walkers, etc.) and a means to communicate the plan to all stakeholders.
 - c. The school has secured buses either through the resident district or an alternative vendor (if applicable).
 - 1. Buses shall be inspected in a timely manner to ensure deficiencies can be fixed prior to the opening of the school.
 - 2. Contact the [Transportation Division](#) at DPI to seek feedback regarding the plan and purchased buses.
10. **Lunch** service policies are adopted and align with the SBE-approved plan.
- a. If participating in the [National School Lunch Program](#), contact **the school nutrition consultant** at 919-807-3506 and ensure all steps are followed with fidelity (**begin in January 2020**).
 - b. If **not** participating in the National School Lunch Program, ensure there is a plan in place for students who may not be able to afford a lunch.
 - c. Ensure any contracted vendors meet local codes (Local Health Department).
11. **School Safety** policies are adopted and meet the requirements under § 115C-218.75(a).
12. **Policies** have been developed and formally adopted. (Please note this is a starting point for your policies. The board will need to continue to develop, adopt, and evaluate its manuals annually). Policy manuals should be made accessible to parents.

i. Instructional Programming

- 1. Structure of School Calendar
- 2. Structure/Length of School Day
- 3. Grading Scales
- 4. Report Cards
- 5. Student Promotion
- 6. Student Retention

ii. Operations

- 1. Criminal Background Checks for Staff
- 2. Criminal Background Checks for Volunteers
- 3. Staff Evaluation
- 4. Admissions
- 5. Lottery (In addition to the Lottery policy, please also submit the Lottery Application.)
- 6. Records Retention
- 7. Student Records

8. Family and School Communication
9. Campus Visitors

iii. Governance

1. Board Committees
2. Conflict of Interest (complies with G.S. 115C-218.15)
3. Nepotism (complies with G.S. 115C-218.15)
4. Board Relationship with Organizations Formed for the School (PTA, PTO, Booster Club, Foundation, etc.)
5. Grievance for Staff Members
6. Grievance for Families
7. Employee Agreements
8. Board Member Residency
9. Board Meeting Calendar

iv. Finances

1. Budget Approval
2. Third-party Contracts
3. Access to Funding/Petty Cash
4. Audits
5. Purchasing
6. Federal Funds/Grants

13. Handbooks (Final)

- a. Student/Parent Handbook (including student behavior policies)
- b. Employee handbook has been adopted by the board. It includes policies related to hiring and firing of staff.

Charter School Initial Board Guidelines and Expectations

Complete Ready to Open Progress Report

The Ready to Open Progress Report – Part 1 (RTOPR1) will be due **December 2, 2019**.

The Ready to Open Progress Report – Part 2 (RTOPR2) will be due **May 22, 2020**.

Both parts of the progress report will include:

- Evidences of progress/completion regarding the criteria noted in the checklist.
- Finalized and board approved policy manuals and handbooks

The report shall be submitted using Epicenter.

Evaluation

Using the evaluation rubric (see page 8), the RTOPR1 and RTOPR2 will be evaluated by OCS and EC staff and may be reported to the SBE. *Failure to meet minimum RTO emerging criteria for all categories may result in a Ready to Open Meeting with the Charter School Advisory Board (CSAB).*

Ready to Open Meeting

Location and format: The RTO meeting will be held during a CSAB meeting. Board members of schools that have not made sufficient progress on the RTOPR2 will be required to appear before the CSAB to address the major concerns noted in the RTOPR2 evaluation rubric. Board members should be ready to answer any questions that the CSAB may ask regarding their school's RTO status.

Final Decision: Based on the recommendation of the evaluation team, OCS will inform the school of next steps. Schools that have not satisfied all criteria after submission of the RTO progress report (either part 1 or part 2) may be reported to the State Board of Education. The State Board may delay the opening. In addition, OCS reserves the right to recommend termination of the charter to the State Board of Education if it is clear that significant deficiencies exist which lead OCS to question the viability and integrity of the program. Those deficiencies will be outlined in the correspondence to the governing board.

Criteria	Insufficient	Emerging	Quality	Evaluation Notes
Student Enrollment				
Required Documentation				
Board Governance				
School Facility				
Funding Documentation				
Student Accountability				
Key Staff				
Exceptional Children				
Transportation Plan				
Lunch Program				
School Safety				
Policies				
Handbooks				

A score of **Quality** consists of evidences that reflect a thorough understanding of effective school instructional, governance, operational, and financial planning to produce a viable and quality public charter school. The evidences address each area with specific and detailed information that demonstrates the board’s and school leadership’s diligence and preparation.

- All required evidences are completed and submitted on time.
- School policy manuals and handbooks are formally adopted and align with ALL sections of the SBE-approved charter application.
- The school will be ready to open two weeks prior to the opening day of its projected calendar.

A score of **Emerging** consists of evidences of each criteria being addressed; however, the evidences lack meaningful detail and still require important additional information prior to the public charter school’s opening.

- Most required evidences are completed and submitted on time.
- School policy manuals are close to completion and align with ALL sections of the SBE-approved charter application.
- The school is projected to meet the opening day of its projected calendar.

A score of **Insufficient** consists of the evidences lacking meaningful detail; demonstrating lack of preparation; unanticipated obstacles, or otherwise raises substantial concerns about the applicant’s understanding of the school governance, operational, and financial planning.

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.

- Name of the Selected Board Attorney: Lisa Gordon Stella

- Date of Review: March 24, 2023

- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
- [Signature]
- [Signature]
- _____
- _____
- _____

- ❖ 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.

- Name of the Selected Board Auditor: _____

- Date of Review: _____

- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____

❖ 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.

○ Name of the Contact for Selected EMO/CMO:

○ Date of Review:

○ 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.

○ Name of the Contact:

Howard Sowell

○ Name of the Selected Financial Service Provider:

Legacy Impact Group

○ Date of Review:

April 23, 2023

○ Signature of Board Members Present (Add Signature Lines as Needed):

■ _____
■ _____
■ _____
■ _____
■ _____
■ _____
■ _____

❖ 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.

○ Name of the Contact:

Aaron & Aidan Becker

○ Name of the Selected PowerSchool Service Provider:

March 9, 2023

○ Date of Review:

○ Signature of Board Members Present (Add Signature Lines as Needed):

■ _____
■ _____
■ _____
■ _____
■ _____
■ _____
■ _____

Certification

I, Cynthia Johnson, 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 Myrtis Simpson Walker Charter School is true and correct in every respect.
Academy For Boys

Signature Cynthia Johnson

Date 4/25/2023

CYNTHIA LEVESTAJOHNSON

1443 Summer Coach Drive, Charlotte, NC 28216 H: 704-491-0176 mswyouthleadership@gmail.com

Professional Summary

Service Driven, highly motivated, School Counselor with more than 16 years of experience.

- Innovative and highly skillful in facilitating workshops.
- Knowledgeable of and experienced in providing research based interventions for teachers and families.

Knowledgeable of community resources needed to help strengthen the family unit.

- Experienced at working with a diverse group of students from various backgrounds and behavioral needs.

Core Qualifications

Providing Individual Counseling
Providing Group Counseling Facilitating
Parent Workshops
Client Focused
Teaching coping skills to students with Behavior
challenges.

Experience

School Counselor Charlotte Mecklenburg School System- Charlotte, NC School Counselor	Aug. 2001 to Current
Alamance-Burlington School System- Burlington, NC	Aug 1999 to June 2001

Education

Master of Arts Degree December, 2010
Grand Canyon University
Educational Leadership

Master of Arts, Counseling , May, 1998

Hampton University
Counseling

Bachelor of Science, Psychology April, 1996
Bethune-Cookman University

Toni B. Wheeler
Cell phone: (704) 493-3381/Email: mrstwheeler@gmail.com

PROFILE

Hardworking, determined educator with a strong commitment to encouraging and promoting life-long learning. Experienced in utilizing research-based instructional strategies that address and accommodate young adolescent needs. Confident in interpersonal skills that promote collaboration amongst faculty members and support the creation of meaningful relationships with students and parents. Candidate in the Assistant Principal (AP) Talent Pool for Charlotte Mecklenburg Schools (CMS).

CERTIFICATION

- Certified in the area of School Administration; Principal (K-12)
- Certified and highly qualified in the areas of Reading Teacher (K-12), early childhood, and Elementary Education (K-6)
- SAFE-T Evaluator (Summative, Adept, Formal, Evaluation of Teachers)

EDUCATION

- Master of Science: Leadership in Educational Administration, Capella University, Minneapolis, Minnesota, December 2015
- Master of Arts: Reading & Literacy, Appalachian State University, Boone, North Carolina, August 2009
- Master of Business Administration/Master of Health Administration: Pfeiffer University, Charlotte, North Carolina, June 1997
- Bachelor of Science: Computer Science, North Carolina Agricultural & Technical State University, Greensboro, North Carolina, August 1986

PROFESSIONAL EXPERIENCE

3rd & 4th Grade Teacher; Whitewater Academy, Charlotte, NC 8/2019 - Present

- Plan and implement Common Core Standards for fourth grade.
- Utilize various research-based instructional practices to accommodate and enrich student learning.
- Collaborate and plan with PLC to discuss and implement MTSS for students.

3rd Grade Teacher; J.H. Gunn Elementary, Charlotte, NC 2/2017 - 6/2019

- In charge of day-to-day activities in a class of 21 students, using Kagan strategies.
- Prepared students for measuring academic progress (MAP) assessment and end of year (EOG) assessment.
- Collaborated and planned with PLC to implement RTI with fidelity

2nd, 4th and 5th Grade Teacher; Rosewood Elementary International School, Rock Hill, South Carolina 8/2009 - 1/2017

- Taught philosophy in the International Baccalaureate Primary Years Programme (IBPYP) , using the inquiry method to develop critical thinking skills through Problem-Based Learning (PBL)
- Implemented 5th grade Exhibition, allowing students to display their learned knowledge through differential strategies, showing their developmental growth throughout their formative years
- Interacted with parents resulted in positive outcomes, positive disciplinary experience and excellent classroom management

Co-owner, 21st Century Commercial Cleaning Company, Charlotte, NC 6/1990 - 8/2004

- Responsibilities included start-up business process, marketing and negotiating contracts.
- HR duties included customer service, staffing, training, supervising, payroll, billing and collection

INTERESTS

- Member of the Charlotte Think Tank Organization - Panelist to support parents involvements with education
- Boating

Kevin Conway, MBA
Risk Specialist

631-889-6187

Kevin.M.Conway488@Gmail.com
www.linkedin.com/in/Kevin-Conway-MBA

SUMMARY OF QUALIFICATIONS

- 9+ years of risk and process improvement experience, specializing in credit risk and consumer products within Banking and Capital Markets
- Engaged directly with senior management and stakeholders to align with the mission, vision, and goals of projects to improve various credit risk processes and reduce risk exposure
- Performed root cause analysis on issues generated during the lifecycle of a mortgage- from loan inception, documentation, analysis, and federal reporting
- Consistently delivered high degree of accuracy and attention to detail in calculation of incomes and assets within a 3% variance of error for mortgage underwriting that resulted in zero error findings

EDUCATION

Stony Brook University
Master of Business
Administration

Finance and Human
Resources

University at Albany
Bachelor of Arts in
Economics

CERTIFICATIONS

Professional Scrum
Master I (PSM I)

MSI Six Sigma Green
Belt Certified (SSGBC)

TECHNICAL SKILLS

LexisNexis
SQL Management
Status Mart
Metadata
CTI
Desktop Underwrite
Salesforce
Cobam
Automated
Underwriting Systems
Microsoft (Excel, Visio,
PowerPoint, Word)

EXPERIENCE

Wells Fargo

Senior Credit Risk Specialist
2019-Current

- Engaged in developing a program structure for IRM oversight/governance model for end-to-end lending process by implementing controls to reduce risk exposure
- Established and currently operate multiple consumer samplings to identify translation and process gaps in the reporting of the FRY-M for wealth clients that has identified over 60 issues that currently awaiting SHRPs (strategic human resource planning)
- Presented results from deep dives that identified root causes to issues that cover multiple layers of risk to the head of credit risk and SMEs (Subject matter experts) that has resulted in creating of an Issue Management log
- Established a Q&A process for Wealth Investment Management underwriting to verify each loan's risk level is compliant with the standard set by the Risk Management team and monitor underwriting exceptions

Business Process Analyst
2017-2019

- Managed and trained offshore team while auditing and preparing evaluation reports for management to show error rates and progress of each offshore member
- Leveraged Agile methods to standardize the process for reviewing and building accounts used as the standard for the corporate tax team
- Collaborated with the technical team to investigate pain points in the current state process.
- Deployed a re-engineered process to improve efficiency, scalability and repeatability improving adoption metrics by new users

Accenture

Mortgage Underwriter 2014 – 2017

- Completed timely reviews of loan files in order to render acceptable Conforming Product credit decisions
- Analyzed files to determine credit worthiness, ability to repay based on liquidity requirements, and collateral acceptability
- Determined risk levels of borrowers and used mitigating factors to obtain exceptions to policy

JENNY M. JACKSON

INNOVATION STRATEGY, DESIGN THINKING & CONCEPT DEVELOPMENT

EMPLOYMENT

2022 – Present University of North Carolina at Charlotte: Entrepreneur in Residence | Charlotte, NC

- Engage small businesses and support organizations to identify small business needs and potential collaborations
- Lead the Charlotte Launch customer discovery program delivery and other entrepreneurial education workshops aimed at expanding small business innovation capacity and economic development
- Guide and advise entrepreneurs through one-on-one mentoring sessions to support entrepreneurs in areas such as technology commercialization, business launch, capital formation, SBIR / STTR programs, and revenue growth

2018 – Present JENNY M JACKSON CORP.: Independent Consultant for Startups and Large Financial Services Companies, specializing in the innovation process, design & methodology | Charlotte, NC

- Provide advisory support for local incubators/labs/startups; Support Innovation strategy development and lead execution; Create a disciplined process for the development of new ideas; Design and develop process methodology

2015 – 2018 METLIFE (U.S. INNOVATION HUB): Innovation Strategy Leader for the U.S. Business, evaluating innovation concepts and driving strategy | Charlotte, NC

- Leverage consumer insights and industry research to ground innovation concepts and priorities; Gather data, performs analysis, and prepare recommendations for innovation priorities and concepts; Conduct competitive assessments; Implement strategies to achieve innovation goals; Annual strategy development

2015 METLIFE (PREMIER CLIENT GROUP): Program Development Associate for PlanSmart®, driving strategic initiatives for program that brings financial education programs to the workplace | New York, New York

- Manage National Best Practice Calls; Introduced new communication vehicle resulting in an over 25% increase in national call attendance; Develop, drive and distribute communications to bring call awareness among top performing advisors
- Conduct competitive analysis to identify the workplace financial education landscape and best industry practices

2014 METLIFE (GROUP, WORKSITE, VOLUNTARY BENEFITS) | Customer Centricity Associate, Leading Customer Centricity initiatives and rollouts | Bridgewater, New Jersey

- Develop Future State standards for governance; Make recommendations for investment for a 3-year roadmap to improve the use experience for all audiences
- Create template, layout and language; transfer instructions into re-designed template

2013 ALLSTATE (PROPERTY & CASUALTY, DIRECT) | Change Manager, driving strategy and Operational Effectiveness for the Direct Channel | Charlotte, North Carolina

- Lead Direct Transition initiative by strategically building and fostering relationships between the direct channel and local agencies; Represent the face of the direct channel to local agents; Perform endorsements and conducted day-to-day operations in a local agency of choice

EDUCATION

2008-2010 M.S., ORGANIZATION DEVELOPMENT (MSOD) | Queens University of Charlotte, Charlotte NC | GPA: 3.25/4.0

1999-2003 B.S., INDUSTRIAL TECHNOLOGY (GRAPHIC DESIGN) | Queens University of Charlotte, Charlotte NC | GPA: 3.4/4.0 Magna Cum Laude

APPOINTMENTS

- Member Insuretech Advisory Board, RevTech Labs
- Board of Advisors, Seniors in Transition (SiT)
- Industry Mentor, Ventureprise
- Grant Reviewer, NC Idea

CERTIFICATIONS

- Inclusive Innovation Leadership Academy
- SAFe Certified
- (Scaled Agile Framework)

RECOGNITIONS

- 2017 MetLife's Americas Leadership Development Program
- 2013 Allstate Chairman's Award Recipient

LANGUAGES

English, Native

CAUSES

- Autism Acceptance
- Children's Rights

REFERENCES

Available Upon Request

George O. Hunt IV

1614 Meadowlark Landing Dr.
Charlotte, NC 28216
(704) 277-3214
tbpercussion1@gmail.com

EXPERIENCE

The Block Promtions, Charlotte, NC — Owner

2013 - Present

- Achieves sales budget and margin objectives
- Prospect for new mid-sized promotional products customers (defined as those having under \$400,000 in annual promotional products spend) primarily within existing customer base or new accounts.
- Provides direction and support to all internal departments that support the customer Special Order, Account Services, Merchandising, and Customer Service to insure client needs are met.
- Conducts meetings and presentations with key account holders to drive sales and insure excellent customer experience.

ATT, Charlotte, NC — *Sales Representative*

2008- 2013

- Answers customer/client requests or inquiries concerning services and products and reports problem areas.
- Utilizes various systems and tools to initiate to assist and service customers.
- Continually maintain working knowledge of all company products, services and promotions.
- Make recommendations according to customer's needs.

EDUCATION

Norfolk State University, Va —Music Education

May 2003

SKILLS

Microsoft Suite
Finale
Microsoft Paint

AWARDS

**ATT #1 in Regional Sales 2009,
2010,2011**

WK	Grade: 6	CCSS	Grade: 7	CCSS	Grade: 8	CCSS
Week 1	Unit 1: (Reading) The Outsiders Unit 1 (Composition) The Outsiders	RL.6.1-7, RL.6.9, RL.6.10 RF.6.4 W.6.2, W.6.4-5 SL.6.1-3	Unit 1: (Reading) Fahrenheit 451 Unit 1 (Composition) Fahrenheit 451	RL.7.1-7, RL.7.9, RL.7.10 RF.7.4 W.7.2, W.7.4-5 SL.7.1-3	Unit 1: (Reading) Suspenseful Stories Unit 1 (Composition) Suspenseful Stories	RL.8.1-7, RL.8.9, RL.8.10 RF.8.4 W.8.2, W.8.4-5 SL.8.1-3
Week 2						
Week 3						
Week 4						
Week 5						
Week 6	Unit 2: (Reading) Twice Towards Justice: Claudette Calvin Unit 2: (Composition) Jackie Robinson Research	RI.6.1-7, RI.6.9, RI.6.10 RF.6.4 W.6.2, W.6.4-5 SL.6.1-4, SL.6.6	Unit 2: (Reading) Night Unit 2: (Composition) Night	RL.7.1-7, RL.7.9, RL.7.10 RF.7.4 W.7.2, W.7.4-5 SL.7.1-3	Unit 2: (Reading) Animal Farm Unit 2: (Composition) Personal Statements	RI.8.1-7, RI.8.9, RI.8.10 RF.8.4 W.8.2, W.8.4-5 SL.8.1-4, SL.8.6
Week 7						
Week 8						
Week 9						
Week 10						
Week 11	Unit 3: (Reading) The Giver Unit 3: (Composition) Science Fiction and The Giver	RL.6.1-7, RL.6.9, RL.6.10 RF.6.4 W.6.2, W.6.4-5 SL.6.1-3	Unit 3: (Reading) Call of the Wild OR Hamilton: The Revolution Unit 3: (Composition) Paul Revere OR Evaluating History & Lin-Manuel Miranda's Hamilton	RI.7.1-7, RI.7.9, RI.7.10 RF.7.4 W.7.2, W.7.4-5 SL.7.1-4, SL.7.6	Unit 3: (Reading) Lord of the Flies Unit 3: (Composition) Poetry of Affirmation	RL.8.1-7, RL.8.9, RL.8.10 RF.8.4 W.8.2, W.8.4-5 SL.8.1-3
Week 12						
Week 13 S						
Week 14						
Week 15						
Week 16 S						
Week 17						
Week 18						
Week 19	Unit 4: (Reading) Chimney	RI.6.1-7, RI.6.9, RI.6.10 RF.6.4 W.6.2, W.6.4-5	Unit 4: (Reading) Rain	RL.7.1-7, RL.7.9, RL.7.10 RI.7.1-7, RI.7.9, RI.7.10	Unit 4: (Reading) Their Eyes	RL.8.1-7, RL.8.9, RL.8.10 RI.8.1-7, RI.8.9, RI.8.10 RF.8.4 W.8.2, W.8.4-5
Week 20						

Week 21	Unit 4: (Reading) Shipwreck at the Bottom of the World	SL.6.1-4, SL.6.6	Unit 4: (Reading) Raising the Sun	RF.7.4 W.7.2, W.7.4-5 SL.7.1-3	Unit 4: (Reading) Their Eyes Were Watching God	SL.8.1-3
Week 22	Unit 4 (Composition) Fast Fashion Research		Unit 4 (Composition) Harlem Renaissance		Unit 4 (Composition) Guided Research	
Week 23						
Week 24						
Week 25	Unit 5: (Reading) The Odyssey	RL.6.1-7, RL.6.9, RL.6.10	Unit 5: (Reading) Love Poetry	RL.7.1-7, RL.7.9, RL.7.10	Unit 5: (Reading) American Voices	RI.8.1-7, RI.8.9, RI.8.10 RF.8.4
Week 26	Unit 5: (Composition) Water as a Civil Right	RI.6.1-7, RI.6.9, RI.6.10	Unit 5: (Composition) Interdisciplinary Research	RF.7.4 W.7.2, W.7.4-5 SL.7.1-3	Unit 5: (Composition) Independent Research	W.8.2, W.8.4-5 SL.8.1-4, SL.8.6
Week 27		RF.6.4 W.6.2, W.6.4-5 SL.6.1-3				
Week 28						
Week 29 S	Crescendo	RL.6.1-7, RL.6.9, RL.6.10	Crescendo	RL.7.1-7, RL.7.9, RL.7.10	Crescendo	RL.8.1-7, RL.8.9, RL.8.10
Week 30		RI.6.1-7, RI.6.9, RI.6.10		RI.7.1-7, RI.7.9, RI.7.10		RI.8.1-7, RI.8.9, RI.8.10
Week 31		RF.6.4		RF.7.4		RF.8.4
Week 32		W.6.2, W.6.4-5 SL.6.1-3		W.7.2, W.7.4-5 SL.7.1-3		W.8.2, W.8.4-5 SL.8.1-3
Week 33						
Week 34						
Week 35	Unit 6: (Reading) Twelve Angry Men	RI.6.1-7, RI.6.9, RI.6.10	Unit 6: (Reading) Narrative of the Life of Frederick Douglas	RI.7.1-7, RI.7.9, RI.7.10	Unit 6: (Reading) A Midsummer's Night Dream	RL.8.1-7, RL.8.9, RL.8.10
Week 36	Unit 6: (Composition) Argumentation	RF.6.4 W.6.2, W.6.4-5 SL.6.1-4, SL.6.6	Unit 6: (Composition) Argumentation	RF.7.4 W.7.2, W.7.4-5 SL.7.1-4, SL.7.6	Unit 6: (Composition) Argumentation	RI.8.1-7, RI.8.9, RI.8.10 RF.8.4 W.8.2, W.8.4-5 SL.8.1-3
Week 37 S						
Week 38 S						


WK	Grade: K	CCSS	Grade: 1	CCSS	Grade: 2	CCSS
Week 1	Intros, Expectations, Norms, Etc Unit 1 (Read Aloud): Emerging Story Book Unit 1 (Writing): Becoming a Writer	RL.K.1-3, RL.K.4, RL.K.7, RL.K.10, W.K.3 W.K.7-8 SL.K.1, SL.K.3, SL.K.4, SL.K.6 L.K.1-2	Intros, Expectations, Norms, Etc Unit 1 (Read Aloud): Falling in Love with Reading Unit 1 (Writing): All About Me	RL.1.1-3, RL.1.4, RL.1.7, RL.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6 L.1.1-2, W.1.2, W.1.5, W.1.8 L.1.1-2	Intros, Expectations, Norms, Etc Unit 1 (Close Reading): Reading to Discover Ideas Unit 1 (Read Aloud): Keena Ford and the Second Grade Mix-Up Unit 1 (Writing): Small Moments	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, , RL.2.7, RL.2.10 RI.2.1, RI.2.2, RL.2.3, RI.2.5, RI.2.7, RI.2.10 RF.2.4 W.2.2-3, W.2.5, W.2.8 SL.2.1, SL.2.3, SL.2.4, SL.2.6 L.2.1, L.2.2
Week 2						
Week 3						
Week 4	Unit 2 (Read Aloud): My School Unit 2 (Writing): Concept Books	RL.K.1-3, RL.K.4, RL.K.7, RL.K.10, WK.2 WK.7-8, SL.K.1, SL.K.3, SL.K.4, SL.K.6 L.K.1-2	Unit 2 (Read Aloud): Understanding Characters Unit 2 (Writing): Small Moments	RL.1.1-3, RL.1.4, RL.1.7, RL.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6 L.1.1-2, W.1.3, W.1.5, W.1.8		
Week 5						
Week 6						
Week 7	Unit 3 (Read Aloud): My Neighborhood, My Community Unit 3 (Writing): Special Moments	RI.K.1-3, RI.K.4, RI.K.7, RI.K.10, WK.3 WK.5 WK.7-8, SL.K.1, SL.K.3, SL.K.4, SL.K.6 L.K.1-2	Unit 2 (Read Aloud): Understanding Characters Unit 3 (Writing): What I Like	RI.1.1-3, RI.1.4, RI.K.1.7, RI.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6 L.1.1-2, W.1.1, W.1.5, W.1.8		
Week 8						
Week 9						
Week 10	Unit 4 (Read Aloud): Families, Schools, Communities Around the World Unit 4 (Writing): What I Like	RI.K.1-3, RI.K.4, RI.K.7, RI.K.10, WK.1 WK.5 WK.7-8, SL.K.1, SL.K.3, SL.K.4, SL.K.6 L.K.1-2	Unit 3 (Read Aloud): My Country Unit 3 Cont (Writing): What I Like	RI.1.1-3, RI.1.4, RI.1.7, RI.1.10, SL.1.1, SL.1.3, SL.K.4, SL.K.6 L.1.1-2, W.1.1, W.1.5, W.1.8		
Week 11						
Week 12						
Week 13	Unit 5 (Read Aloud): Elements of Stories Unit 5 (Writing): Solving Problems	RL.K.1-3, RL.K.4, RL.K.7, RL.K.10, WK.3 WK.5 WK.7-8, SL.K.1, SL.K.3, SL.K.4, SL.K.6 L.K.1-2	Unit 4 (Read Aloud): Fighting for Change Writing: Vocabulary Focus	RI.1.1-3, RI.1.4, RI.1.7, RI.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6, L.1.4-6	Unit 2 (Close Reading): Reading for Central Ideas with More Complex Texts Unit 3 (Read Aloud): Fairy	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.10 RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.10 RF.2.4 W.2.2, W.2.4, W.2.5
Week 14						
Week 15						
Week 16						

Week 17	Unit 6 (Read Aloud): Author's and Illustrators Study Writing: Vocabulary Focus	RI.K.1-3, RI.K.4, RI.K.7, RI.K.10, SL.K.1, SL.K.3, SL.K.4, SL.K.6, L.K.4-6	Unit 5 (Read Aloud): The Human Body Unit 4 (Writing): Solving Problems	RI.1.1-3, RI.1.4, RI.1.7, RI.1.10, SL.1.1, SL.1.3, SL.K.4, SL.K.6 L1.1-2, W.1.1, W.1.5, W.1.8	Tales: A New Look at the Old Classics Unit 3 (Writing): Happily Ever After	SL.2.1, SL.2.3, SL.2.4, SL.2.6 L.2.1, L.2.2, L.2.3"
Week 18						
Week 19						
Week 20						
Week 21	Unit 7 (Read Aloud): Feelings and Emotions Unit 6 (Writing): Imagine If...	RL.K.1-3, RL.K.4, RL.K.7, RL.K.10, WK.3 WK.5 WK.7-8, SL.K.1, SL.K.3, SL.K.4, SL.K.6 L.K.1-2	Unit 6 (Read Aloud): Author and Illustrator Study Unit 5 (Writing): Creating Characters	RL.1.1-3, RL.1.4, RL.1.7, RL.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6 L.1.1-2, W.1.2, W.1.5, W.1.8 L.1.1-2	Unit 3 (Close Reading): Navigating Challenge; Unseen and Mixed Genres and Longer Texts Unit 4 (Read Aloud): Equity for All: Women Who Changed the World Unit 4 (Writing): People of Influence	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10 RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 RF.2.4 W.2.2, W.2.4, W.2.5 SL.2.1, SL.2.3,
Week 22						
Week 23						
Week 24	Unit 8 (Read Aloud): Weather and Seasons Writing: Vocabulary Focus	RL.K.1-3, RL.K.4, RL.K.7, RL.K.10, RI.K.1- 3, RI.K.4, RI.K.7, RI.K.10, SL.K.1, SL.K.3, SL.K.4, SL.K.6, L.K.4-6	Unit 6 (Read Aloud): Author and Illustrator Study Writing: Vocabulary Focus	RI.1.1-3, RI.1.4, RI.1.7, RI.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6, L.1.4-6	Unit 4 (Close Reading): Paired Texts: Drawing Connections and Comparisons Unit 5 (Read Aloud): Tales of a Fourth Grade Nothing Unit 5 (Writing): Compelling Characters	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10 RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 RF.2.4 W.2.2, W.2.4, W.2.5 SL.2.1, SL.2.3,
Week 25						
Week 26						
Week 27	Unit 9 (Read Aloud): Fairytale and Fables Unit 7 (Writing): Sharing Opinions	RL.K.1-3, RL.K.4, RL.K.7, RL.K.10, WK.5 WK.7-8, SL.K.1, SL.K.3, SL.K.4, SL.K.6 L.K.1-2	Unit 7 (Read Aloud): Great Relationships Unit 6 (Writing): Sharing Opinions	RL.1.1-3, RL.1.4, RL.1.7, RL.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6 L.1.1-2, W.1.2, W.1.5, W.1.8 L.1.1-2	Unit 4 (Close Reading): Paired Texts: Drawing Connections and Comparisons Unit 5 (Read Aloud): Tales of a Fourth Grade Nothing Unit 5 (Writing): Compelling Characters	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10 RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 RF.2.4 W.2.2, W.2.4, W.2.5 SL.2.1, SL.2.3,
Week 28						
Week 29						
Week 30	Unit 10 (Read Aloud): Taking Care of the Earth Writing: Vocabulary Focus	RL.K.1-3, RL.K.4, RL.K.7, RL.K.10, RI.K.1- 3, RI.K.4, RI.K.7, RI.K.10, L.K.4-6	Unit 8 (Read Aloud): The Moon Writing: Vocabulary Focus	RI.1.1-3, RI.1.4, RI.1.7, RI.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6, L.1.4-6	Unit 4 (Close Reading): Paired Texts: Drawing Connections and Comparisons Unit 5 (Read Aloud): Tales of a Fourth Grade Nothing Unit 5 (Writing): Compelling Characters	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10 RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 RF.2.4 W.2.2, W.2.4, W.2.5 SL.2.1, SL.2.3,
Week 31						
Week 32						
Week 33						

Week 34	Unit 10 Cont. (Read Aloud): Taking Care of the Earth Unit 8 (Writing): Taking Care of the Earth	RL.K.1-3, RL.K.4, RL.K.7, RL.K.10, WK.1- 2	Unit 9 (Read Aloud): Charlotte's Web Unit 7 (Writing): Animals and Habitats	RL.1.1-3, RL.1.4, RL.1.17, RL.1.10, RI.1.1-3, RI.1.4, RI.1.7, RI.1.10, SL.1.1, SL.1.3, SL.1.4, SL.1.6, L.1.4-6	Unit 5 (Close Reading): Building Independence When Drawing Connections and Comparisons Unit 6 (Read Aloud): Titanic: Lost and Found Unit 6 (Writing): Titanic	RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10
Week 35		WK.5		SL.1.1, SL.1.3, SL.1.4, SL.1.6, L.1.4-6		RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10
Week 36		WK.7-8, SL.K.1, SL.K.3, SL.K.4, SL.K.6		W.1.2, W.1.5, W.1.6- 8		RF.2.4
Week 37		LK.1-2		L.1.1-2		W.2.2, W.2.4, W.2.5
Week 38						SL.2.1, SL.2.3,

Signature Page

The foregoing application is submitted on behalf of [*The Myrtis Simpson Walker Academy for Boys*]. 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.

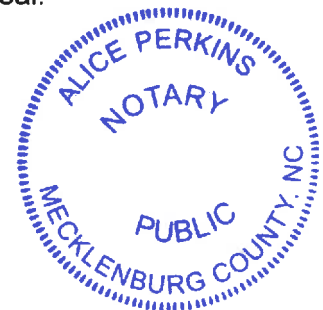
Print/Type Name: Cynthia Johnson
Board Position: Chairperson
Signature: 
Date: 4/27/2023

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

Notary Public: 

Official Seal:

My commission expires: Feb 14, 2025.



<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader		1
Assistant Principal		
Dean(s)		1
Community Engagement		1
Core Classroom Teachers		12
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		2.5
Student Support Positions (e.g. social workers, psychologists, school Counselor etc.)		1
Specialized School Staff/ Computer Teacher (PT)		0.5
Teaching Aides or Assistants		4
School Operations Support Staff		0.5

Year 2

Year 3

Year 4

Year 5

1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
1	1	1	1	1
14	16	18	20	20
4.5	4.5	5.5	6.5	6.5
1	1	1	1	1
0.5	0.5	0.5	0.5	0.5
4	4	4	4	4
0.5	0.5	0.5	0.5	0.5

MSWA Charter School Start-up Budget

August 2024- August 2025

Description	24-25 Budget
Revenue	\$ 185,000.00
12 mo. Outreach	\$ 66,000.00
6 mo. Admin Salary	\$ 37,500.00
Payroll Tax	\$ 7,000.00
Insurance/bank fees	\$ 3,500.00
Supplies	\$ 11,000.00
Postage	\$ 1,300.00
Software	\$ 2,500.00
Technology	\$ 4,975.00
Administrative Startup Support (501c3, Professional Development, Marketing)	\$ 35,000.00
Attorney fee	\$ 5,000.00
Total Expenses	\$ 173,775.00
Net	\$ 11,225.00



P.O. Box 12151 Raleigh, NC 27605
(919) 747-3723 – Office

April 23, 2023

Myrtis Simpson Walker Academy for Boys
, North Carolina
Attention: Mrs. Cynthia Johnson

RE: Myrtis Simpson Walker Academy for Boys Financial Support

Dear Mrs. Cynthia Johnson:

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 support **Myrtis Simpson Walker Academy for Boys** 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,

Howard Sowell
Chief Executive Officer

To Whom It May Concern:

I am writing in support of Myrtis Simpson Walker Academy (MSWA). I believe MSWA is an exceptional candidate for approval to open a charter school because they are providing a service for young boys in the Charlotte Metro area that is currently unavailable.

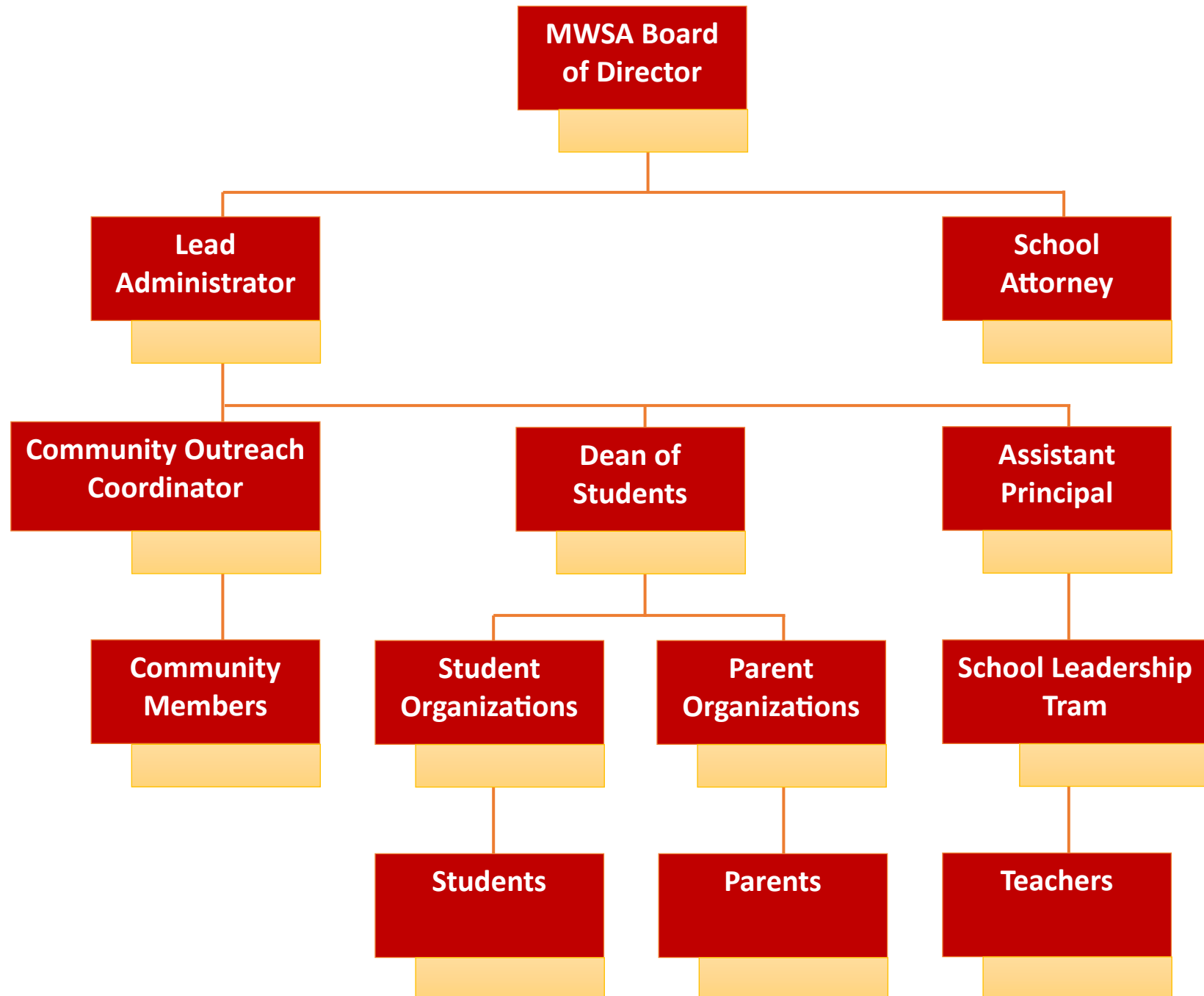
MSWA focuses on growing young men through musical arts and entrepreneurship, developing them into men instilled with the drive to pursue their passions, persistence to achieve their goals , and empowerment to lead with integrity. This will benefit the children and families in our area by offering an opportunity for upward mobility, of which Charlotte has been ranked 50/50 according to the Charlotte-Mecklenburg Task Force Opportunity Report.

Moreover, MSWA is highly qualified to become a charter school because their aforementioned mission statement addresses the task force's top recommendations. The Charlotte-Mecklenburg Task Force Opportunity Report lists college and career readiness, and child and family stability as two of the three top recommendations to increase opportunity and decrease intergenerational poverty. Strategy F of the Task Force Report is to broaden the range of and access to high quality college and career pathways offered by K-12 and postsecondary institutions. This school helps to fulfill that decree. Finally, MSWA will surely exceed your expectations in being a viable and vibrant charter school because they are also seeking to include the mental health facet, which is a key tenet in child and family stability, as evidenced by the report. My organization, Lotus Holistic Therapy Center (LHTC), a mental health organization that helps women to heal from trauma, manage triggers, release tension, embody peace, gain insight, and improve relationships, is in complete support of how MSWA intends to address the community need within their capacity. The provision of mental health services within their school will certainly help ease chronic stress and anxiety that often plagues parents and their children, which diminishes their ability to perform everyday tasks such as completing schoolwork.

I strongly support selecting MSWA to become a charter school for these reasons. If you have any further questions about my support, please don't hesitate to let me know. I can be reached at tia@lotusholistictherapy.center



MWSA Organizational Chart



WK	Grade: 3	CCSS	Grade 4	CCSS	Grade 5	Grade 5							
Week 1	Unit 1 (Close Reading): Reading to Discover Ideas Unit 1 (Read Aloud): Clementine Unit 1 (Writing): Small Moments	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10 RI.3.1, RI.3.2, RI.3.7, RI.3.10 RF.3.4 W.3.2, W.3.4, W.3.5 SL.3.1, SL.3.3, SL.3.4, SL.3.6	Unit 1 (Close Reading): Reading to Discover Ideas Unit 1 (Read Aloud): Superfudge Unit 1 (Writing): Small Moments	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10 RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10 RF.4.4 W.4.2, W.4.4, W.4.5 SL.4.1, SL.4.3,	Unit 0: Short Fiction	RL.5.1-7, RL.5.9, RL.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-3							
Week 2						Unit 1: (Reading) Wonder Unit 1: (Composition) Wonder	RL.5.1-7, RL.5.9, RL.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6						
Week 3					Unit 2 (Close Reading): Reading for Meaning with More Complex Texts and Building Independence Unit 2 (Read Aloud): The Hundred Dresses Unit 2 (Writing): Bullying		Unit 2 (Close Reading): Reading for Meaning with More Complex Texts and Building Independence Unit 2 (Read Aloud): Because of Winn-Dixie Unit 2 (Writing): Writing about Reading	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.10 RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.10RF.4.4 W.4.2, W.4.4, W.4.5 SL.4.1, SL.4.3, SL.4.4, SL.4.6 L.4.1, L.4.2, L.4.3.	Unit 2: (Reading) Esperanza Rising Unit 2: (Composition) Migrant Workers, the Dust Bowl, and Esperanza Rising	RL.5.1-7, RL.5.9, RL.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-3			
Week 4										Unit 3 (Close Reading): Paired Texts: Drawing Connections and Comparisons Unit 3 (Read Aloud):	Unit 3 (Close Reading): Drawing Connections and Comparisons Unit 3 (Read Aloud):	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10 RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8,	Unit 3: (Reading) Danish Resistance & Number the Stars
Week 5									Unit 3: (Reading) Danish Resistance & Number the Stars				
Week 6													Unit 3: (Reading) Danish Resistance & Number the Stars
Week 7	Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6											
Week 8			Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6									
Week 9	Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6											
Week 10			Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6									
Week 11	Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6											
Week 12			Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6									
Week 13	Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6											
Week 14			Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6									
Week 15	Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6											
Week 16			Unit 3: (Reading) Danish Resistance & Number the Stars	RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W.5.4-5 SL.5.1-4, SL.5.6									

Week 17	Virtues, Vices, and a Fantastical Chocolate Factory Unit 3 (Writing): Writing About Reading	RF.3.4 W.3.2, W.3.4, W.3.5 SL.3.1, SL.3.3, SL.3.4, SL.3.6	Saving Animals from Extinction Unit 3 (Writing): Conservation	RI.4.9, RI.4.10 RF.4.3 W.4.2, W.4.3, W.4.5 SL.4.1, SL.4.3, SL.4.4, SL.4.6 L.4.1, L.4.2, L.4.3	Unit 3: (Composition) Resistance & the Holocaust		
Week 18							
Week 19		L.3.1, L.3.2, L.3.3 L.2.1, L.2.2, L.2.3					
Week 20							
Week 21	Unit 4 (Close Reading): Navigating Challenge; Unseen and Mixed Genres and Longer Texts Unit 4 (Read Aloud): The Amazing World of Adapting Animals! Unit 4 (Writing): Animal Survival	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10 RF.3.4 W.3.2, W.3.4, W.3.5 SL.3.1, SL.3.3, SL.3.4, SL.3.6	Unit 4 (Close Reading): Navigating Challenge; Unseen and Mixed Genres and Longer Texts Unit 4 (Read Aloud): From a Seed to a Flower During the Great Depression Unit 4 (Writing): Harlem Renaissance	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10 RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10 RF.4.3 W.4.2, W.4.3, W.4.5 SL.4.1, SL.4.3,	Unit 4: (Reading) Roll of Thunder, Hear My Cry Unit 4: (Composition) Roll of Thunder, Hear My Cry	RL.5.1-7, RL.5.9, RL.5.10 RF.5.4 W.5.2, W5.4-5 SL.5.1-3	
Week 22							
Week 23							
Week 24							
Week 25							
Week 26							
Week 27	Unit 5 (Close Reading): Building Stamina, Perseverance and the Ability to Work Meticulously Unit 5 (Read Aloud): Slavery and the Civil War Unit 5 (Writing): Crescendo	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10 RF.3.4 SL.3.1, SL.3.3, SL.3.4, SL.3.6 L.3.1, L.3.2, L.3.3	Unit 5 (Close Reading): Building Stamina, Perseverance and the Ability to Work Meticulously Unit 5 (Read Aloud): Perspectives of Freedom Unit 5 (Writing): Crescendo	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10 RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10 RF.4.4 W.4.2, W.4.4, W.4.5 SL.4.1, SL.4.3,	Unit 5: (Reading) Humans & Nature Unit 5: (Composition) Polynesian Navigation		
Week 28							
Week 29							
Week 30							
Week 31							
Week 32							
Week 33		RL.3.1, RL.3.2, RL.3.3, RL.3.4,	Unit 6 (Close Reading):	RL.4.1, RL.4.2, RL.4.3, RL.4.4,			

Week 34	<p>Unit 6 (Close Reading): Integrating Video and Multi-Media Sources</p> <p>Unit 6 (Writing): Fighting for Rights</p>	RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10	<p>Integrating Video and Multi-Media Sources</p> <p>Unit 6 (Read Aloud): In The War the Dead Pay the Debt for Living</p> <p>Unit 6 (Writing): American Revolution</p>	RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10	<p>Unit 6: (Reading) Cleopatra</p> <p>Unit 6: (Composition) Argumentation</p>	<p>RI.5.1-7, RI.5.9, RI.5.10 RF.5.4 W.5.2, W5.4-5 SL.5.1-4, SL.5.6</p>
Week 35		RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10		RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10		
Week 36		RF.3.4		RF.4.4		
Week 37		W.3.2, W.3.4, W.3.5		W.4.2, W.4.4, W.4.5		
Week 38		SL.3.1, SL.3.3, SL.3.4, SL.3.6		SL.4.1, SL.4.3,		