





Organization Information

Organization Name *

Myrtis Simpson Walker Academy

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 *

2027

Is Management Organization Used

☐ Yes ☒ No

Primary Contact Relation To Board *

Chairperson

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

mswyouthleadership@gmail.com

Management Organization Phone

Primary Contact Phone *

7044910176

Management Organization Email

Primary Contact Address *

1443 Summer Coach Drive

Unit/Suite *

Zip Code *

28216

City *

Charlotte

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Cynthia Johnson	1443 Summer Coach Drive	28216	mswyouthleadership@gmail.com	Education/



1. Application Contact Information

Q1. Name of Proposed Charter School

The Myrtis Simpson Walker Academy

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

Q3. Geographic County in which charter school will reside

Mecklenburg

Q4. LEA/District Name

Charlotte Mecklenburg Schools

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

28105, 28104, 28212. The proposed area is going toward Matthews, NC



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

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

☐ Yes

☒ No

Q10. Projected School Opening Month

August, 2027

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. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

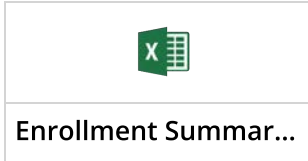
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Resources


Enrollment Summar...



Applicant Evidence :



Uploaded on **4/21/2025**
by **Cynthia Johnson**



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Comments :

- The applicant evidence shows by year 4 it will fully establish itself as a K-8 building.
- In reviewing the enrollment summary sheet (Q12), if the school's intent is to have two classrooms per grade level that averages roughly between 22-23 students per class from year to year. From year 4 to year 5, the school is expected to gain 37 students in enrollment. Is the school's intent to increase classroom size by 2 students per class to increase the average or is the school hoping to open up another classroom for each grade level to make the average classroom size roughly 17 students per classroom?

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

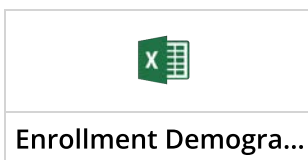
Full Capacity: 472

Grade Span: Kindergarten - Eighth

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


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Resources





Applicant Evidence :


MSWA Enrollment20...

Uploaded on **4/24/2025**
by **Cynthia Johnson**



Megan Carter

Comments :

- The school has identified its EDS population to make up approximately 78% of its student population with 202 students. If this is predictive of Year 1, that is over 75% of its student population. Is this an accurate representation of the students targeted to be a part of the student body?

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 45 students in each grade and 270 students in year one. We will add a grade level each school year, staggering the number of students added each year per grade level until we reach K-8 with 472 students in year five. 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.

The enrollment figures used in the budget for MSWA reflects a thoughtful and strategic growth plan, consistent with the best practices for new charter schools in North Carolina. Several key factors informed the projected student numbers and year - over - year increases:

1. Alignment with North Carolina Charter School Growth Trends

Most new charter schools in NC, especially in their early years, experience moderate and steady growth rather than rapid expansion. This is because:

- * The school is still building its reputation and presence in the community.
- * Parents and families often take a "wait and see" approach with new schools.
- * Enrollment typically increases as each newly added grade level brings in additional students.

2. Facility and Staffing Capacity Considerations

The enrollment projections align with realistic facility capacity and staffing models for a growing K-8 school:

- * Year 1 begins with grades K-5.
- * Each subsequent year adds one grade level, naturally increasing the student population.
- * Class sizes and staffing remain with NC charter school norms for manageable teacher-student ratios.



Megan Carter

Comments :

- The applicant demonstrates sound reasoning regarding the increase in student enrollment as a new charter school being established within the area.

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

Section



Megan Carter

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- All questions are adequately addressed and completed.
- The applicant provided tactical and sound reasonings for increasing student enrollment for the proposed region based on creating a newly established charter school.
- The applicant should identify and consider how the school will market to families particularly the Hispanic subgroup population as research has shown through the charter schools annual report that this is an underrepresented population in most charter schools. The school has identified its make-up to be 29% of its student population.



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 Charter Schools Review Board (CSRB).

Myrtis Simpson Walker Academy



Megan Carter

Comments :

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

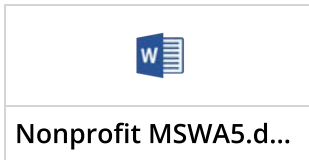
☒ No

Q22. [Attach as Appendix F Federal Documentation of Tax-Exempt Status](#)

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Total Files Count: 10

Applicant Evidence :



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by **Cynthia Johnson**



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Comments :

- The applicant has identified that it will pursue it's tax-exempt status pending the approval of the application.

Q23. [Name of Registered Agent and Address](#)

- [As listed with the NC Secretary of State](#)

Myrtis Simpson Walker Academy (MSWA)



Megan Carter

Comments :

Q24. [Federal Tax ID](#)

N/A



Section



Megan Carter

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- The applicant is waiting to file its non-corporate status with the Secretary of State once the application is approved by CSRB.



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.

Q26. 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



Section



Megan Carter

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item

Comments :

- This application does not identify as an accelerated applicant.



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

☐ Yes

☒ No

Section



Megan Carter

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item

Comments :

- This applicant does not identify as a conversion application from a traditional public school or private school.



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.

Q57. Do you want this application to be considered for standard or fast-track replication?

- ☐ Standard
- ☐ Fast-Track



☐ No, this is not a replication



Megan Carter

Comments :

- This application is not being considered for a standard or fast-track replication.

Section



Megan Carter

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



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>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

☐ Yes

☒ No

Section



Megan Carter

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item

Comments :

- The applicant does not want to be identified and/or considered for an Alternative Charter School.



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

☐ Yes

☒ No

Section



Megan Carter

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item

Comments :

- The applicant has identified as not contracting for services with an "educational management organization" or "charter management organization."



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

☐ Yes

☒ No



Section



Megan Carter

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item

Comments :

- The applicant is not applying to create a remote charter academy.



9. Mission Purposes, and Goals

9.1. 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.

Q112. 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 children through musical arts and entrepreneurship, developing them into productive citizens instilled with drive to pursue their passion; persistence to achieve their goals and the empowerment to lead with integrity.



Megan Carter

Comments :

- The mission effectively communicates the applicant's dual focus on arts and entrepreneurship, which is distinctive.
- The mission does well connecting skill development to broader character information, showing how the proposed charter school's program will prepare students to lead with integrity.
- The semicolons within the mission statement create an awkward sentence structure. The applicant should consider revising the mission statement with either shorter sentences or smoother transitions between ideas.

Q113. 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 path and having options.

MSWA believes we need to do more than just 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 success in higher education and the 21st Century workforce. Therefore, our curriculum and instructional practices offer 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 for effective teaching strategies for students at every level. Additionally, the families who choose MSWA will be those seeking experience in a music and entrepreneurship focus integrated into core subjects with a single-gender classroom experience. Those who choose MSWA will experience a school that will have strong support from parents and community stakeholders.



Megan Carter

Comments :

- The mission and vision both emphasize developing well-rounded students who will become productive community members. A common theme within both are leadership, character development, and preparing students for the future so that the student(s) can positively impact his/her community.
- Both the mission and vision also both highlight the integration of musical arts and entrepreneurship as core elements of its educational approach.
- The vision outlines the targeted audience being families that are seeking music and/or entrepreneurship and focuses learning areas within single-gender classrooms.
- Differences between the mission and vision are:
 - The mission focuses on student outcomes and character development, whereas the vision focuses on the educational and/or teaching methodologies and community integration.
- **Questions:**
 - How will the proposed school's unique approach contribute to achieving its mission? What surveys have been done in the CMS area that see the need for a music/entrepreneurial focused charter school?
 - Does the proposed school think single-gender classrooms will be a barrier for enrollment within classrooms?
 - What specific metrics will be used to measure student progress towards achieving the stated mission/vision?

Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? 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 MLL 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).



Education is the foundation of a thriving community. In East Charlotte, where students come from diverse backgrounds with varying academic needs, the demand for responsive, engaging, and culturally relevant educational model is urgent. Myrtis Simpson Walker Academy (MSWA) seeks to bridge achievement gaps, enhance student engagement, and prepare students for future success by integrating structured literacy, conceptual math, music and entrepreneurship into its curriculum.

Who are the Students MSWA Will Serve?

Charlotte Mecklenburg Schools (CMS) serves a diverse student population, and East Charlotte reflects this demographic mix. Currently, CMS enrolls:

- * 35.7 % Black students
- * 29.6 % Hispanic / Latino students
- * 24% White students
- * 7.1 % Asian students
- * 3.6% from other racial backgrounds (QCity Metro, 2023).

Additionally, a significant number of students qualify for free and reduced-price lunch, indicating a high concentration of economically disadvantaged families. East Charlotte has also seen a steady rise in Multilingual Learners (MLL), necessitating targeted language support and differentiated instruction.

Addressing Educational Disparities

Despite CMS's efforts, disparities in academic achievement and disciplinary outcomes remain stark. The most pressing challenges include:

1. Reading and Proficiency Gaps

- * While math scores have improved, reading proficiency remains stagnant, highlighting the need for structured literacy instruction (WUNC, 2024).
- * Research supports explicit phonics-based instruction as a critical intervention for struggling readers (Castles et. al., 2018).

2. Disproportionate Suspension Rates

- * Black students face the highest suspension rates in CMS, often for subjective infraction (QCityMetro, 2023).
- * High suspension rates correlate with lower academic achievement and higher dropout rate



(Reschly, 2010).

* Schools with inclusive, project-based type learning models see lower suspension rates and improved engagement (Juvonen, 2007)

By implementing evidence-based literacy instruction, conceptual math, music, and entrepreneurship, MSWA will provide students with the skills and support they need to succeed academically while fostering and engaging, low-discipline learning environment

The data is clear, students in East Charlotte face significant academic challenges low proficiency rates, and high suspension rates, particularly among Black and Hispanic students. Traditional instructional models have struggled to engage students and close achievement gaps. MSWA's evidence-based curriculum integrating structured literacy, conceptual math, music and entrepreneurship, offers a transformative solution. Research demonstrates that explicit literacy instruction leads to stronger reading outcomes. Also, conceptual math builds problem-solving skills and financial literacy. Music education has also been proven to improve academic achievement, attendance, and cognitive function. Moreover, entrepreneurship fosters leadership, engagement and long-term success. In this regard, by providing a student-centered, culturally responsive, and academically rigorous environment, MSWA is uniquely positioned to support the students of East Charlotte and help them thrive.



Megan Carter

Comments :

- The proposed school's approach recognizes that traditional instructional models have struggled with these populations and aims to provide a transformative, evidence-based alternative that addresses both academic and behavioral outcomes through integrated, engaging curriculum design.

Q115. 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?



A. How Are Schools in East Charlotte Performing?

A review of End of Grade (EOG) test scores and school performance grades reveals significant gaps in student achievement.

Low Performing Schools in East Charlotte (2023-2024) (Charlotte Observer, 2024)

- * Briarwood Academy - 42% EOG Proficiency (Grade D)
- * Bruns Avenue Elementary - 26.1% EOG proficiency (Grade F)
- * Charlotte East Language Academy - 45.7% EOG proficiency (Grade D)
- * Cochrane Collegiate Academy - 28.6 % EOG proficiency (Grade D)
- * Albemarle Road Elementary - Reading (25%) Math (36%) (Grade D)
- * Albemarle Road Middle School - Reading(35%) Math (28%) (Grade D)
- * Esperanza Elementary - Reading (25%); Math (36%) (Grade D)

These schools are performing below state average of 51% for math and 50% in reading.

These numbers indicate that less than half of the students in many East Charlotte schools are performing at grade level.

B. High Performing Schools and What They Offer

Some schools in the broader CMS area have seen higher proficiency rates and greater student success, though they may lack MSWA's innovative curriculum. Examples include:

- * Polo Ridge Elementary
- * Selwyn Elementary
- * Highland Mill Montessori
- * North Academy of World Language (US News, 2024)
- * Crown Point Elementary

MSWA's Educational Model and Alignment with Student Needs

A. Evidence-Based Literacy and Math Instruction

1. Structured Literacy (Amplify K-8 for Language Arts)



- * Grounded in the Science of Reading, which emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension (Castels, et. al., 2018)

- * Proven effective in closing early literacy gaps and improving reading outcomes in high-needs populations.

2. Conceptual Math (Eureka Math K-8)

- * Moves beyond rote memorization, focusing on deep numerical understanding and problem-solving (Boaler, 2016).

- * Helps students develop critical thinking and financial literacy skills, which align with MSWA's entrepreneurship focus.

B. The Roles of Music Education in Academic Success

Music is more than art. It is a proven tool for cognitive development, discipline, and academic success. **Research highlights that :**

- * Students engaged in music education score higher in math and reading assessments (Prentiss, 2018).

- * Music education enhances memory, spatial reasoning, and executive function, all of which support academic achievement (Hallam, 2010).

- * Participating in school music programs has been linked to higher attendance rates and lower dropout rates, particularly for students from underserved communities (Prentiss, 2018).

C. Entrepreneurship Education: A Pathway to Student Engagement and Success

Entrepreneurship education fosters innovation, leadership, and resilience, preparing students for success beyond traditional academics. Studies show that:

- * Entrepreneurship-based learning increases student engagement and motivation, particularly among students from low-income backgrounds (Johnson, 2024)

- * Schools integrating business and leadership training see higher academic performance and critical thinking skills development (Juvonen, 2007).

- * Entrepreneurship education helps students develop financial literacy, decision-making abilities and self-confidence, equipping them with lifelong skills.

By combining structured literacy, conceptual math, music, and entrepreneurship, MSWA provides a holistic educational experience that meets the needs of its student population and prepares them for future success.



Megan Carter

Comments :

- The applicant has included an aligned perspective between the documented needs (low proficiency rates, need for engagement) with the chosen interventions (evidence-based literacy/math, music integration, entrepreneurship focus) which suggests a thoughtful approach to serving this specific student population.

Q116.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 472 students in grades Kindergarten through Eighth. MSWA will achieve total enrollment in year 5 of operations with a staggered enrollment of over 40 students per year.

Charlotte Mecklenburg's Average Daily Membership (ADM) is 144,116 students for those grades served. Since we anticipate 100% of our students enrolling from CMS, we would be enrolling 0.37 % of their ADM.



Megan Carter

Comments :

- According to the summary enrollment chart in Q12, the year to year enrollment break-down is as follows:
 - Year 2 Gain 54 students
 - Year 3 Gain 42 students
 - Year 4 Gain 69 students
 - Year 5 Gain 37 students
- **Question:**
 - With the numbers provided, does the applicant see numbers fluctuating for increased/decreased enrollment particularly with its incorporation of single gender classrooms? Has the applicant considered what it would do if there is more representation of a single gender versus the other when enrolled? How will the applicant account for this?

Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?

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 and recruits students to participate in an Entrepreneurship Program for girls and boys. 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 of what the needs of the community are 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.



Megan Carter

Comments :

- Does the applicant foresee student's from the community programs in West Charlotte seeking enrollment within the proposed school area in East Charlotte?

Q118. 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

Myrtis Simpson Walker Academy (MSWA) has worked intentionally to develop strong community relationships and assess genuine demand for a tuition-free charter school with a focus on musical arts, entrepreneurship, and character development.

Our initial outreach began in 2021, using bilingual social media campaigns, flyers, videos, and digital ads to engage diverse communities in Charlotte. This resulted in over 400 completed surveys, 149 families on our Interest List, and over 318 social media followers. Key posts, such as interest list promotions, reached more than 9,000 individuals. We also held in-person events, including interest meetings and appearances at community gatherings like Black Food Truck Fridays, where we received public support from local figures such as celebrity chef Carla Hall.

To build on this momentum, MSWA conducted a recent community survey in 2024 to reassess demand. The results reinforced strong and growing interest:

- **60.5% strongly agreed** the community needs and would benefit from a charter school with MSWA's unique focus.
- **55.6% indicated high likelihood** of enrolling their children in a tuition-free, single-gender public charter school.
- **80% of families** have children in the Pre-K to Grade 8 range — MSWA's target population.
- Many families expressed dissatisfaction with current school options, with **over 30%** stating their academic needs are not being met.

These consistent, data-driven efforts to engage and listen to families demonstrate that MSWA is not only aligned with community needs, but also enjoys robust grassroots support that will drive strong enrollment and long-term success.



Megan Carter

Comments :

- The applicant indicates in bullet point two enrolling students in a single-gender public charter school, but has referenced in other areas of the application single-gender classrooms. Can the applicant clarify how single-gender classrooms will be incorporated into the school day and/or school?
- The applicant identified that the community has 80% of the targeted population for the school. Of the 80%, 55.6% indicated a high likelihood of enrolling their children in a tuition-free, single gender public charter school. Did the applicant survey why roughly 30% of the remaining population did not indicate a high likelihood is attending?

Q119. **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 :



Uploaded on **4/25/2025**

by **Cynthia Johnson**



Megan Carter

Comments :

- The evidence provided for the applicant did not include a pie chart of the 55.6% of families that would highly likely enroll their children in a tuition-free charter school with MSWA's focus. The evidence provided did showcase the following informational pieces:
 - **60.5% strongly agreed** the community needs and would benefit from a charter school with MSWA's unique focus.
 - **80% of families** have children in the Pre-K to Grade 8 range — MSWA's target population.
 - Many families expressed dissatisfaction with current school options, with **over 30%** stating their academic needs are not being met.

9.2. Purposes of the Proposed Charter School

Q120. **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.

Q121. **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 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 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-level 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.



Megan Carter

Comments :

- The applicant's explanation comprehensively addresses all six purposes with specific strategies, tools, and commitments.
- The strongest alignments are with professional opportunities for teachers, and accountability measures.
- The approach to serving at-risk students is well-articulated, though the gifted education component could benefit from more specific detail.

9.3. Goals for the Proposed Charter School

Q122. 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 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 meetings 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 Goals:

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

As Measured By: Infinite Campus

Enrollment Goal:

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

As measured by: Infinite Campus

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:

2027-2028: 80% of families will be pleased to be a part of the MSWA community and 90% will remain MSWA students.

2028-2029: 85% of students and families will be pleased to be a part of the MSWA community and 92% will remain MSWA students.

2029-2030: 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.

2030-2031: 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 Infinite Campus

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

Entrepreneur Goal:

100% of students will participate in learning about entrepreneurship and understand how to start a business.



As measured by:

Class Projects

Semester Projects

Q123. 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 la 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.



Section



Megan Carter

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

- The mission and vision statements clearly articulates how the proposed applicant's mission will be accomplished through its proposed goals through both music and entrepreneurship.
- The applicant appears to understand and address the statutory requirements aligned with the six legislative purposes aligned with a charter school.
- Within the application, the applicant identifies single-gendered classrooms, but does not specify whether it will be all "male," or "female." This is not identified within the mission of the school.



10. Educational Plan

10.1. Instructional Program

Q124. 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



Myrtis Simpson Walker Academy (MSWA) will serve students from Kindergarten through Eighth Grade in East Charlotte and Matthews, NC. This region is known for its growing cultural and racial diversity, with students from African American, White, Latino, Asian American, and immigrant backgrounds; thus, the school aims to embrace this diversity. Recognizing the educational disparities and the need for culturally responsive instruction, MSWA is committed to providing a rigorous, engaging, student-centered educational experience that equips students with academic proficiency, entrepreneurial thinking, and artistic creativity. With those focuses and commitments, MSWA's mission is to prepare students not only for academic success but also for future career opportunities.

MSWA's instructional program is anchored in the North Carolina Standard Course of Study (NCSCOS) (North Carolina Department of Public Instruction [NCDPI], 2023). The core curriculum includes Amplify K-8 for Language Arts and Eureka Math K-8, both of which are evidence-based programs designed to promote deep conceptual understanding and real-world application of knowledge (Boaler, 2016). Additionally, the school is committed to single-gender classrooms, utilizing research-based gender-responsive teaching strategies that cater to different learning styles.

In our first year, we will serve students in Kindergarten through Fifth Grade, with plans to expand to Eighth Grade over the following years; a grade level every year. Our curriculum is built around Amplify K-8 for Language Arts and Eureka Math for K-8, both of which are research-backed programs designed to promote deep conceptual understanding. Additionally, our focus on music and entrepreneurship will provide students with hands-on learning experiences that foster creativity, critical thinking, and leadership skills.

Major Instructional Methods

At MSWA, we recognize that students tend to learn best if they are actively engaged with meaningful experiences and differentiated instruction. Nonetheless, we also believe that such engagements and experiences should meet the diverse needs these students. In this regard, our instructional methods reflect and include the following core approaches: A. Structured Literacy Approach (Amplify K-8 Language Arts)

Why it Matters:

The Science of Reading has demonstrated that structured literacy instruction is comparatively the most effective approach for developing strong reading skills, particularly for students from diverse linguistic and socioeconomic backgrounds (Castles et al., 2018). Amplify K-8 curriculum aligns with the findings of this study by providing:

- Explicit phonics and decoding instruction for early readers.



- Systematic vocabulary development and comprehension strategies for all learners.
- _ Culturally relevant texts that reflect students' diverse backgrounds, fostering engagement and representation (NCDPI, 2023).

How it will work at MSWA:

- Daily literacy workshops, featuring texts that highlight historical and contemporary figures from various cultures.
- Differentiated literacy instruction tailored to Multilingual Learners (MLL) and students at different reading levels.
- Music integrated literacy projects, such as students writing song lyrics based on historical narratives.

B. Conceptual Mathematics Approach (Eureka Math K-8)

Why it Matters:

Traditional mathematics instruction often focuses on memorization without deep understanding, which research suggests leads to math anxiety and lower retention (Boaler, 2016). Conversely, Eureka Math K-8 curriculum follows a conceptual approach, helping students build a strong numerical foundation before applying mathematical operations (Boaler, 2016).

How it will work at MSWA

- Hands-on learning with visual models, manipulatives, and real-world applications.
- Financial literacy and entrepreneurship applications, such as students designing business budgets and calculating expenses.
- Music-infused math activities, where students analyze musical rhythms to understand fractions and patterns.

C. Inquiry-Based:

Why It Matters:

Students are more likely to retain knowledge when they engage in real-world applications of learning. Students will be engaged in projects that will foster critical thinking, teamwork, and problem-solving skills by making learning interactive and meaningful (Thomas, 2000).



How it will work at MSWA:

- Entrepreneurship-based projects where students develop and pitch business ideas to "investors".
- Music- integrated social studies projects, such as students composing protest songs based on historical movements.
- STEM-focused, hands-on activities that encourage exploration and discovery.

3. Assessment Strategies

Assessment at MSWA is designed to be comprehensive, data-driven, and student-centered. We use multiple forms of assessment to measure academic growth, skill mastery, and critical thinking abilities.

Formative Assessment (Daily, Low-Stakes Checkpoints)

- Exit tickets, journal responses, think-pair-share activities
- Adaptive online tools, such as Amplify and Eureka Math built-in assessments.
- Teachers' observations & student self-reflections

Benchmark & Interim Assessments (Quarterly, Data-Driven Insights)

- Amplify's DIBELS Literacy Screening for early reading skills and literacy intervention (NCDPI,2023).
- Eureka Math Mid-Module & End of Module Assessments
- NC Check-Ins to track progress against state standards

Performance-Based Assessments (Application of Learning)

- Entrepreneurial "Shark Tank" competitions where students present their business ideas.
- Music-infused history projects where students write and perform spoken-word poetry about historical events.

State & National Assessments (Annual, Standards-Based Evaluations)

- North Carolina End of Grade (EOG) tests in reading and math to measure proficiency
- WIDA ACCESS for English Language Learners to track acquisition and mastery
- School-wide data analysis for continuous improvement

4. Meeting the Needs of the Targeted Student Population



MSWA is designed to serve students in East Charlotte, extending toward Matthews, NC, an area with diverse socio-economic backgrounds and educational needs. East Charlotte and Matthews, NC, are rapidly growing communities, attracting families from diverse racial and cultural backgrounds. The diversity is reflected in the Charlotte Mecklenburg Schools(CMS) district, which serves students in the area. Within CMS, the student population consists of approximately 24% White, 35.7% Black, 29.6% Hispanic/ Latino, and 7.1% Asian,. These numbers highlight a strong presence of Black and Hispanic students, alongside a steadily growing Asian community.

Looking at Matthews specifically, Butler High School, one of the prominent schools in the area, provides a more focused snapshot: 23.9% Hispanic, 28.9% Black, 35.6% White, and 6.8% Asian (Butler High School Profile 2018-19) home to a racially diverse and evolving student population, reinforcing the need for a school model that is culturally responsive, inclusive, and adaptable to varied learning needs.

As more families move into the East Charlotte and Matthews area, the demand for high-quality, innovative educational programs continues to grow. A school like MSWA, with its focus on entrepreneurship, music and differentiated instruction, is well - positioned to meet the needs of this diverse student body by providing a rich, engaging, and culturally relevant learning experience. Our instructional program is tailored to support the unique needs of this community in the following ways:

A. Culturally Responsive Learning Strategies

- The program features multicultural literature selections with characters and stories from diverse racial and ethnic backgrounds.
- Bilingual support and scaffolding for English Language Learners.
- Flexible instructional grouping to support students at different academic levels.

B. Music and Entrepreneurship as Tools for Cultural Connection

- The program integrates music, which is effective as a medium for identity exploration, self-exploration, self-expression, and cross-cultural understanding (Hallam, 2010).
- Entrepreneurial projects would focus on historical and modern business leaders from various racial and cultural backgrounds.

5. Sample Lesson Plans: Integrating Music & Entrepreneurship

Lesson Plan 1: Math & Entrepreneurship (4th Grade - Financial Literacy & Business Planning)

Objective:



Students apply multiplication, division, and budgeting skills to plan and price a business product.

Activity:

Students develop a business idea, set prices, and calculate profits.

Lesson Plan 2: Language Arts & Music (5th Grade - Persuasive Writing & Lyric Composition)

Objective:

Students write persuasive essays and turn them into song lyrics.

Activity:

Analyze famous persuasive speeches and songs.

Compose a rap or spoken word performance.

Lesson Plan 3: Social Studies & Entrepreneurship (3rd Grade - Historical Entrepreneurs)

Objective:

Study historical business leaders and compare past vs. modern entrepreneurial models.

Activity:

Research entrepreneurs like Madam C.J. Walker and Henry Ford.

Role-play a "Shark Tank" pitch based on historical businesses.

Lesson Plan 4: Math & Entrepreneurship (Kindergarten- Musical Market & Counting)

Objective:

Students practice counting, sorting, and basic financial exchange while integrating music and entrepreneurship.

Activity:

* Students participate in a pretend market, where they "buy and sell" musical sounds using tokens.

* Sellers assign prices to different sounds, and buyers count their tokens to make purchases.

* Students reinforce counting skills by grouping and sorting instruments into sets of 5 and 10.

One of our major instructional methods that meets the needs of our targeted student population is the HOPE Character Education curriculum by Christian 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 student, 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 stuents 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 involment opportunities, promote parent-teacher collaboration and enhance parent-teacher communication.



Megan Carter

Comments :

- The applicant has identified that music and entrepreneurial will be the focus of the school's mission and vision. It did not identify the specific curriculum used for music and/or entrepreneurial business skills. Has the applicant identified a curriculum that it will be using as parallel teaching lessons to "core" areas as identified within the written explanation? Will teachers be expected to create alignment of these areas as a focal point in all lesson planning?
- The applicant has identified HOPE Character Education as its character development which aligns with its mission.

Q125. Will the proposed charter school serve a single-sex student population?

- ☐ Yes
- ☒ No



Megan Carter

Comments :

- The school has identified as having single-gendered classrooms. How will this be accomplished within the school day? Has the applicant considered that enrollment might be limited in classroom sizes for single-gendered classrooms?

Q129. **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 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 student-to-teacher ratio will be approximately 1:20 in all grades. allowing for individualized attention. Support staff for EC, AIG, and ELL students will provide additional small group instruction.



Megan Carter

Comments :

- Within the fourth paragraph, the applicant has identified that "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." Will the school be a single-gendered male school?" This was not identified within the mission of the school.
- The applicant has identified having support staff for EC, AIG, and ELL students. There is no identified staff in either the budget sheet or staffing model that indicates a teacher for AIG and ELL. Based on the mission and vision of the school how will the school staff or provide for those students?
- The applicant has outlined its classrooms to foster a holistic approach for student-centered design so that students can foster relationships and work together.
- The applicant has provided thoughtful consideration of the students developmental needs as it pertains to classroom environment.

Q130. 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.



Myrtis Simpson Walker Academy (MSWA) is committed to providing an innovative, culturally responsive, and rigorous educational experience tailored to the diverse student population in East Charlotte. By integrating Amplify CKLA for Language Arts and Eureka Math, MSWA ensures research-based instruction that effectively supports Black, Hispanic and Asian students while aligning with the North Carolina Accountability Model.

1. Alignment with MSWA's Mission and Targeted Student Population

A. Serving a Diverse Student Body

MSWA's student demographics reflect the diversity of East Charlotte:

- * 35.7% Black, 29.6% Hispanic/Latino, 7.1% Asian and 24% White (QCityMetro, 2023)
- * A high percentage of students come from economically disadvantaged backgrounds and require targeted support.
- * Many students are Multilingual Learners (MLL), highlighting the need for structured literacy and differentiated instruction.

How Amplify and Eureka Meet These Needs:

- Amplify CKLA provides structured literacy instruction with explicit phonics, decoding, and comprehension, ideal for Multilingual Language Learners (MLL).
- Eureka Math fosters conceptual understanding rather than rote memorization, ensuring students from diverse backgrounds grasp key math principles.
- The entrepreneurship and music integration at MSWA makes learning engaging and relevant for culturally diverse students.

B. Addressing Achievement Gaps

The Charlotte Mecklenburg Schools (CMS) system has long struggle with academic disparities.

- * Reading proficiency is stagnant, highlighting the need for structured literacy instruction (WUNC, 2024)
- * Math scores have improved, but gaps remain between student subgroups.
- * Black and Hispanic students have disproportionately high suspension rates, which correlate with lower academic achievement.

How MSWA's Curriculum Closes Gaps:



- Amplify CKLA has been proved to increase literacy rates among struggling readers through explicit, systematic instruction (Castles et al., 2018)
- Eureka Math builds critical thinking and financial skills, equipping students with lifelong problem-solving abilities (Boaler, 2016)
- Music and Entrepreneurship foster engagement and discipline, reducing behavioral issues and improving academic outcomes (Hallam, 2010)

2. Alignment with the North Carolina Accountability Model

MSWA ensures compliance with the North Carolina Standard Course of Study (NCSCOS) while aligning with state accountability measures that track student proficiency, growth, and readiness for future success.

A. Academic Performance & Growth (NC Report Cards)

- * The NC Accountability Model evaluates Reading and Math End of Grade (EOG) proficiency.
- * Schools are assessed on student growth using EVAAS (Education Value Added Assessment System).

How MSWA's Curriculum Drives Growth:

- Amplify CKLA is research backed and explicitly designed to improve reading comprehension, ensuring students meet EOG literacy benchmarks.
- Eureka Math strengthens conceptual understanding, a key factor in math EOG success.
- Data-driven interventions (MTSS) ensure struggling students receive targeted support.

B. Closing Achievement Gaps

The NC School Report Cards track performance gaps among racial/ethnic groups.

- * Black and Hispanic students in CMS underperform in literacy compared to White peers.
- * MSWA's structured literacy approach addresses these gaps.

Research Evidence:

- Schools using Amplify CKLA saw literacy rates improve by 22% in historically marginalized groups (Walqui & Bunch, 2019)
- _ Eureka Math has been implemented successfully in Title I schools, increasing math proficiency rates by up to 30% (Authement, 2022)



_ Music and entrepreneurship increase engagement and self-efficacy, leading to higher academic performance.

3. Evidence of Success with MSWA's Target Student Population

A. Proven Impact of Amplify CKLA

Research on structured literacy confirms that explicit phonics-based instruction is the most effective way to close early reading gaps (Castles, et.al, 2018)

* Hispanic and Black students using Amplify CKLA showed higher reading gains than their peers in traditional programs.

* Schools in demographically similar areas saw EOG reading scores increase by 15-20% with structured approach of Amplify.

B. Eureka Math's Success in Diverse Communities

* Problem solving math models help Asian, Black and Hispanic students engage with complex concepts (Boaler, 2016)

* A Louisiana study found that Eureka Math increased math proficiency in low-income schools by 25% (Authement, 2022).

C. How Music and Entrepreneurship Support Achievement

* Music participation is linked to higher ELA and Math scores, particularly for low-income students (Prentiss, 2018).

* Entrepreneurship- based education increases motivation and critical thinking, improving outcomes for historically underserved students (Renzulli et al., 2009)

4. Academic Improvement & Future Readiness

MSWA's curriculum model ensures success beyond standardized tests by preparing students for college, careers and leadership.

A. Data-Driven Instruction and Support (MTSS Model)

- Tier 1: Universal supports (structured literacy and math instruction)



- Tier 2: Small group interventions using music and entrepreneurship as engagement tools
- Tier 3: Intensive 1:1 instruction for students below grade level with parent support.

B. Workforce & College Readiness:

- Eureka Math provides financial literacy and business problem-solving skills.
- Entrepreneurship projects build leadership and real-world problem solving.
- Music education fosters cognitive flexibility and executive functioning skills.

MSWA's strategic curriculum selection aligns with its mission, student demographics and the NC Accountability Model. The school closes achievement gaps with research backed literacy and math instruction, ensures academic growth through targeted interventions, and prepares students for long term success with music and entrepreneurship integration. In the regard, the school's evidence-based approach ensures MSWA delivers an engaging culturally responsive and academically rigorous education for all students.



Megan Carter

Comments :

- The applicant did not identify if the same MTSS Model approach if there is a student who needs behavioral support. Will the MTSS model be used to help these students and what would the differences of approach be?
- The applicant uses research based information to support the integration of a musical and entrepreneurial curriculum, but has the applicant seen success in a similar charter school using this methodology in practice?
- The applicant has emphasized a strong structured literacy program through Amplify CKLA.

Q131. 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 MSHA. All students experience learning the character 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.



Megan Carter

Comments :

- The applicant has identified that this program works on critical thinking and student executive functioning development. The use of student data-driven self-awareness as a strategy will help with students recognizing their strengths and areas for growth.
- The identified HOPE program builds on the school's mission of community building and student growth.



Tracee McManus

Comments :

Q132. 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.



The proposed instructional plan and graduation requirements of MSWA are designed to support students' academic progression and ensure their readiness to transition from one grade level to the next, as well as prepare them for the next grade span upon program completion. Here's how they achieve this:

1. Clear Learning Objectives and Benchmarks:

The instructional plan outlines specific learning objectives and academic benchmarks for each grade level, ensuring students meet essential milestones before advancing to the next grade. This structured approach ensures that students develop foundational knowledge and skills, allowing for a seamless transition.

2. Progress Monitoring and Assessments:

Regular formative assessments are built into the plan to track student progress. These assessments help identify areas where students might need additional support, enabling timely interventions. Summative assessments at the end of each grade also ensure that students have mastered the necessary content before moving to the next level, aligning with graduation requirements.

3. Cross-Grade Alignment:

The instructional plan is aligned across grade levels and spans. This means that the content and skills introduced in one grade build upon those in previous grades, ensuring continuity and a logical progression of learning. This alignment helps students maintain academic momentum as they move through the grade levels.

4. Differentiated Instruction and Support:

The plan incorporates differentiated instructional strategies to cater to a diverse student population with varying learning needs. This flexibility allows all students to meet the graduation requirements and be prepared for the challenges of the next grade level, whether they are excelling or need additional support to catch up.

5. Focus on Core Competencies:

The graduation requirements focus on essential academic competencies (e.g., reading, writing, mathematics, and critical thinking). Mastery of these core subjects ensures that students are well-equipped to handle more complex content in subsequent grade spans, contributing to their overall academic readiness.

6. Transitional Programs and Support:

As students approach critical transition points (e.g., from elementary to middle school or middle



school to high school), the instructional plan includes support systems like transitional programs or orientations. These programs help students acclimate to the academic and social changes they will experience in the next grade span, ensuring they are mentally and emotionally prepared for the transition.

7. Early College and Career Readiness Integration:

For high school students, the instructional plan incorporates college and career readiness activities aligned with graduation requirements. These activities ensure that students are not only prepared for academic success but also for the skills and knowledge they will need in postsecondary education or the workforce.

8. Holistic Support for Graduates:

Graduation requirements also include a focus on social-emotional learning, life skills, and citizenship, ensuring students are well-rounded and ready for the challenges beyond the classroom. This holistic approach supports student readiness for life after program completion, whether in higher education, the workforce, or other career pathways.

Conclusion:

By integrating these elements into the instructional plan and graduation requirements, the school system ensures that students are prepared for successful transitions at each grade level, ultimately ensuring they are ready for the next academic phase, whether it be high school, college, or career. The system also provides flexibility and support to address individual student needs, ensuring that all students can meet these expectations and succeed.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

MSWA yearly academic calendar is structured to align with the core tenets of the proposed mission and education plan by fostering a balanced and comprehensive learning experience. The calendar begins with an engaging fall semester that introduces foundational concepts and sets the tone for intellectual exploration, echoing the mission's focus on academic rigor and holistic development. The spring semester builds on this foundation, promoting critical thinking and practical application, which supports the plan's emphasis on innovation and real-world learning. Breaks and intersessions are strategically placed to encourage reflection, rejuvenation, and personal growth, in line with the mission's commitment to fostering well-rounded individuals. Additionally, the calendar's rhythm facilitates community-building activities and collaborative projects, ensuring that the educational experience is not only academic but also deeply interpersonal and socially engaged.



Q134. 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 school day is structured to optimize student learning while ensuring a balanced approach to academic and extracurricular activities. The day begins at 8:00 AM and ends at 3:00 PM, offering a total of 7.5 hours of instruction and activities.

The breakdown of the core subjects is as follows:

- Language Arts: 1 hour and 30 minutes per day, focusing on reading, writing, and critical thinking.
- Mathematics: 1 hour, with lessons designed to build problem-solving skills and conceptual understanding.
- Science: 1 hour on a rotating A/B Day schedule, offering a hands-on, inquiry-based approach to learning and fostering curiosity.
- Social Studies: 1 hour on a rotating A/B Day schedule focusing on entrepreneurship, history, geography, civics, and global awareness.

In addition to these core subjects, students also have 45 minutes of physical education and 30 minutes of recess each day, promoting alternative forms of exercise (i.e. taekwondo, yoga), physical health and wellness.

The weekly schedule is designed to ensure a balanced workload across subjects. Students will attend each core subject every day, with enrichment activities with a central focus of music business education, fine arts and technology integrated into the schedule throughout the week.

The school day includes structured time for breaks and lunch, from 12:00 PM to 1:00 PM, ensuring students have a chance to recharge and socialize.

This schedule is optimal for student learning because it provides a consistent routine, allowing for focused, uninterrupted learning in each subject area. It also incorporates ample breaks, which help maintain student focus and well-being. The balance of core subjects, enrichment opportunities, and physical activity supports a holistic educational experience that fosters academic, social, and emotional growth.



Megan Carter

Comments :

- The applicant has identified within its financial budgeting spreadsheet Q231. (for personnel) a computer teacher which is identified in the Master Schedule for Grs. 3-5. Will the K-2 students eventually also be receiving technology instruction?

Q135. 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 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 a.m. on a Tuesday, our first-grade teacher unlocks the classroom door, puts the bag and coffee on the desk, and opens the blinds, letting sunlight into the room. The essential questions and "we can" statements are written on the board, as is the students' plan for the day.

By 7:50, the student is in the hallway welcoming students into their classroom with a handshake, fist bump or high five! The students have already been welcomed by the school administrators as they made their way to classroom, passing inspirational messages from the HOPE K-12 curriculum and smiling faces of famous contributors to society on the walls. The teacher's students are all dressed alike in a school uniform. They spend the first 30 minutes of their school day meeting as a 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 reads silently, working their way through a level reader. Another group is working at a table spelling words with wooden manipulatives. A third group practiced writing their new vocabulary words and working together to tell a story. The teacher moves 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 distinguished students 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 stay in the classroom to chat with the students while they eat. After lunch, it's math time. Their teacher starts with a warm-up question 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 the 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 whiteboard 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 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, student stand in a circle and share 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 the car line, he gives each student a handshake, fist bump, or a 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 planning. He cleans up the classroom and heads home.



Megan Carter

Comments :

- The applicant identifies a student welcoming other students into the classroom. Is this a leadership role with the HOPE curriculum or is it the teacher?
- The applicant also identifies that teachers will also be wearing a uniform similar to the students.
- The proposed explanation for teachers and students align with the priorities of the academic plan and overall mission and vision of the school.

Q136. Will this proposed school include a high school?

☐ Yes

☒ No

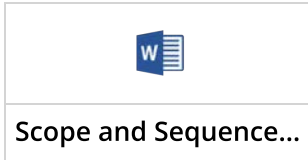


Q142. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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Total Files Count: 5

Applicant Evidence :



Uploaded on **4/21/2025**
by **Cynthia Johnson**



Megan Carter

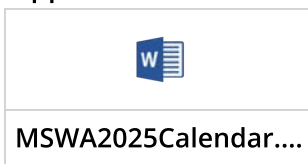
Comments :

- The scope and sequence plan identified by the applicant outlines the Language Arts (Elementary & Middle School) (Aligned with Amplify Curriculum & Common Core Standards).

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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Applicant Evidence :



Uploaded on **4/25/2025**
by **Cynthia Johnson**

Q144. 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.



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Total Files Count: 15

Applicant Evidence :



Uploaded on **4/25/2025**
by **Cynthia Johnson**



Megan Carter

Comments :

- The master schedule identifies a "travel choir" for grades K-2. How does this differ from a standard music class?

10.2. Special Populations and "At-Risk" Students

Q145. 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 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.



Tracee McManus

Comments :

The plan provides a detailed outline of a tier process to meet the learning needs of students performing below grade level. It also includes progress monitoring and programs to be used throughout. How will the school address students suspected of a disability?

Q146. 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, MLs, 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 in 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 have 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 provides them with the community resources to aid them in accomplishing future goals after high school graduation.

Simona Waters is a member of the board and is a veteran educator with almost 30 years of experience working with students in grades K-12. I possess a deep expertise in standards-aligned curriculum development, differentiated instruction, and culturally responsive pedagogy. As a teacher leader, I have experience designing and implementing instructional models that support diverse learning needs, including multilingual learners, students with disabilities, and gifted students. As a result of my advanced training in the field of Education, I am skilled in formative and summative assessment design, data analysis, and using assessment results to inform instruction. Through the years I have served in various leadership roles enabling me to support my colleagues in reflective practice and professional growth.



Tracee McManus

Comments :

Explain founding board members experience with special pops What is the plan of the school to prepare for the enrollment of students with disabilities?

Q147.Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML 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 ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.



MSWA instructional plan and curriculum will be designed with a focus on inclusivity, ensuring that Multilingual Learners (ML) receive the support and resources they need to thrive academically, socially, and emotionally. The following strategies will be implemented:

1.

Differentiated Instruction: The curriculum will include differentiated instruction to cater to the diverse linguistic needs of ML students. Teachers will employ various instructional strategies, such as visual aids, graphic organizers, peer support, and modified texts, to ensure that content is accessible and comprehensible. Lessons will be adjusted based on proficiency levels, with scaffolding provided to help ML students gradually develop their language skills while mastering academic content.

2.

Language Development Support: Language support will be embedded throughout the day, with designated times for English Language Development (ELD) instruction tailored to students' proficiency levels. This dedicated time will focus on building language skills in listening, speaking, reading, and writing, with an emphasis on academic language. Additionally, teachers will use strategies such as interactive language practice, language scaffolding, and structured peer interactions to reinforce language acquisition in authentic contexts.

3.

Content and Language Integration: The curriculum will integrate content learning with language development. For example, science and social studies lessons will not only address the academic content but will also provide opportunities for ML students to practice language skills in context. Teachers will design lessons that allow students to engage in meaningful conversations, collaborate with peers, and apply language in real-world situations.

4.

Use of Technology and Multimodal Learning: The curriculum will leverage technology and multimodal resources to enhance language learning. Tools like translation apps, bilingual dictionaries, and language learning platforms will support ML students in accessing content. Additionally, multimedia such as videos, podcasts, and interactive simulations will cater to various learning styles and provide alternative avenues for understanding complex topics.

5.

Culturally Relevant and Inclusive Curriculum: The curriculum will be culturally relevant and inclusive, ensuring that ML students see their identities and backgrounds reflected in the materials. Content will incorporate diverse perspectives and voices, allowing ML students to connect their own experiences with the curriculum. This fosters a sense of belonging and validates the cultural knowledge ML students bring to the classroom.

6.



Collaborative and Peer Learning: Cooperative learning structures will be emphasized, encouraging ML students to collaborate with native English-speaking peers in small group settings. This peer interaction promotes language practice in a natural setting while also fostering social and emotional growth. Group activities and projects will provide opportunities for ML students to learn from each other, practice language skills, and engage in cross-cultural exchanges.

7.

Ongoing Assessment and Monitoring: Teachers will utilize formative assessments, language proficiency tests, and ongoing observations to track the progress of ML students. These assessments will help guide instructional decisions and ensure that language development is supported effectively. Individualized support plans will be developed as necessary to address specific needs, ensuring that ML students receive the appropriate level of challenge and assistance.

8.

Family and Community Engagement: The school will work closely with families to ensure that they are actively involved in their children's education. Outreach efforts, such as bilingual newsletters, family workshops, and multilingual parent-teacher conferences, will provide families with the tools to support their children's learning at home. Community partnerships with local organizations will also enhance the support network for ML students.

MSWA instructional plan and curriculum will provide a comprehensive, supportive environment for Multilingual Learners, offering tailored language development, differentiated instruction, culturally responsive content, and meaningful peer interactions. This holistic approach will ensure that ML students can achieve academic success while growing their language proficiency.



Megan Carter

Comments :

- The plan explains how the curriculum will meet the needs of any identified ML students, but teachers have been identified as providing the ongoing assessment and monitoring. Will the teacher's be given professional development in this area for both assessing and monitoring ML student development. Or, due to the targeted population within the proposed area for ML students will the applicant be seeking out an ML instructor as one has not be identified within the budget?

Q148.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.



Megan Carter

Comments :

- How will the applicant plan time for the teacher and AIG team to meet to help plan for AIG lessons for identified students? Will the responsibility be on the teacher or the AIG team to monitor the completion of extended AIG lesson opportunities?
- How will the AIG team be determined? Will this be a hired position or will it be a contracted service? This was not identified as a roll either within the budget or 11.3 staff chart template.

10.3. 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.

Q149. 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.



Tracee McManus

Comments :

The narrative outlines a plan to identify students with disabilities. What is the follow up plan should requested records not be received in a timely manner?
Suggestion: contact previous school to ask if student has IEP or 504 rather than relying on parent information.

Q150. 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, MSHA 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. MSHA 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.



Tracee McManus

Comments :

What processes will be used in order to comply with Child Find mandates to include Child Find posters, assessments, evaluations, and notifications related to the suspicion of a disability to avoid misidentification of special education students?

- Processes described in narrative should include all of the following:
 - Response to notification: 30 days
 - Consideration of children advancing from grade to grade/highly mobile (migrant) children
 - Parent referral procedures

Q151. 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.



Tracee McManus

Comments :

Consider outlining a plan to do in-house audits of files. How will EC records compliance be handled on-site? How frequently will compliance reviews occur? Who will conduct the reviews? How will the record review process be used to improve services for students with disabilities? With confidentiality in mind, include mention of who has access to records which should be posted in the separate, locked room where records are stored. Explain the procedure for signing records in/out as needed. There would need to be mention that a sign in/out sheet would be included in each EC record.

- Recommended components for requesting records include:
 - Chart to track students enrolling (student name, placement, records request/receipt of records)
 - assurance of special education services on Day 1



Q152. 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.



Tracee McManus

Comments :

- The plan DOES NOT provide a detailed approach to how the school will serve students with mild, moderate, or severe disabilities. Is the school prepared to ensure the IEP is followed, staffing is appropriately licensed, progress monitoring is being done, services are being provided, separate, resource, and home-bound services are provided as indicated in IEP, etc.?
- The narrative DOES NOT include consideration of the least restrictive environment for students with disabilities. What considerations will be in place for students receiving inclusive support but also need more intensive "pull-out" resource services?
- The narrative DOES NOT include staffing considerations (including teachers and related service providers) as well as mention adherence to the least restrictive environment expectations. The IEP implementation and progress monitoring should be used to support the least restrictive environment placement decision.

Q153. 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.



Tracee McManus

Comments :

- The plan DOES NOT provide a thorough explanation of how the school will provide services across the continuum. Is the school prepared to ensure the IEP is followed, staffing is appropriately licensed, progress monitoring is being done, services are being provided, separate, resource, and homebound services are provided as indicated in IEP, etc.?
- The narrative DOES NOT include a plan of collaboration among staff and families. Describe specific educational programs, strategies and supports the school will provide to ensure a full continuum of services for students with disabilities is being provided. How will those specific programs, strategies and support look for students across the continuum?

Q154. 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.



Tracee McManus

Comments :

- The narrative should include details of methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE). Methods of support need to include:
 - plans for a high level of family engagement,
 - consideration of extended school year services
 - development and implementation of behavior support plans,
 - proper use of assistive technology,
 - related services
- The narrative should include details of methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE). How will the school ensure students receive needed services on their IEP on Day 1 of school?

Q155. 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.



Tracee McManus

Comments :

How will the PSU monitor compliance? Provide details regarding a specific compliance tool.

Q156. 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.



Tracee McManus

Comments :

The plan provides an explanation as to how the school will provide adequate staffing to serve students with disabilities as well as contracting/hiring related service providers.

10.4. Student Performance Standards

Q157. 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.



Megan Carter

Comments :

- The applicant has also identified in this area to be a single gendered "male" school.
- The applicant has identified an outdated goal for end of school year 2025.
- The applicant's identified use of a student tracking system of academic, behavior, attendance data weekly shows evidence of the proposed approach which will lead to improved student performance.

Q158.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.



Megan Carter

Comments :



Q159. 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.



Tracee McManus

Comments :

The plan should provide a clear explanation for promoting students with special needs from one grade to the other.

Q160. 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.



Megan Carter

Comments :

- 8th grade students have been identified as accomplishing an end of the year entrepreneurial business project as a part of the criteria to move forward to HS. Does the applicant anticipate also incorporating a musical graduation requirement prior to high school as this is also a part of the mission of the school?

10.5. School Culture and Discipline

Q161. 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 students, helping them become innovative thinkers and vision-focused toward their future goals. Hope K-12 will empower our teachers to feel confident in instructing our students 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 regard 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 who have come before them (parents, administrators, teachers, and community leaders) has the 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 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. To be inclusive and build community, we hope to be able to use a program like Language Line (<https://www.languageline.com/interpreting/on-de-mand/over-the-phone> (<https://www.languageline.com/interpreting/on-de-mand/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.

Q162. 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, a button-down white shirt with a school-issued burgundy bow 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 outerwear (blazer, cardigan, sweater), they can purchase it from the school website. Our young ladies, Kindergarten through Second grade, will wear a plaid blue jumper or plaid blue pants with a button-down blouse. Young ladies in Third through Eighth grade will wear plaid blue skirts or plaid blue uniform pants with a button-down blouse.

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.

A Small School, our unique curriculum, and our advisories will help create our desired culture. When students join 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, mentors, and volunteers in our Monday early-release days.



Megan Carter

Comments :

- The applicant has identified as having both "male" and "female" uniforms. How does the applicant plan to incorporate single-gendered classrooms?
- The applicant has identified leadership opportunities for new students by creating a "buddy" system which aligns with the mission for the school as leadership and integrity opportunities.
- The applicant also identifies various community membership participation opportunities aligned with the mission of the school.

Q163. 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 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.



Tracee McManus

Comments :

- The plan provides a clear explanation for addressing behaviors that could lead to suspension or expulsion for students with disabilities.
- The narrative provides an outline of how the school plans to teach proper student conduct.

10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ Yes
- ☐ No

Q165. Explanation (optional):

N/A



Megan Carter

Comments :

- The applicant has emphasized a strong commitment to using data for instructional decisions based on research strategies.
- The applicant demonstrates a solid framework for identifying at-risk students, the plan requires strengthening in its approach to serving Multilingual (ML) and intellectually gifted students. Although the application designates existing employees to assist with identifying these student populations, the budget lacks dedicated staffing positions for specialized support. Given the applicant's reliance on teacher-led monitoring and assessment for these populations, additional investment in professional development or contracted specialist services should be prioritized.
- A clear process for identifying students with disabilities.
- Academic goals contribute to the stated mission of the school.
- Evidence of a legally sound school discipline plan that outlines discipline procedures and suspension procedures.

Section



Megan Carter

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Tracee McManus

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

Areas that need to be elaborated on are reflected in the comments for each section. The main concern revolves around processes in place to provide FAPE on Day 1 for students with disabilities and provide a full continuum of services.



11. Governance and Capacity

11.1. School Governing Body

Q166.Organization Street Address (if you have one)

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

Yes, the mailing address has been provided.



Megan Carter

Comments :

- The mailing address that the applicant has provided is a residential home mailing address.


11.2. 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.

Q167.Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

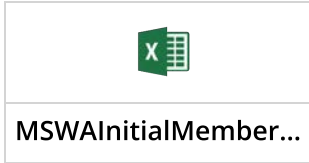
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Resources


Initial Members of t...



Applicant Evidence :



Uploaded on **4/25/2025**
by **Cynthia Johnson**



Megan Carter

Comments :

- The initial proposed board members of this application have a strong representation in the field of education.

Q168. 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 to maintain 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 yearly goals and the implementation of the school's unique education program.



Megan Carter

Comments :

- The applicant board has a clear idea to evaluate the success of the school and school leader.



Q169. 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 intentionally maintain 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" before beginning service.

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

Upcoming board meeting dates and the previous month's minutes 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.



Megan Carter

Comments :

Q170. 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's programs. Ms. Johnson spearheads a successful non-profit focusing on the youth; her current program, Rising Stars, is focused on young men in grades 3-8 and incorporates computer programming skills. Her non-profit has collaborated with the 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 Bonnie Cone Charter board member Brian Puckett, who has shared valuable information (vendors) to guide MSW in the charter process.

Simona Waters is a member of the board and is a veteran educator with almost 30 years of experience working with students in grades K-12. I possess a deep expertise in standards-aligned curriculum development, differentiated instruction, and culturally responsive pedagogy. As a teacher leader, I have experience designing and implementing instructional models that support diverse learning needs, including multilingual learners, students with disabilities, and gifted students. As a result of my advanced training in the field of Education, I am skilled in formative and summative assessment design, data analysis, and using assessment results to inform instruction. Through the years I have served in various leadership roles enabling me to support my colleagues in reflective practice and professional growth.

Mark Anderson, PhD

Mark Anderson is an experienced educator and administrator with a distinguished career in educational leadership. Currently serving as the Interim School Administrator since 2022, Mark has previously held the role of Elementary School Principal for 15 years (2003-2018). Throughout his career, he has consistently maintained high levels of achievement for all student subgroups. In 2015, Mark was honored as the North Carolina Principal of the Year by the North Carolina Education Association for his outstanding contributions to education.

Mark's leadership extended beyond his principalship, as he supervised over 65 teaching and non-teaching staff annually, fostering a collaborative and successful school environment. Before his role as a principal, he served as a school counselor in New York from 1983 to 1995, working with diverse student populations, including those with special needs and emotional challenges, particularly in schools across the Bronx.

With a strong commitment to community involvement, Mark has also volunteered in numerous local initiatives, building strong relationships with parents, students, and community members. His



lifelong dedication to education and student success is at the core of his professional philosophy.

Ursula Jacobs- Guidry, MLS, M.Ed

Ursula Jacobs-Guidry is an experienced educator and librarian with advanced degrees in Library Science and Education. With a deep commitment to equitable access to knowledge and lifelong learning, she brings a strong foundation in curriculum development, research, and community engagement. Ursula is passionate about fostering inclusive educational environments and is dedicated to supporting innovative initiatives that empower learners and educators alike.

Q171.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.

Q172.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 children. Each board member ascribes to the mission of MSWA.

Applications for board member positions will be accepted online 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 closed 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 a board member must be replaced, provisions will be made so that the replacement candidate receives the necessary professional development and training to serve adequately.

Q173. 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 children in Charlotte to participate in the Rising Stars Boys Program and Entrepreneurship program. Members participate in and work alongside the West Charlotte Think Tank by organizing parent and community events. The Chair currently works closely with students in the targeted community, offering programs and community service activities and working with stakeholders to close the achievement gap.

Volunteering in the area schools allows us to see the big picture on 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 engage with our students and parents to focus on what is needed while pushing our students to become visionaries and goal setters.

Q174. 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.

Q175. 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 before beginning their term.

All board members will receive an annual fiscal responsibility training at the August meeting to prepare for the beginning of the school year. In September, they will receive training on their Charter Agreement. They will end the year with a review of 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.



Megan Carter

Comments :



Q176. 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.



Megan Carter

Comments :

- The board has identified a strong commitment to reviewing the conflict of interest policy regularly.

Q177. 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.

Q178. 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.

Q179. 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.



Megan Carter

Comments :

- The applicant has identified the grievance process for parents, but does not differentiate a grievance process for staff members.

Q180. 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).

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Total Files Count: 5



Applicant Evidence :


MSWA Organization...

Uploaded on **4/22/2025**
by **Cynthia Johnson**



Megan Carter

Comments :


- The organizational chart reflects the MSWA organization in its Year 2 operation.

Q181. 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

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Resources


2024 Charter School ...

Applicant Evidence :


Board Information F...

Uploaded on **5/25/2025**
by **Cynthia Johnson**


MSWAResume5.pdf

Uploaded on **4/25/2025**
by **Cynthia Johnson**

Q182. 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.**

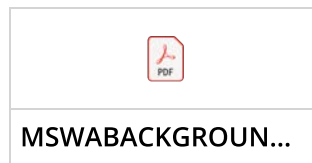
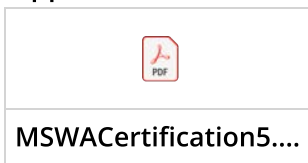
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Resources



Applicant Evidence :



Uploaded on **4/25/2025** by **Cynthia Johnson**

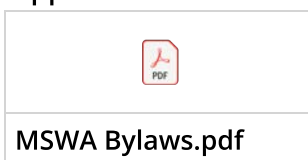
Uploaded on **4/25/2025** by **Cynthia Johnson**

Q183. 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.

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Total Files Count: 3

Applicant Evidence :



Uploaded on **4/15/2025**
by **Cynthia Johnson**



Megan Carter

Comments :

- The mission of the board bylaws does not reflect the mission that was stated as the mission for the school at the beginning of this application.

Q184. **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.

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Total Files Count: 5

Applicant Evidence :


MSWA Articles of Inc...


Uploaded on **4/8/2025**
by **Cynthia Johnson**

11.3. Staffing Plans, Hiring, and Management

Q185. **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.

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Resources


Staffing Chart Templ...



Applicant Evidence :



Uploaded on **4/25/2025**

by **Cynthia Johnson**

Q186. 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 surveys to gain input directly from teachers



Megan Carter

Comments :

- The main components of the applicant's outlined framework is strong and direct.
- The applicant should consider expanding on retention strategies and adding measurable outcomes to make this plan more comprehensive and effective a a board strategy.

Q187.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.

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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

Q189.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.



Megan Carter

Comments :

Q190.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.

Q191. 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.



Megan Carter

Comments :

- It is unclear whether the PTO time for a 12 month employee versus a 10 month employee position includes sick time or is this just identified vacation time. Can the explain more about what it's time off policy?
- During the first year and prior to the establishment of the School Improvement Team, what or how will the applicant show staff incentives?
- Has the applicant considered other common benefits for staff incentives such as professional development opportunities or tuition assistance?

Q192. 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.



Megan Carter

Comments :

- The grievance policy establishes a clear three-step process with reasonable timelines for responses, in addition to including board-level appeals.

Q193. 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.

Q194. 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 12 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 number 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.

12 percent of the local LEA's population are EL students. In year one, we anticipate having approximately 32 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 member 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 integral 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.



Megan Carter

Comments :

- Within the application, the school identified a certified AIG who would provide testing for identification, does the applicant foresee contracting these services?

Q195. 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. Handling 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 MSHA are being followed
- Developing partnerships with community organizations and stakeholders to support MSHA in its mission
- Organizing plans for family engagement
- Promoting Hope K-12 curriculum and other MSHA curricula

Our Social Worker shall have a Master's Degree in counselor education or social work 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

11.4. Staff Evaluations and Professional Development

Q196. 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.



Megan Carter

Comments :

- Is the applicant considering this position as a "stipends" position within the personnel budget expenditures?

Q197. 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 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 review the school's mission and goals for the year. We will have extensive PD on the Hope K-12 curriculum, Music and Entrepreneurship integration, and the foundations of literacy. During the school year, we will have workshops facilitated by our staff, who will consistently learn but will be empowered to be positive leaders with vision.



Megan Carter

Comments :

Q198. 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.



Megan Carter

Comments :

- The applicant identifies within its operations budget an expense for music supplies as aligned as part of its mission, but where has the applicant identified instructional materials for the entrepreneurship curriculum. Is it included in the budget line item for instructional materials? Will \$500.00 in year one be enough to support this and the needs of the instructional materials for each teacher and staff?

Q199. 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 before 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 the 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. Infinite Campus
4. Special School Projects
5. Working in single-gender classrooms
6. Foundations of Literacy
7. Mental Health and Trauma-Based Care
8. Cultural Relevancy

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

During the summer before the 2027-28 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 ongoing PD throughout the year.



Megan Carter

Comments :

Q200. 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 the 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 Infinite Campus. Days 3 and 4 will be Foundations of Literacy training. Day 5 will be professional development on working with students in single-gender classrooms and from different cultures. The following week there will be professional development in organizing school projects, creating rubrics, and integrating music and entrepreneurship into core classes.

During the school year, every Monday will be an 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 to 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 essential 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.



Megan Carter

Comments :

- Who will the applicant be using to help with professional development integrating music and entrepreneurship into core classes?



11.5. 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.

Q201. 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 children 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 Instagram (currently followed by 318 members) and plan to continue to engage with guardians and parents of 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 children in their care. We plan to boost ads monthly starting in the winter of 2026-2027.

MSWA also has established a foundation that already works with the youth 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/MSWAcademy> (<https://mswyouthleadership.org/MSWAcademy>)). 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.

We have held events 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 have held Information Meetings at area Daycares to provide information about MSWA.

We have collaborated with SCORE Big Business Mixer to provide Information about MSWA in which potential parents were in support of a school focusing on music and entrepreneurship.

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 Brothers Program, the Black Chamber of Commerce to assist in the Neighborhood Door to Door Marketing so that families will attend the MSWA Information Session.



Megan Carter

Comments :

- How will the marketing plan be used to target multilingual learners, as this is not referenced above in the applicant's explanation beyond printed communications in Spanish?

Q202. 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, TikTok, 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.

Q203. 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 2027, 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 preschools, community centers, and businesses to spread the word about our program. During 2027, 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 hone 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.

Q204. 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. We want all children 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 Boy Scout and Girl Scout troops, and other community organizations that work directly with children in Charlotte.

Q205. What established community organizations would you target for marketing and recruitment?

MSWA will work with child-centered organizations in the Charlotte area: the Boy Scouts, the Girl Scouts, the Charlotte Education Thinktanks, the Black Chamber of Commerce, 100 Black Men, and the Male's Place, a nonprofit that works with young men and women in the community (Girl Scouts, The Links, Jack & Jill of America, Inc. Despierta, United Way). We will target churches such as The Park 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 (Family First, Alexander Youth Network).



Megan Carter

Comments :

- The targeted organizations for marketing and recruitment shows a diversity in targeting different demographic groups. It includes both youth-focused and adult organizations.

11.6. Parent and Community Involvement

Q206. 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 before 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 online 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 children and mental health. We will also network and form strong relationships with different organizations that have a passion for the growth of our children in the community in changing times, such as the Black Chamber of Commerce, YMCA, 100 Black Men, 100 Black Women, Despierta, and the Charlotte Think Tank, to provide resources for our families.

Q207. 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 children 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.

Q208.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 children. 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 able to do community service and/or work alongside business owners to gain entrepreneurial experience.

11.7. Admissions Policy

Q209.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

Q210.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 children through musical arts and entrepreneurship, developing them into productive citizens 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.

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.

Q211.2) 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.

Q212.3) 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." MSWA 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.

Q213. 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, 2027, and run through March 5, 2027. 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 the 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 the 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 from 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's name is duplicated in the lottery and the school administration determines that the student was intentionally registered more than once, 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.



Megan Carter

Comments :

- The policy appears comprehensive and is aligned with the North Carolina Charter school requirements, including non-discrimination policy and statutory enrollment preferences.
- The applicant should include that the lottery follows open public meetings laws.
- The applicant should consider making ever effort necessary to contact families if they were admitted into the school, but have not accepted and/or declined within the 5 day window established in the policy above.
- The applicant should also consider removing the line **"if too many students were included in the lottery at a grade level."** This phrase is why a lottery happens when too many students enroll in grade level(s).

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ Yes
- ☐ No

Q215. Explanation (optional):

N/A



Section



Megan Carter

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

- Marketing has been included within the operations expenditure projections.
- The applicant articulated efforts to market within the community, but the applicant should consider more alternative opportunities for multilingual learners (MLL).
- The applicant outlined current existing community resources and partnerships already formed that will help benefit enrollment.
- Applicant provides a thorough description of the processes and procedures it intends to use to implement the lottery, but should use more concise language with how applicant or school errors will impact an application with the waitlist.
- The applicant has not defined how single gendered classrooms will be incorporated during the school day. The application throughout mentions "males," but in the uniform section and within the mission of the board bylaws includes "MSW Academy focuses on growing girls and boys through musical arts and entrepreneurship, developing them into productive citizens instilled with drive to pursue their passions, persistence to achieve goals, and empowerment to lead with integrity." This is not the same mission as the beginning of the application. Can the applicant explain how it will incorporate single gendered classrooms throughout the school day? Does the applicant foresee any potential issues if the school has a larger enrollment of one gender over the other? What is the plan if this occurs?



12. Operations

12.1. Transportation Plan

Q216. 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 universally known landmarks like popular shopping centers, 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 ride 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 price that would work within our budget. Working with a local bus vendor in Charlotte, it was informed that the estimated cost per bus would be \$60,000. 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.



Megan Carter

Comments :

- How will the applicant determine which students need buses more than others? Will the applicant be creating a needs assessment form for families?



12.2. School Lunch Plan



Q217. 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 daily. Students can bring their 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 - \$4.00.

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.



Megan Carter

Comments :

- The applicant has provided a clear description of how the school will offer food service to all students.



12.3. 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

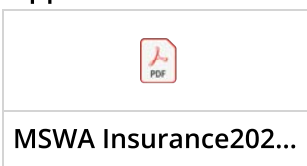
Q218. Attach Appendix L: Insurance Quotes

- 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.

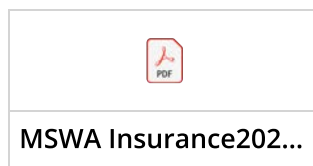
☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/8/2025**
by **Cynthia Johnson**



Uploaded on **4/8/2025**
by **Cynthia Johnson**

12.4. 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.



Q220. 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

12.5. Start-Up Plan

Q221. 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://les.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf> (<https://les.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf>) (<https://les.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf> (<https://les.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 before approval from the State Board of Education

Applicant Evidence :



MSWA Ready to Ope...

Uploaded on **4/23/2025**
by **Cynthia Johnson**



Megan Carter

Comments :

- The applicant links provided as evidence are inaccessible.
- The applicant evidence PDF provided is the G.S. 115C-218 (Article 14A-Charter Schools) "Purpose of charter schools; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools."

Q222. 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, 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 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.

12.6. 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.

Q223. 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 Real Estate Company. Mr. Reike has worked relentlessly locating school options in the targeted area.

Thus far, MSWA's realtor will identify 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, 2027. 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.

Q224. 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 feet per student, with an average of 20 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 classrooms will have outdoor space leading to a shared playground. The rest of elementary school will utilize a second playground. The middle school will have athletic fields and a basketball court. The development company will ensure that outdoor spaces like playgrounds 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.



Megan Carter

Comments :

- Based on the enrollment summary sheet (Q12), the school plans to operate two classrooms per grade level with an average of 22-23 students per class annually. Given this enrollment target, does the applicant believe the current facility plan will adequately accommodate the projected average of 20 students per class as referenced above?

Q225. 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. 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.

Q226. 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 \$200- 240. This cost is comparable to other North Carolina Charter School Development projects according to MSWA commercial realtor.

Q227. 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.

Q228. 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.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q230. Explanation (optional):

N/A



2025 NC CHARTER APPLICATION

NC Public Charters



Section



Megan Carter

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

- The applicant has outlined a plan to service student lunch using the National School Lunch Program.
- Insurance quote provided.
- The applicant has a clear plan to work with a developer and/or realtor to make sure that facility plans are reasonable and adequately meet the requirements of the educational program and anticipated student population.
- Under Q.225 applicant references a mobile technology cart, but the submitted MSWA budget sheet does not allocate any funding for classroom or student devices across the five-year period.
- The applicant did not provide evidence for its start-up plan due to links being inaccessible.



13. Financial Plan

13.1. 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.

Q230.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 additional commitments but we will be working with the Legacy Impact group which has assured MSWA up to \$75,000.

Applicant Evidence :



Uploaded on **4/25/2025**
by **Cynthia Johnson**



Megan Carter

Comments :

- The applicant will be working with the Legacy Impact Group. What are the terms surrounding the agreement of any funds borrowed through Legacy?

Q231.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) "Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due



to the functions running on the back end of the workbook, it is required that applicants use:

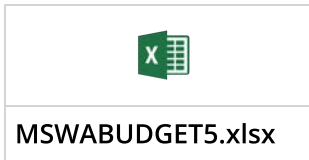
Excel 2021 or later (PC and Mac)

Excel for Microsoft 365 Subscriptions (PC and Mac Versions)

Excel Online"

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/25/2025**
by **Cynthia Johnson**



Megan Carter

Comments :

- Under the PersonnellBudget_ExpProj tab, the school has indicated a total number of 22 Administration and Support staff. 15 of the 22 members are classified as "stipends." Can the applicant clarify what positions they are seeking for "stipends?"
- Referring to the staffing charter template from Section 11.3, in Year 1, how is the applicant identifying the 15 stipend positions within the financial expenditure report. In addition, the number of school operations support staff was identified as "1" within the chart, but on the expenditure report there is an identified number of 3 potential positions (finance officer, clerical, food service).
- There is also no budget for copy paper. Will the curriculum be accessible only digitally?
- Under the Personnel Budget Expenditure Report administrative and health benefits indicate 6 staff members, but under the administrative and support personnel there is 7 staff members indicated, unless the on-site social worker will be contracted and will not be offered benefits. Can the applicant clarify if this is a position employed by the school because it is within the staff chart from 11.3?

13.2. Budget Narrative



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

Q233. 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.

Q234. 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 school focusing on music and entrepreneurship. and entrepreneurship focus. Over 70% of survey participants or 157 families would be very likely or likely to send their child to MSWA.

While there may be other schools of choice in Charlotte, MSWA will have single gender classrooms in grades 3-8, in which music and entrepreneurship will be integrated into core subjects.



Megan Carter

Comments :

- Has the applicant considered expanding their musical offerings to include live instrumental performances, and are the associated expenses reflected in their proposed budget?

Q235. Provide the break-even point of student enrollment.

With year 1 revenue estimated at \$15,174 per student, the break-even enrollment is approximately 264 students.



Q236. 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.

Q237. 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 seek grant funding to support 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 years 1 through 5.

MSWA will receive financial assistance for start-up costs from Legacy Impact Group up to \$75,000.

Applicant Evidence :


MSWAIntent5.pdf

Uploaded on **4/25/2025**
by **Cynthia Johnson**



Megan Carter

Comments :

- What additional grants has the applicant obtained so far?



Q238. Provide the student to teacher ratio that the budget is built on.

The student-to-teacher ratio will be approximately 1:20.

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

The MSWA board will be prepared to implement the financial plan successfully. We have been working closely with Time Value Accounting, who will also be the financial management firm working with MSWA budget. Samantha Amaral (Time Value Accounting) has a wealth of knowledge with charter school budgets and the needs of new charter schools.

Q240. 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.

Q241. 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.

Q242. 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.

Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The budget for Myrtis Simpson Walker Academy (MSWA) has been intentionally designed to align with the school's mission, educational model, and operational needs. MSWA is committed to providing a rigorous, culturally responsive, and student-centered learning experience that integrates entrepreneurship, music, and project learning. The budget reflects this vision by prioritizing investments in high-quality instructional resources, specialized staff, and professional development that support differentiated and innovative teaching practices.

The school's phased enrollment growth strategy supports this mission by allowing for smaller class sizes and personalized learning environments, particularly in the early years of operation. Kindergarten through Second-grade classrooms will be mixed-gender, while third through eighth-grade classrooms will implement a single gender model to support MSWA's gender responsive teaching approach. This structure ensures that staffing and facility needs grow in alignment with enrollment, maintaining both financial sustainability and educational quality.

Transportation has been incorporated into the budget to ensure equitable access for students across East Charlotte and Matthews. By providing transportation services from the first year, MSWA demonstrates its commitment to removing barriers to enrollment for all students, regardless of their geographic location. Facility planning is also closely tied to the school's projected growth. The budget provides for a facility that accommodates current grade levels while allowing for future expansion as new grades are added each year. Operational costs, including utilities, food service, and maintenance, have been included to ensure that the physical environment supports both academic learning and student well-being.

Overall, the budget is strategically crafted to ensure that financial resources are effectively allocated to advance MSWA's mission, support its innovative curriculum, and provide a safe, accessible, and inclusive environment for all students.

Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

A general fund balance goal of 5% of total expenditures is a reasonable and fiscally responsible target for the first five years of a charter school.



Q245. 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

Q246. 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 the administration plans to begin soliciting donations as a 501 C3 organization from corporations for furniture and technological equipment.

13.3. Financial Compliance

Q247. 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. IAll 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.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).



Currently, there are no known related party transactions.

Q249. 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

13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes



☐ No

Q250.Explanation (optional):

N/A

Section



Megan Carter

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- Applicant has provided a realistic budgetary projections, but should continue to review its line items to ensure operational expenditure as aligned to its mission and vision.
- The applicant has identified a contingency plan to meet financial needs if anticipated revenues are lower than expected.




14. Other Forms

Q252. [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: 2

Resources



2025 Charter School ...

Applicant Evidence :



MSWASIGNATURES5....

Uploaded on **4/25/2025**
by **Cynthia Johnson**

Section



Megan Carter

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- The applicant has uploaded the necessary documentation for the Charter School Required Signature Certification document.



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

☐ Yes

☒ No

Section



Megan Carter

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- The applicant has identified that there was no third-party assistance with the preparation of this application.



16. 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 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

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


2025 Payment Form....



Section



Megan Carter

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

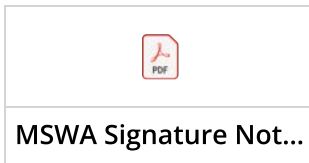
☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources



Signature Page.docx

Applicant Evidence :



MSWA Signature Not...

Uploaded on **4/22/2025**
by **Cynthia Johnson**

Q258. Board chair, please digitally sign your application here.

Signature

Section



Megan Carter

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- The applicant provided evidence from a signed notary.

Final Status

☐ Reject ☐ Approve

Approver Comments



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

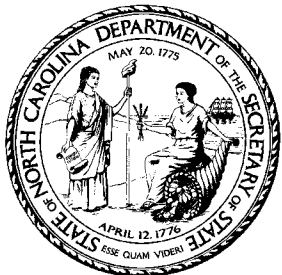
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

MYRTIS SIMPSON WALKER ACADEMY

the original of which was filed in this office on the 8th day of April, 2025.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 8th day of April, 2025.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Myrtis Simpson Walker Academy.

2. ☒ (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 Johnson.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 1443 Summer Coach Dr

City: Charlotte State: NC Zip Code: 28216 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: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Stella Law - 4711 Hope Valley Road
#4F-429 Durham, NC 27707

6. (Check either "a" or "b" below.)

a. ☐ The corporation will have members.

b. ☒ The corporation will not have members.

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

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

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (704) 491-0176

Number and Street: 1443 Summer Coach Drive

City: Charlotte State: NC Zip Code: 28216 County: mecklenburg

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

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. **(Optional):** Listing of Officers (See instructions for why this is important)

11. **(Optional):** Please provide a business e-mail address: Privacy Redaction

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.

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

This is the 18 day of March, 2025.

Stella Law Myrtis Simpson Walker Academy

Incorporator Business Entity Name

Lisa Gordon Stella Stella Law --Incorporator

Signature of Incorporator

Lisa Gordon Stella Incorporator

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

NOTES:

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

Organizers

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or 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 the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

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 these Articles. 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, 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 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.

Organizers

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- ☐ Religious
- ☐ Charitable
- ☒ Educational
- ☐ Testing for public safety
- ☐ Scientific
- ☐ Literary
- ☐ Fostering national or international amateur sports competitions, and/or
- ☐ Prevention of cruelty to children or animals.

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 girls and boys through musical arts and entrepreneurship, developing them into productive citizens instilled with drive to pursue their passions, persistence to achieve their goals, and empowerment 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 then in office. Vacancies in the membership of such committees shall be filled in the same manner as provided 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: _____

When we are approved we will continue our work to establish Myrtis Simpson Walker Academy a 501 C-3.

Cynthia Johnson

Board Chair

Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	K-5		270
Year 2	K-6		324
Year 3	K-7		366
Year 4	K-8		435
Year 5	K-8		472

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

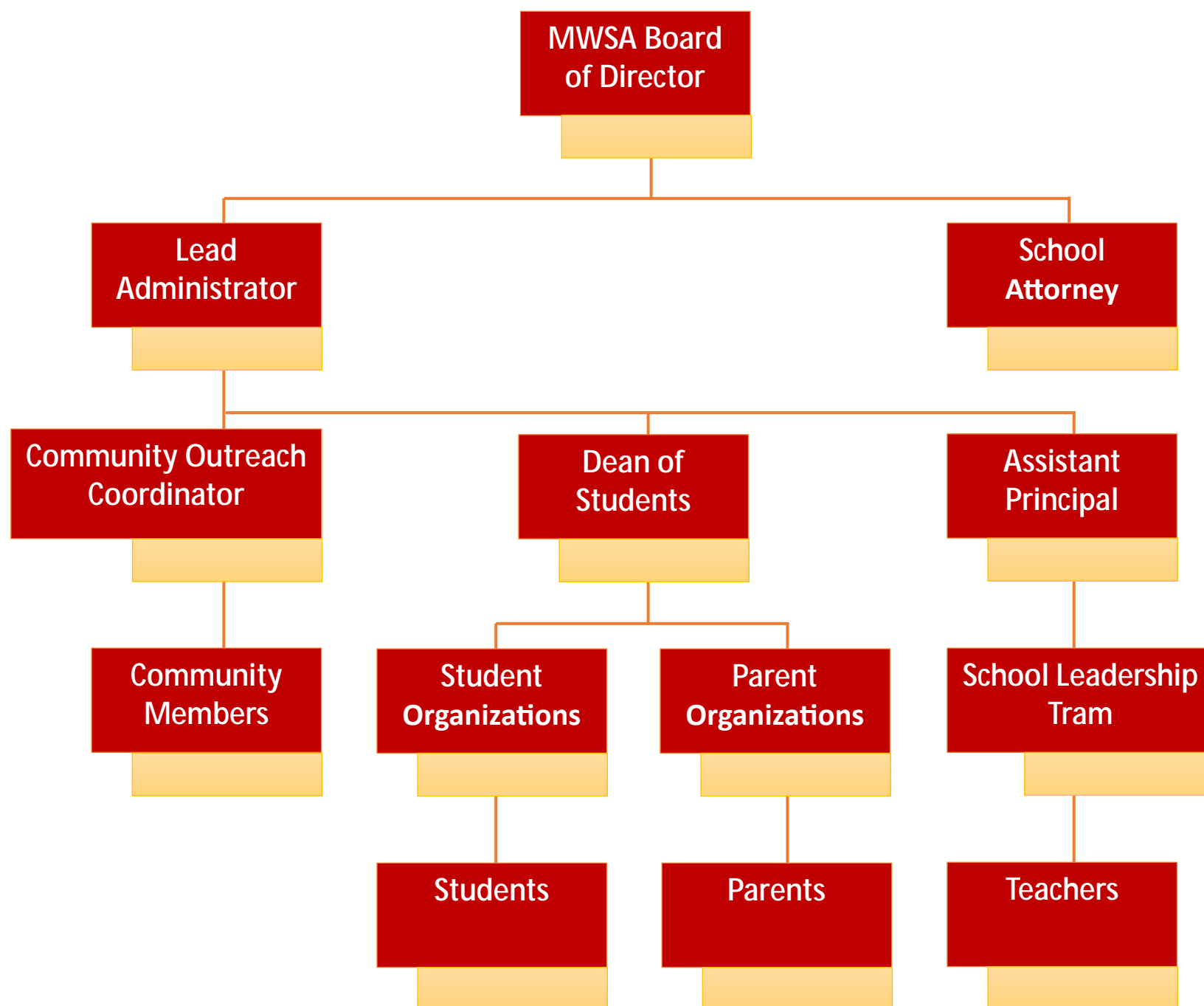
Year 3

Year 4

Year 5



MWSA Organizational Chart

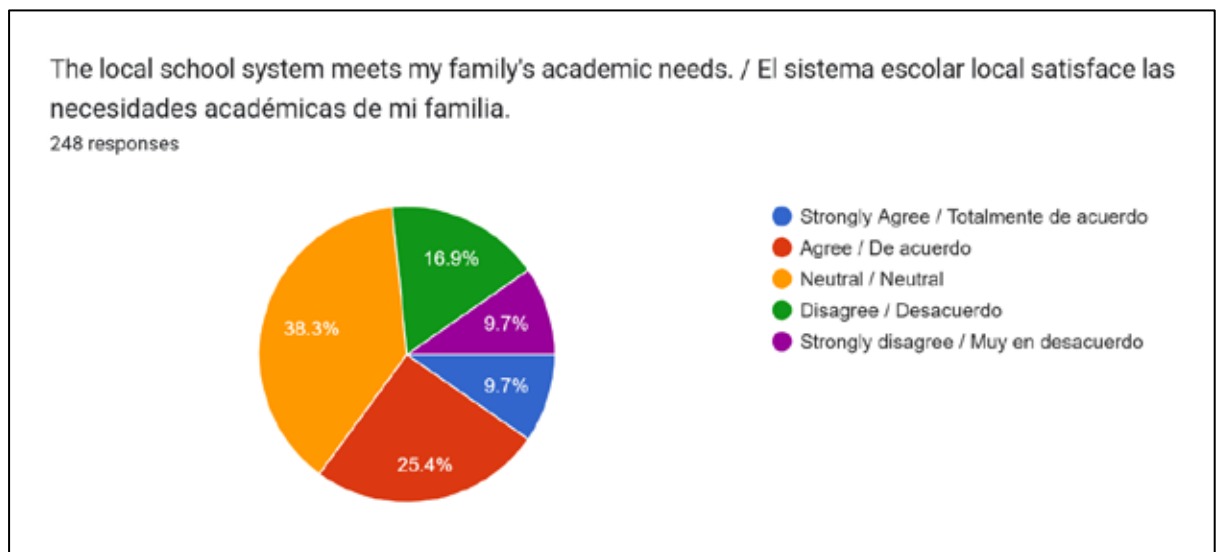


Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	3	1%
Asian	19	7%
Black or African American	97	36%
Hispanic	78	29%
Native HI or Pacific Islander	5	2%
Two or More Races	2	1%
White	65	24%
EDS Subgroups		0%
Economically Disadvantaged Students	202	78%
Students with Disabilities	32	12%
English Language Learners	14	5%
Students Experiencing Homelessness	10	4%

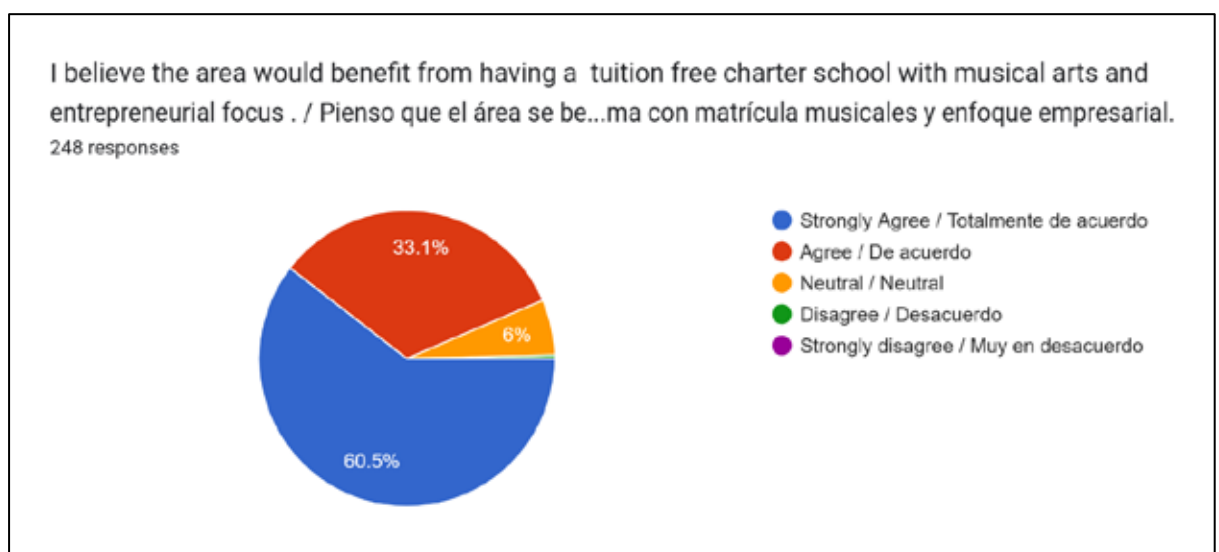
Q119. Appendix A: Evidence of Community/Parent Support

MSWA has secured strong and growing parent and community support through consistent outreach and inclusive engagement. Evidence includes:

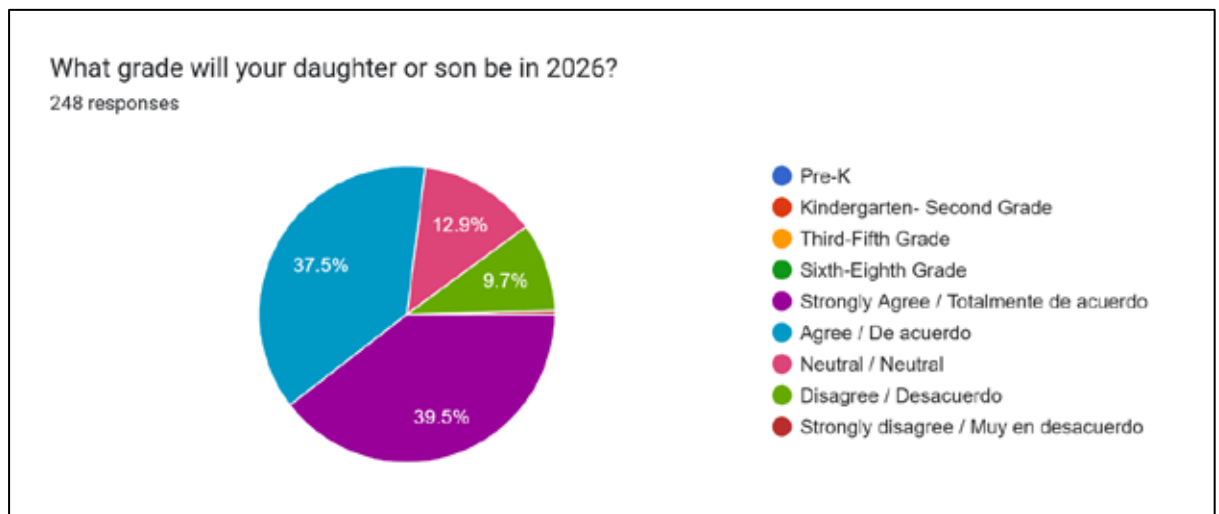
- **149 families enrolled on our Interest List**, with continued engagement since 2021.
- A 2024 community survey revealed **55.6% of families** would highly likely enroll their children in a tuition-free charter school with MSWA's focus.



- **60.5% strongly support** a musical arts and entrepreneurship-based charter school — MSWA's central model.



- **80% of families** in the area have children between Pre-K and Grade 8, reflecting strong alignment with MSWA's target grade range.



- Outreach efforts included **bilingual digital marketing**, interest meetings, and event participation. One event, Black Food Truck Fridays, brought face-to-face engagement and public support from influential community figures.





MSWA
INFORMATION SESSION

MSWA focuses on growing girls and boys through music, arts and entrepreneurship by developing their own production skills, persistence to achieve their goals, and empowerment to lead with integrity.

Information sessions will be at the following dates and times and locations:

- 30th January**
Thursday, 6pm
The Independence Primary Library
100-102 Independence Avenue, Mt. Eden
- 2nd April**
Thursday, 6pm
The Algonquin Road Primary Library
100-102 Algonquin Road, Mt. Eden

Please complete the survey by clicking on the link or QR code

FOR MORE INFORMATION
+1 794-591-0176
myyouthleadership@gmail.com

Myrtis Simpson Walker Academy
Focusing on music, Entrepreneurship, Character, Education and Single Gender classrooms.
We are starting our first year of operation

OPEN 2027







Photos and survey summaries provide visual proof of sustained and widespread interest. MSWA's consistent visibility and responsiveness in the community position it as a trusted and desired educational option.

These efforts not only show community interest — they confirm that MSWA is meeting a clearly articulated educational need.



P.O. Box 12151 Raleigh, NC 27605
(919) 747-3723 – Office

April 24, 2025

Myrtis Simpson Walker Academy
Charlotte, North Carolina
Attention: Mrs. Cynthia Johnson

RE: Legacy Impact Group Financial Support

Dear Mrs. 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 supporting Myrtis Simpson Walker Academy 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 funding or a grant, Legacy Impact Capital shall secure a line of credit for the school up to \$75,000 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
Board Chair

INSURANCE PROPOSAL
PREPARED FOR:

Myrtis Simpson Walker Academy

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

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



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

COMMERCIAL PROPERTY COVERAGE

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD
Street Address	Mecklenburg/Union County, NC

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

REPLACEMENT COST VALUATION

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

SPECIAL CAUSES OF LOSS COVERAGE

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

COMMERCIAL GENERAL LIABILITY

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Coverage Written On:	[X] Occurrence Form [] Claims Made Form	
	Retro:	
	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence - Bodily Injury and Property Damage
\$	2,000,000	General Aggregate
\$	2,000,000	Products and Completed Operations Aggregate
\$	1,000,000	Personal and Advertising Injury
\$	500,000	Damage to Rented Premises (each occurrence)
\$	10,000	Medical Expense (any one person)

Crime Coverage: Employee Dishonesty

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

UMBRELLA (optional)

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

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter	47476	300

PROFESSIONAL LIABILITY

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

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

Abuse & Molestation Coverage (Optional)

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

Employment Related Practices (Optional)

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

Employee Benefit Liability (Optional)

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

WORKERS' COMPENSATION POLICY

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

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

Workers' Compensation Rating Basis

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

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

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

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

HIRED AND NON-OWNED AUTO COVERAGE

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

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	<input type="checkbox"/> Specified Causes <input checked="" type="checkbox"/> Comprehensive \$ Ded	\$

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

STUDENT ACCIDENT POLICY

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 300

Description of Benefits:

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

Principal Sum:

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

DESCRIPTION OF HAZARDS:

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

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Myrtis Simpson Walker Academy

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

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

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

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

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

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

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	4,800.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	2,100.00
	Professional Liability	\$	3,300.00
	<i>(optional coverage)</i>	\$	2,900.00
3.	Umbrella <i>(optional)</i>	\$	1,000.00
4.	Commercial Auto (Hired & Non-owned)	\$	300.00
5.	Student Accident Policy	\$	500.00
6.	Crime Coverage - \$250,000	\$	325.00

INSURANCE PROPOSAL
PREPARED FOR:

Myrtis Simpson Walker Academy

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

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



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

COMMERCIAL PROPERTY COVERAGE

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD
Street Address	Mecklenburg/Union County, NC

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

REPLACEMENT COST VALUATION

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

SPECIAL CAUSES OF LOSS COVERAGE

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

COMMERCIAL GENERAL LIABILITY

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

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

Crime Coverage: Employee Dishonesty

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

UMBRELLA (optional)

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

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter	47476	300

PROFESSIONAL LIABILITY

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

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

Abuse & Molestation Coverage (Optional)

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

Employment Related Practices (Optional)

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

Employee Benefit Liability (Optional)

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

WORKERS' COMPENSATION POLICY

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		<u>Coverage Description</u>
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Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
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All	9101	SCHOOL-ALL OTHER EMPLOYEES		2.6

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

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

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

HIRED AND NON-OWNED AUTO COVERAGE

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

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	<input type="checkbox"/> Specified Causes <input checked="" type="checkbox"/> Comprehensive \$ Ded	\$

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

STUDENT ACCIDENT POLICY

Named Insured:	Myrtis Simpson Walker Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 300

Description of Benefits:

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

Principal Sum:

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

DESCRIPTION OF HAZARDS:

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

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Myrtis Simpson Walker Academy

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

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

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

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

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

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

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	4,800.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	2,100.00
	Professional Liability	\$	3,300.00
	<i>(optional coverage)</i>	\$	2,900.00
3.	Umbrella <i>(optional)</i>	\$	1,000.00
4.	Commercial Auto (Hired & Non-owned)	\$	300.00
5.	Student Accident Policy	\$	500.00
6.	Crime Coverage - \$250,000	\$	325.00

Myrtis Simpson Walker Academy

Scope and Sequence: Language Arts (Elementary & Middle School)
(Aligned with Amplify Curriculum & Common Core Standards)

Elementary School (Grades K-5)

(1) Key Focus Areas:

- Reading Comprehension (*Fluency, Story Elements, Informational Text*)
- Writing Development (*Sentence Formation to Multi-Paragraph Essays*)
- Speaking & Listening (*Discussions, Presentations, Oral Storytelling*)
- Grammar & Vocabulary (*Word Study, Sentence Structure, Punctuation*)
- Interdisciplinary Integration (*Music & Entrepreneurship*)

(2) Quarterly Scope & Sequence for K-5

Quarter	Focus Area	Key Learning Goals	Instructional Strategies	Assessments
Q1	Foundational Literacy	Phonemic awareness, sight words (K-2), fluency (3-5)	Read-aloud, phonics games, shared reading	Oral reading fluency, word recognition tests
	Writing Basics	Letter formation (K), complete sentences (1-2), paragraphs (3-5)	Tracing, sentence starters, guided writing	Handwriting samples, sentence writing
	Listening & Speaking	Active listening, storytelling, basic discussion skills	Think-pair-share, retelling stories	Participation rubrics, peer feedback
	Vocabulary	High-frequency words, prefixes/suffixes, antonyms/synonyms	Word walls, flashcards, interactive notebooks	Vocabulary quizzes
Q2	Comprehension Skills	Identifying main idea, characters, setting, plot	Guided reading, summarization activities	Reading comprehension checks
	Writing Expansion	Narrative & opinion writing (early), informational reports (upper)	Story mapping, research projects	Writing portfolios
	Speaking & Presentation	Oral storytelling, basic presentation skills	Puppet shows, class discussions	Oral presentation rubrics
	Music Integration	Using songs for literacy development	Rhyming games, lyric analysis	Group discussion
Q3	Critical Thinking	Cause & effect, making inferences	Graphic organizers, think-aloud	Critical thinking logs
	Writing Development	Persuasive & explanatory essays	Structured debates, argument mapping	Persuasive writing assessments

	Grammar & Syntax	Compound & complex sentences	Sentence puzzles, role-play	Writing samples
	Entrepreneurship Integration	Creating simple business storylines	Project-based activities	Story-based business project
Q4	Advanced Reading & Writing	Poetry, figurative language, creative writing	Poetry analysis, songwriting	Creative storytelling projects
	Real-World Application	Writing for real audiences (letters, blogs, scripts)	Digital storytelling, playwriting	Performance-based assessments

(3) Elementary Differentiation Strategies

Student Group	Support Strategies
ESL (English as a Second Language)	Visual aids, bilingual books, sentence frames
Gifted Students	Independent book studies, advanced writing prompts
At-Risk Students	Small group interventions, structured writing templates

Middle School (Grades 6-8)

(1) Key Focus Areas:

- Advanced Reading Analysis (*Theme, Tone, Author's Perspective*)
- Writing Proficiency (*Multi-Paragraph Essays, Research Papers*)
- Public Speaking & Debate (*Persuasive Speaking, Socratic Seminars*)
- Grammar & Language Mastery (*Sentence Structure, Word Choice*)
- Cross-Curricular Learning (*Music, Entrepreneurship, Social Issues*)

(2) Quarterly Scope & Sequence for 6-8

Quarter	Focus Area	Key Learning Goals	Instructional Strategies	Assessments
Q1	Literature Analysis	Theme, symbolism, literary devices	Close reading, annotation strategies	Literature essays
	Writing Structure	Constructing strong thesis statements & supporting details	Peer workshops, mentor texts	Argumentative essays
	Speaking & Listening	Discussion leadership, note-taking	Socratic Seminars, podcasting	Discussion rubrics
	Grammar Mastery	Sentence variety, verb tenses, punctuation	Editing stations, interactive notebooks	Grammar quizzes
Q2	Nonfiction Analysis	Evaluating credibility, bias, argument structure	News article breakdowns, debates	News analysis reports
	Research & Writing	Writing research papers using credible sources	Outlining, source citation workshops	Research projects
	Public Speaking	Speech writing & delivery techniques	TED Talk-style presentations	Speech assessments
	Music & Entrepreneurship	Persuasive language in music & advertising	Songwriting, marketing campaigns	Business storytelling project
Q3	Advanced Composition	Creative writing, multi-genre texts	Fiction workshops, writing contests	Portfolio assessments
	Debate & Rhetoric	Crafting and defending arguments	Structured debates, mock trials	Debate rubrics
	Figurative Language	Metaphors, idioms, satire	Analysing speeches & poetry	Poetic analysis essay
Q4	Multimedia Literacy	Digital storytelling, scriptwriting	Video projects, playwriting	Final performance piece

	Writing for Impact	Opinion editorials, advocacy writing	Blogging, letter writing campaigns	Public writing portfolio
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(3) Middle School Differentiation Strategies

Student Group	Support Strategies
ESL (English as a Second Language)	Sentence starters, graphic organizers, audio texts
Gifted Students	Socratic circles, independent publishing projects
At-Risk Students	Writing scaffolds, one-on-one conferencing

Assessment Plan (K-8)

(How will we measure student learning and progress?)

A strong assessment strategy ensures that students are progressing in their literacy skills while also allowing teachers to adjust instruction to meet individual needs. At Myrtis Simpson Walker Academy, assessments will be ongoing, varied, and data-driven to support the diverse student population. Below are the four key assessment categories:

- Formative Assessments: Journals, classroom discussions, peer evaluations.
- Summative Assessments: Essays, presentations, research projects.
- State Testing Preparation: Standardized test practice, timed writing drills.
- Progress Monitoring: Literacy check-ins every 6 weeks.

A. Formative Assessments (Daily/Weekly)

- **Purpose:** To provide real-time feedback and adjust instruction as needed.
- **Frequency:** Daily to weekly
- **Examples:**
 - **Journals & Writing Logs** – Students write reflections, summaries, or creative pieces.
 - **Classroom Discussions & Think-Pair-Share** – Engaging students in verbal discussions helps gauge comprehension.
 - **Exit Tickets** – A quick one-sentence response to check understanding of a lesson.
 - **Peer & Self-Assessments** – Students evaluate their own and each other's work using rubrics.
 - **Teacher Observations** – Monitoring participation, fluency, and engagement.
 - **Checklists & Quick Checks** – Tracking reading fluency, vocabulary mastery, and writing skills.

B. Summative Assessments (End of Unit/Quarterly)

- **Purpose:** To measure mastery of key concepts over time.
- **Frequency:** At the end of each unit or quarter
- **Examples:**
 - **Written Essays & Research Papers** – Focus on argument structure, evidence use, and clarity.
 - **Literary Analysis** – Understanding of theme, plot, and author's purpose.
 - **Final Presentations & Speeches** – Students present book reviews, poetry, or persuasive arguments.
 - **Portfolio Assessments** – Collection of a student's best writing throughout the quarter.

C. Standardized & State Testing Preparation

- **Purpose:** To ensure students meet state and national benchmarks.

- **Frequency:** Annually and as needed for practice
- **Examples:**
 - **ELA Benchmark Tests** – Periodic assessments aligned to state standards.
 - **Reading Fluency & Comprehension Assessments** – To track progress over the year.
 - **Writing Prompts (Timed & Untimed)** – Helps students build endurance and skill in writing.

D. Progress Monitoring (Every 6 Weeks)

- **Purpose:** To track and adjust student learning goals.
- **Frequency:** Every 6 weeks
- **Process:**
 - **Data Meetings** – Teachers analyze reading and writing progress and adjust instruction.
 - **Individual Student Reports** – Parents and students receive data on strengths and areas for improvement.
 - **Intervention Plans** – For struggling students, targeted support is provided through small group instruction.

Resources and Materials

(What tools and materials will support student learning?)

A well-rounded language arts curriculum needs high-quality resources that support reading, writing, speaking, and listening. Myrtis Simpson Walker Academy will utilize a blend of traditional, digital, and real-world resources to engage students. They include but not limited to:

- Amplify ELA Curriculum
- Common Core Reading Selections
- Digital Learning Tools (NewsELA, ReadWorks)
- Music & Media Resources for Integration

A. Core Curriculum

- **Amplify ELA Curriculum (Grades K-8)**
 - **Why?**
 - § Aligned with Common Core Standards, offers rigorous reading & writing instruction.
 - **Features:**
 - § Close reading of fiction & nonfiction texts.
 - § Interactive digital lessons with multimedia.
 - § Writing workshops to improve composition skills.
- **Common Core Reading Lists (K-8)**
 - **Includes:**
 - § Classic & contemporary literature.
 - § Age-appropriate informational texts.
 - § Diverse books reflecting multicultural perspectives.

B. Digital Learning Tools

(Technology enhances engagement and differentiation.)

- **NewsELA** (Nonfiction reading practice with adjustable Lexile levels)
- **ReadWorks** (Reading comprehension passages & questions)
- **NoRedInk** (Grammar & writing practice with interactive feedback)
- **Google Docs** (Collaborative writing & peer editing)
- **Flipgrid** (Video-based speaking & presentation tool)
- **Storybird** (Creative writing and storytelling platform)

C. Music & Media Resources

(Bringing literacy to life through music and media.)

- **Lyrics as Poetry** – Analyzing songs for literary devices.
- **Podcast Creation** – Students create their own storytelling or debate podcasts.
- **Audiobooks & Read-Alouds** – Supporting struggling readers.

D. Writing & Publishing Tools

(Encouraging students to become real-world writers.)

- **Book Creator** – Allows students to write & publish their own e-books.
- **Blogging Platforms** – Encourages students to write for an authentic audience.
- **Pen Pal Programs** – Enhances writing skills through real-world connections.

E. Cross-Curricular Connections

- **Entrepreneurship & Language Arts**
 - Writing persuasive business proposals.
 - Analyzing marketing & advertising language.
 - Writing scripts for commercials & podcasts.
- **STEM & Language Arts**
 - Writing lab reports & science explanations.
 - Reading and analyzing informational texts about science.

F. Print & Classroom Materials

- **Classroom Libraries (K-8)**
 - A diverse selection of books catering to different reading levels & interests.
 - Emphasis on multicultural literature to reflect students' identities.
- **Anchor Charts & Word Walls**
 - Helps students visualize key grammar & vocabulary concepts.
- **Graphic Organizers & Writing Templates**
 - Supports students in organizing their ideas.

The Myrtis Simpson Walker Academy (MSWA)

2027-2028 Calendar

AUGUST 2027

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2027

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2027

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2027

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2028

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2028

Su	Mo	Tu	We	Th	Fr	Sa
		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				

MARCH 2028

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2028

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2028

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2028

Su	Mo	Tu	We	Th	Fr	Sa
				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	

First Day of School – August 30
Last Day of School – June 9
Inclement Weather Make Up days:

Quarter1 – Aug 30 – Oct 15 (Report Cards:)
Quarter2 – Oct 16 – Jan 14 (Report Cards:)
Quarter3 – Jan 15 – Mar 24 (Report Cards:)
Quarter4 – April 1 – June 9 (Report Cards:)

Early Release Day (8 am – 12 pm)
Teacher Workdays
Holidays/No School
Last Day Parents Workshop

Will adhere to the State requirement of at least 1025 instructional hours (185 days)

Myrtis Simpson Walker Academy (MSWA)

Daily Bell Schedule

Monday (Half-Day, No Electives)

Grade Level	8.00am – 8.20am	8.20am – 9.10am	9.10am – 10.00am	10.00am – 10.50am	10.50am – 11.40am	11.40am – 12.10pm	12.10pm – 12.20pm	12.30pm – 1.00pm
K-2	Homeroom	CKLA: Skills	CKLA: Knowledge	Math	Social Studies	Intervention	Lunch	Dismissal
3-5	Homeroom	CKLA	Math	Science	Social Studies	Intervention	Lunch	Dismissal
6-8	Homeroom	ELA	Math	Science	Social Studies	Intervention	Lunch	Dismissal

Notes:

- No electives on Monday
- Shortened instructional block s for all core subjects
- Dedicated Intervention before dismissal

Tuesday – Friday Schedule

Elementary (K-5) Schedule (Rotating Specials + Lunch and Recess)

Level	8.00 – 8.20	8.20 – 9.20	9.20 – 10.20	10.20 – 10.50	10.50 – 11.50	11.50 – 12.20	12.20 – 1.20	1.20 – 2.20	2.20 – 3.00
K-2	Homeroom	CKLA: Skills	CKLA: Knowledge	Recess	Math	Lunch & Recess	Specials (Elective)	Social Studies/ Science	Small Group Intervention
Grade 3	Homeroom	CKLA	Math	Project Work	Special (Elective)	Lunch & Recess	Intervention	Special (Elective)	HOPE (1x/week) or Project Work
Grade 4-5	Homeroom	CKLA	Math	Project Work	Special (Elective)	Lunch	Intervention	Special (Elective)	HOPE (1x/week) or Project Work

Elementary Specials Rotation:

- K-2: Art, Music, PE, Travel Choir (rotates weekly)
- 3-5: Art, Music, PE, Technology (rotates weekly)

Middle School (6-8) Block Schedule (A/B Days, with Passing Periods & Lunch Breaks)

Level	8.00 – 8.20	8.20 – 9.20	9.20 – 10.20	10.20 – 10.30	10.30 – 11.30	11.30 – 12.00	12.00 – 1.00	1.00 – 2.00	2.00 – 2.10	2.10 – 3.00
A Day (Tuesdays/Thursdays)	Homeroom	ELA	Math	Passing Period	Small Group Intervention	Lunch	Electives	Social Studies	Passing Period	Project Work
B Day (Wednesday/Friday)	Homeroom	Science	Electives	Passing Period	Small Group Intervention	Lunch	Math	ELA	Passing Period	Project Work

Middle School Rotation:

- A Days: ELA, Math, Electives, Social Studies
- B Days: Science Math, Electives
- Passing Periods included between major subject shifts

Note:

Middle School ELA alternates between morning (A Day) and afternoon (B Day) to support varied cognitive engagement times, reduce subject fatigue, and provide schedule equity across disciplines.

◆ K–2 Specials Rotation (Weekly Rotation Model)

Each day, students rotate through one special, ensuring a 4-day cycle across:

- Art, Music, PE, Travel Choir

Day	Kindergarten	Grade 1	Grade 2
Monday	Art	Music	PE
Tuesday	Music	PE	Travel Choir
Wednesday	PE	Travel Choir	Art
Thursday	Travel Choir	Art	Music
Friday	Rotation Repeat or Assembly/Make-up/Free Choice		

👉 This rotation ensures each grade gets all 4 specials per week with minimal overlap.

◆ **Grades 3–5 Specials/Electives Schedule (Two Daily Slots)**

Each day includes **two elective periods**: AM and PM.

Day	Morning Special	Afternoon Special	Note
Monday	Art	Music	
Tuesday	PE	Tech/Business	
Wednesday	Music	Art	
Thursday	Tech/Business	PE	
Friday	Travel Choir (opt-in)	Project Work / Enrichment	HOPE class rotates 1x/week

◆ **Middle School (Grades 6–8) Electives Rotation**

Structured on an **A/B Day Block Schedule** with electives placed late morning on both days.

Day	Elective Block (11:30–12:00)	Notes
A Day (Tues/Thurs)	PE / Music / Art / Choir	Varies per grade & student choice
B Day (Wed/Fri)	Tech/Business / Choir / Art	Choir alternates with other electives

👉 Students rotate electives per quarter/semester; scheduling coordinated to avoid overlaps across shared teachers/rooms.

<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	mswyouthleadership@gmail.com	Mecklenburg	School Counselor	School Counseling K-12	N/A
George Hunt	Co-Chair	704-277-3214	TBPercussion1@gmail.com	Mecklenburg	Entrepreneurship	Life Insurance	N/A
Ursula Jacobs Guidry	Secretary	704-2649249	ujguidry@gmail.com	Mecklenburg	Media Specialist	Media Specialist K-12	N/A
Simona Waters	Member	305-332-7130	Simona.Waters@legacyCharlotte.org	Mecklenburg	Teacher K-8	Education (Language Arts)	N/A
Mark Anderson, PhD	Treasurer	704-287-5994	Flobabyboy1@gmail.com	Union	Principal	Administration, School Counseling	

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

MSWA

Board Member's Information

Board Members

Full name: Dr. Mark Anderson

Home Address: 715 Galway Court

Business Name & Address:

Telephone No.: 704-287-5994

E-mail address: flobabyboy1@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> x Yes: <input type="checkbox"/>
Educational History	<p> Doctor of Education (Ed.D.) in Educational Administration, Grand Canyon University, Phoenix, AZ Master of Science/Educational Specialist (M.S./ED.S) in Counseling Psychology, State University of New York at Albany, Albany, NY Master of Science (MS) in Special Education, City College of New York, NYC, NY Bachelor of Art (BA) in Political Science and Sociology, State University of New York at Albany, Albany, NY </p>
Employment History	<p> Interim Part-time Administrator-Charlotte Mecklenburg School, (8/2022 - present) Charlotte, NC. Elementary School Principal, (7/2003-8/2018) Charlotte Mecklenburg Schools, Charlotte, NC Elementary School Principal, Summer School High School Principal, High School Assistant Principal (7/1995-6/2003) Salem-Keizer Schools, Salem, OR Guidance Counselor, Special Education Teacher, Related Service Specialist (7/1982-6/1995) New York City Public Schools, New York City, NY </p>

How were you recruited to join this Board of Directors?	Through a verbal discussion and request.
Why do you wish to serve on the board of the proposed charter school?	To share my expertise as an experienced educator to assist with the opening of this specific school.
How were you recruited to join this Board of Directors?	Through extensive verbal discussion and request.
Why do you wish to serve on the board of the proposed charter school?	To share my expertise as an experienced educator to assist with the opening of this school.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member purpose is to service the needs of children to perform at their highest academic level. This is done by representing students in numerous capacities and being their voice for funding and support for a complete education.
Describe any previous experience you have that is relevant to serving on the school's charter board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I have been a member of numerous boards and president for two of them. In my role as a board member, I was quite vocal about representing the needs of my constituents by meeting with state legislative members, presenting documents for supporting students and providing financial support if needed.
Describe the specific knowledge and experience that you would bring to the board.	As a 40-year experienced educator that have served as an administrator, teacher, advisor, and counselor, I bring a board understanding of how a school operates and maintains high standards through effective leadership and strong instructional practices. I have led high performing and challenging schools with diverse demographics in urban, rural and suburban areas.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The school's mission and guiding beliefs are the key components that a school should operate by each day. These components should be visible throughout the school and understood by students, staff, business partners and the community. The application of the mission and guiding beliefs should be evident in students learning, teachers' lesson plans and administrators documents and practices.
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What is your understanding of the school's proposed educational program?	My understanding of the school's proposed educational program is to provide a thorough academic program instructing students at different levels with an emphasis on music and entrepreneurship. It also provides supplementary courses for students who are academically challenged and advanced. The proposed program is well aligned with the standards of NCDPL.
What do you believe to be the characteristics of a successful school?	The characteristics of a successful school is an inviting and welcoming environment where students can learn at their own progress and introduced to advance courses in various genres.
How will you know that the school is succeeding (or not) in its mission?	The use of quarterly, biannual and annual academic assessments for students along with surveys that measure the school, environment and the social emotional learning of students.

Governance

Describe the role that the board will play in the school's operation.	The board should s as the overseer of the school with ongoing non-threatening evaluations to determine the effects of school activities and an open-door policy for the school leadership team.
How will you know if the school is successful at the end of the first year of operation?	The success of the school would be determined by using a measurement tool of social, emotional and academic development of students, along with feedback from parents and staff about the school.
How will you know at the end of five years of schools is successful?	The school should establish short and long-term goals that are measured quarterly to determine how the school meets specific established goals. These goals may be revised to meet the reality of the academic growth of students.
What specific steps will the school charter board need to take to ensure that the school is successful?	Quarterly meetings with the school's leadership team, parents and students. Make adjustments if needed and report back to the board with results.
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?	Those board members should privately meet with the president and vice-president to discuss the matter and if needed, bring it back to the general board for further discussion and decision.

Certification

I, Mark S. Anderson, 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 MSWA Charter School is true and correct in every respect.

Board Member's Signature

Signature Dr. Mark S. Anderson

Date March 11, 2025

**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 and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

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School Information

Name of charter school

Myrtis Simpson Walker Academy

Board Member's Information

Board Members

Full name: Cynthia Johnson

Home Address: 1443 Summer Coach Drive Charlotte, NC 28216

Business Name & Address: Myrtis Simpson Walker Youth Leadership Foundation, Inc. Charlotte, NC

Telephone, No.: 704-491-0176

E-mail address: msyouthleadership@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p>No: <input checked="" type="checkbox"/> X Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>Grand Canyon University: MA Educational Organization Leadership Hampton University: MA, Counseling Bethune Cookman University: BS, Psychology</p>
<p>Employment History</p>	<p>Charlotte Mecklenburg Schools: 2001 - Current Alamance Burlington Schools: 1999- 2001</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I am Chair and organizer for MSWA</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I am passionate about creating educational spaces where creativity and innovation are not only encouraged but integrated into the curriculum. A charter school focused on music and entrepreneurship presents a powerful opportunity to nurture students' artistic talents while equipping them with the mindset and skills to build sustainable futures.</p> <p>I believe deeply in the transformative power of music as a tool for self-expression, discipline, and connection, and I've seen firsthand how entrepreneurial thinking empowers young people to take ownership of their ideas and futures. Serving on this board aligns with my commitment to educational equity and my belief that all students should have access to programs that reflect their passions and potential.</p>

	With my background in [insert your background—education, business, arts, community leadership, etc.], I'm eager to support the school's mission, help shape a strategic vision, and ensure we build a thriving, inclusive learning environment.
How were you recruited to join this Board of Directors?	I am the Chair and founder of the Myrtis Simpson Walker Academy.
Why do you wish to serve on the board of the proposed charter school?	Please see above.
What is your understanding of the appropriate role of a public charter school board member?	The Charter Board oversees the school and ensures that policies and procedures are being followed.
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 can be an effective board member.	I do not have experience working on other charter boards but working on my current charter for almost 10 years has given me the knowledge to understand the process. I have also visited and researched other charter schools and spoken to charter school leaders that have advised me.
Describe the specific knowledge and experience that you would bring to the board.	I am a school counselor with almost 30 years of experience. Working with children has afforded me the opportunity to observe what is needed and how to ensure that they will be prepared for their future. Leading a Non-Profit for Youth (Myrtis Simpson Walker Youth Leadership Foundation, Inc.) has given me the experience to do the work in the community to provide the necessary resources that our families need.
School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The proposed charter school focusing on music and entrepreneurship aims to cultivate a dynamic learning environment where students can develop both their artistic talents and business acumen. The mission of the school is likely centered on blending the creative world of music with the practical skills required to succeed in entrepreneurship. This mission would encourage students to think critically, innovate, and apply their artistic skills in real-world contexts.

What is your understanding of the school's proposed educational program?	MSWA will be using Amplify and Eureka Curriculum. Music and entrepreneurship will be integrated into core subjects which support the mission and vision of MSWA.
What do you believe to be the characteristics of a successful school?	Staff members working together to benefit the whole child. Parents working with staff members to ensure that their child is succeeding inside and outside of school (volunteering 25 hours a month).
How will you know that the school is succeeding (or not) in its mission?	Students are continuing to grow academically as music and entrepreneurship are a benefit to promote the whole child.
Governance	
Describe the role that the board will play in the school's operation.	The Board will ensure that policies and procedures are being followed. We will support the Head of School as needed for this person to be in charge of staff.
How will you know if the school is successful at the end of the first year of operation?	The Academic Data, Parent and Community Support
How will you know at the end of five years of the schools is successful?	We have continued to grow academically (data); Community Support has increased and we continue to grow the whole child.
What specific steps will the charter school board need to take to ensure that the school is successful?	<ol style="list-style-type: none"> 1. Continuing to have Monthly Board Meetings. 2. Board Training to ensure that we are up to date on the latest information as it relates to policies, procedures. 3. Making sure to review school data and working with parents and staff members.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would inform the Board Chair and include it as an agenda item on the next board meeting.

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 Charter School is true and correct in every respect.

Board Member's Signature

Signature

Date

**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 and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

MSW Academy

Board Member's Information

Board Members

Full name: Ursula Jacobs-Guidry

Home Address: 5922 Meadow Hill Dr. Charlotte NC 28212

Business Name & Address:

Telephone No.: 980-403-5188

E-mail address: ujguidry@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒

Yes: ☐

Educational History

Shaver University Master in Education (Instructional Technology)
 North Carolina Central University Masters in Library Science
 Salem College BA in Sociology/Major in Non-Profit Management
 NC DPI Teaching License Media Coordinator and Computer Education
 Implementation
 NC Public Librarian Certification

Employment History

Library Director/Archivist/Barbours Christian College and Theological
 Seminary (November 2023 - Present)
 English for Speakers of Other Languages (ESOL) Instructor (Part-time)
 SRE (July 2023 - December 2023)
 Media/Tech Coordinator (Charlotte-Mecklenburg Schools (August 2017
 - Present)
 Learning Resource Center Manager Shaver University (August 2014
 August 2017)
 Family Literacy Coordinator/Supervisor, Charlotte-Mecklenburg Library
 (August 2012 - August 2014)

How were you recruited to join this Board of Directors?

I was recruited by the board, while serving the community

Why do you wish to serve on the board of the proposed charter school?

To advocate for the needs of the school and help foster strong
 relationships with stakeholders. To help set the long-term vision for the
 school, establish policies, and support the leadership team in achieving
 the school's mission.

How were you recruited to join this Board of Directors?

I was recruited by the board, while serving the community

Why do you wish to serve on the board of the proposed charter school?

I was recruited by the board, while serving the community

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

Serving on the board is a vital role that helps guide the charter school in
 providing quality education and ensuring its sustainability.

<p>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 can be an effective board member.</p>	<p>I have a Master in Library Science and Masters in Education Instructional Technology. I have several years of experience as a program manager working with diverse populations. Currently, I work primarily remotely as the Library Director at Charlotte Christian College and Charlotte Mecklenburg School as the Media/Digital Literacy Coordinator teaching media/information literacy and AVID. Also, I collaborate with my colleagues to support instruction in all subjects with best practices in research skills and demonstrate digital apps. My previous position was the Learning Resource Center (LRC) Manager/ Literacy Technology Instructor at Strayer University. In this position, I collaborated with faculty to provide research and writing assistance to students and managed all aspects of the library and LCR. While working as a Family Literacy Coordinator in the Outreach Department for Charlotte Mecklenburg Library my major responsibilities included building long lasting partnerships with schools, community agencies and volunteers. Plus, I provided culturally relevant library services, programming and references to patrons who had challenges and could not visit a branch. I was appointed co-chair of the Storyline Team and developed and implemented storytelling events in North and South Carolina.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>believe in staying current with the latest trends and sharing information with colleagues and students and their families. At the same time, I have provided opportunities for my staff to develop and enhance their skills. There is no problem with me performing the more difficult or complex professional duties including performing administrative tasks, writing reports, staff evaluations, and performing statistical analyses.</p>
<p>School Mission and Program</p>	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The mission highlights a holistic approach to education that goes beyond traditional academics to prepare students for the future in a dynamic and meaningful way.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The goal is to provide a space where children are nurtured—meaning they are cared for and supported emotionally, socially, and intellectually. By doing so, the school aims to help students develop important qualities like responsibility, empathy, and resilience.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>In essence, the mission highlights a holistic approach to education that goes beyond traditional academics to prepare students for the future in a dynamic and meaningful way.</p>

<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Students demonstrate a solid grasp of core subjects and also apply critical thinking, creativity, and innovation in their work. They are able to tackle complex problems and generate new ideas.</p>
<p>Describe the role that the board will play in the school's operation.</p>	<p>Secretary plays a critical role in the governance structure of an organization, typically a nonprofit, corporation, or school. Their primary responsibilities include ensuring that the board functions smoothly, that records are accurately kept, and that legal and regulatory requirements are met.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Success Indicators:</p> <ul style="list-style-type: none"> • Student Progress: Are students showing noticeable academic improvement, both in core subjects and in critical thinking? Are they more engaged and curious in their learning? • Creative Problem-Solving: Students demonstrate the ability to apply innovative thinking in projects, problem-solving tasks, and class activities.
<p>How will you know at the end of five years of the school's is successful?</p>	<p>Consistent Academic Improvement: Students show strong academic growth over the years, with high graduation rates, college acceptance, or career readiness, depending on the school's focus. There's a demonstrated ability for students to tackle complex problems and think critically.</p>

What specific steps will the charter school board need to take to ensure that the school is successful?

Action: Clearly define and communicate the school's mission, vision, and core values to all stakeholders—students, parents, teachers, staff, and the community.

Why It Matters: A strong, well-articulated mission serves as the foundation for all decision-making, ensuring the school remains focused on its goals of nurturing, character-building, and fostering innovation.

Steps:

- Develop and review the mission and vision regularly to ensure alignment with the school's practices.
- Communicate the mission clearly to all school stakeholders, ensuring everyone understands and is committed to the goals.

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?

Action: Before taking any formal steps, thoroughly assess the situation. Gather facts, understand the nature of the unethical behavior, and ensure that there's clarity around how the actions are impacting the school.

Why It Matters: It's important to have a clear understanding of the situation before responding to avoid misunderstandings or misinterpretations of the board member's actions.

Steps:

- Investigate the specific actions that appear unethical or contrary to the best interests of the school.
- Review relevant board policies, codes of ethics, and the school's mission to determine if the board member's actions are in violation.

Certification

I, **Ursula Jacobs-Guidry**, 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 School is true and correct in every respect.

Board Member's Signature

Signature

Shirley A. Winters

Date

4-25-2025

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 and the license validity. [Click or tap here to enter text.](#)

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

Click or tap here to enter text.

Board Member's Information

4

Full name: George O. Hunt IV

Home Address: 1614 Meadowlark Landing Dr Charlotte, NC 28216

Business Name & Address:

Telephone No.: 704 277 3214

E-mail address: tbpercussion1@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p style="text-align: center;">No: <input type="checkbox"/>x Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>I received my undergraduate degree from Norfolk State University in 2000 in Music education.</p>
<p>Employment History</p>	<p>Please see my resume</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was recruited by Cynthia Johnson.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I have a passion for helping youth achieve their highest level of success.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Cynthia Johnson spoke to me about the mission and vision of MSWA and why she is starting the school.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I have a passion for helping youth achieve their highest level of success. I believe in the mission of the school and that youth need to be focused on.</p>

What is your understanding of the appropriate role of a public charter school board member?	Ultimately, board members prioritize student success and a supportive learning environment. I am deeply committed to empowering youth to reach their fullest potential. I wholeheartedly support the school's mission and recognize the importance of providing young men with the focus and guidance they need to thrive.
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 can be an effective board member.	I do not have previous experience with a charter school board; however, I have held successful leadership positions in both educational and corporate environments. My passion for cultivating the future, along with my past experiences and unwavering support, will help advance MSW to the forefront of charter schools.
Describe the specific knowledge and experience that you would bring to the board.	I would bring a diverse set of knowledge and experience to board. My roles in both educational and corporate settings have equipped me with skills in strategic planning, team management, and performance evaluation.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The school's mission revolves around fostering a nurturing and inclusive environment that promotes learning, personal growth, and community engagement. MSW emphasizes the importance of academic excellence, critical thinking, and preparing students for future challenges through music and entrepreneurship.
What is your understanding of the school's proposed educational program?	The educational program focuses on creating a supportive learning environment through community engagement and inclusivity. It prioritizes academic excellence with a challenging curriculum that fosters critical thinking through music and entrepreneurship.
What do you believe to be the characteristics of a successful school?	Most successful schools typically have several key components. Some of the components, but not limited to, are community engagement, inclusivity, academic excellence, and strong leadership. Together, these traits can create an environment of nurturing to foster a supportive atmosphere where students feel safe and valued.

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

The indicators that can determine if the school is succeeding in its mission are overall test scores, academic performance, social and emotional development, and staff satisfaction and retention.

Governance

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

The board plays a critical role in the school's operation by providing governance, oversight, and strategic direction. The responsibilities include:

1. **Policy Development:** The board establishes policies that guide the school's operations, ensuring they align with the school's mission and educational goals.

2. **Financial Oversight:** They are responsible for approving budgets, ensuring that resources are allocated effectively to support academic programs and initiatives.

3. **Accountability:** The board monitors the school's performance through data on test scores, academic performance, and other indicators of success. This helps ensure that the school meets its educational objectives.

4. **Support for Leadership:** The board works closely with the school administration to support and evaluate the effectiveness of school leadership, helping to promote a positive and productive educational environment.

5. **Community Engagement:** They act as a bridge between the school and the community, fostering relationships and encouraging community involvement to enhance the school's mission.

6. **Advocacy:** The board advocates for the school's needs, whether in terms of funding, policy changes, or public support, ensuring that the school remains a vital part of the community.

By fulfilling these roles, the board contributes to the overall success and sustainability of the school, helping to create a supportive environment for students, staff, and the wider community. The indicators that can determine if the school is succeeding in its mission are overall test scores, academic performance, social and emotional development, and staff satisfaction and retention. The indicators that can determine if the school is succeeding in its mission are overall test scores, academic

	performance, social and emotional development, and staff satisfaction and retention.
How will you know if the school is successful at the end of the first year of operation?	The board can determine if MSW is successful at the end of its first year of operation by evaluating parent feedback. Evaluating staff surveys on job satisfaction can help gauge if the school is fostering a positive and productive workplace. It's also important to look at the academic performance throughout each grade level. By reviewing these factors collectively, the board can gain a comprehensive understanding of the school's success and identify areas that may need additional focus.
How will you know at the end of five years of the schools is successful?	<p>To assess the school's success at the end of five years, the board can focus on:</p> <ol style="list-style-type: none"> 1. Parent Feedback: Regular surveys to gauge satisfaction with the school environment and communication. 2. Staff Satisfaction: Evaluating job satisfaction and retention rates among teachers and staff. 3. Academic Performance: Analyzing student performance metrics like test scores and graduation rates. 4. Extracurricular Engagement: Reviewing student participation in activities outside of academics. 5. Community Involvement: Assessing partnerships and engagement with the local community. 6. Diversity and Inclusion: Monitoring efforts to create an inclusive environment.

<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Create a clear and compelling mission for the school, coupled with well-defined educational objectives that resonate with and address the unique needs of the community it serves. Develop a comprehensive strategic plan that encompasses detailed budgeting, identifies diverse funding sources, and outlines financial projections to ensure responsible fiscal management and long-term sustainability. Recruit highly qualified and experienced educators, along with dedicated administrative staff, who are passionate about the school's mission and can foster an engaging and positive learning atmosphere. Design and implement a dynamic curriculum that not only meets or surpasses state standards but also incorporates cutting-edge teaching methodologies while emphasizing the development of critical thinking and problem-solving skills among students.</p>
<p>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?</p>	<p>By addressing the situation thoughtfully, you can help cultivate a governance environment that prioritizes the best interests of the school and its students. Handling a situation where board members are acting unethically or not in the best interests of the school requires a careful and thoughtful approach.</p> <p>I would address the board with documentation and ask for investigation to see if the evidence warrant further attention.</p>

Certification

I, George O. Hunt IV, 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 Charter School is true and correct in every respect.

Board Member's Signature

Signature

Date

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

MSWA

Board Member's Information

Board Members

Full name: Simona Janel Waters

Home Address: 14009 Perugia Way Apt 202

Business Name & Address:

Telephone No.: 305-332-7130

E-mail address: simona.waters@LegacyCharlotte.org

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒

Yes: ☐

Educational History

Nova Southeastern University
Barry University
Florida International University

Employment History

B.S. Criminal Justice, Florida International University,
M.S. Special Education, Barry University
M.S. Elementary Education, Nova Southeastern University
Ed. Specialist Reading Education, Nova Southeastern University

How were you recruited to join this Board of Directors?

I was recruited by founder Cynthia Johnson

Why do you wish to serve on the board of the proposed charter school?

It is my desire to provide every child deserves equal access to high-quality education and the opportunity to succeed, regardless of their background, socioeconomic status, race, gender, language, or ability. It is my belief that my ideals align with that of this board.

How were you recruited to join this Board of Directors?

See above

Why do you wish to serve on the board of the proposed charter school?

See above

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>I believe the role of public charter schools is to provide families with an alternative to the local school system.</p>
<p>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 can be an effective board member.</p>	<p>As a veteran educator with almost 30 years of experience working with students in grades K-12, I possess a deep expertise in standard-aligned curriculum development, differentiated instruction, and culturally responsive pedagogy. As a teacher leader I have experience designing and implementing instructional models that support diverse learning needs, including multilingual learners, students with disabilities, and gifted students. As a result of my advanced training in the field of Education I am skilled in formative and summative assessment design, data analysis, and using assessment results to inform instruction. Through the years I have served in various leadership roles enabling me to support my colleagues in reflective practice and professional growth.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>See above.</p>
<p>School Mission and Program</p>	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>MSWA will be distinguished and recognized for developing well-rounded students who have self-efficacy and are exceptionally educated.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>MSWA believes we need to do more than just 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 success in higher education and the 21st Century workforce</p>

What do you believe to be the characteristics of a successful school?	The school is a safe place and the culture of the school promotes learning. Students feel connected to staff, and healthy relationships are valued. The school and its classrooms reflect a "warm", caring environment. High expectations exist for staff, students, and parents.
How will you know that the school is succeeding (or not) in its mission?	Quarterly Benchmarks

Governance

Describe the role that the board will play in the school's operation.	The MSWA board will serve as an oversight for the school.
How will you know if the school is successful at the end of the first year of operation?	Quarterly/ Annual Evaluations
How will you know at the end of five years of the schools is successful?	Student Achievement
What specific steps will the charter school board need to take to ensure that the school is successful?	Progress Monitoring of staff and student achievement
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	If there is proof of misconduct or unethical practices I would agree to ask for the person's resignation.

Certification

I, Simona J. Waters, 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 MSVW Charter School is true and correct in every respect.

Board Member's Signature

Signature **Simona J. Waters**

Date **4/23/25**

**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 and the license validity. Click or tap here to enter text*

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) 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).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Simona Waters, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature [Signature] Date 4/24/25

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

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- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, George Hunt, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature [Signature] Date 4/24/25

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) 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).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Mark ~~Adams~~ Jones, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Mark Jones Date 4/24/25

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

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- 1) 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).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Cynthia Johnson, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature [Signature] Date 4/24/25

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) 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).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Melinda Jacobs-Gaudry, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature Melinda Jacobs-Gaudry Date 4-15-2025

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school	MSWA
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Board Member's Information

Board Members	Full name: Dr. Mark Anderson
	Home Address: 715 Galway Court
	Business Name & Address:
	Telephone No.: 704-287-5994
	E-mail address: flobabyboy1@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p style="text-align: center;">No: <input type="checkbox"/>x Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>Doctor of Education (Ed.D.) in Educational Administration, Grand Canyon University, Phoenix, AZ Master of Science/Educational Specialist (MS/ED.S) in Counseling Psychology, State University of New York at Albany, Albany, NY Master of Science (MS) in Special Education, City College of New York, NYC NY Bachelor of Art (BA) in Political Science and Sociology, State University of New York at Albany, Albany, NY</p>
<p>Employment History</p>	<p>Interim Part-time Administrator-Charlotte Mecklenburg School,(8/2022 - present) Charlotte, NC. Elementary School Principal, (7/2003-8/2018) Charlotte Mecklenburg Schools, Charlotte, NC Elementary School Principal, Summer School High School Principal, High School Assistant Principal (7/1995-6/2003) Salem-Keizer Schools, Salem, OR Guidance Counselor, Special Education Teacher, Related Service Specialist (7/1982-6/1995) New York City Public Schools, New York City, NY</p>

How were you recruited to join this Board of Directors?	Through a verbal discussion and request.
Why do you wish to serve on the board of the proposed charter school?	To share my expertise as an experienced educator to assist with the opening of this specific school.
How were you recruited to join this Board of Directors?	Through extensive verbal discussion and request.
Why do you wish to serve on the board of the proposed charter school?	To share my expertise as an experienced educator to assist with the opening of this school.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member purpose is to service the needs of children to perform at their highest academic level. This is done by representing students in numerous capacities and being their voice for funding and support for a complete education.
Describe any previous experience you have that is relevant to serving on the school's charter board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I have been a member of numerous boards and president for two of them. In my role as a board member, I was quite vocal about representing the needs of my constituents by meeting with state legislative members, presenting documents for supporting students and providing financial support if needed.
Describe the specific knowledge and experience that you would bring to the board.	As a 40-year experienced educator that have served as an administrator, teacher, advisor, and counselor, I bring a board understanding of how a school operates and maintains high standards through effective leadership and strong instructional practices. I have led high performing and challenging schools with diverse demographics in urban, rural and suburban areas.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The school's mission and guiding beliefs are the key components that a school should operate by each day. These components should be visible throughout the school and understood by students, staff, business partners and the community. The application of the mission and guiding beliefs should be evident in students learning, teachers' lesson plans and administrators documents and practices.
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What is your understanding of the school's proposed educational program?	My understanding of the school's proposed educational program is to provide a thorough academic program instructing students at different levels with an emphasis on music and entrepreneurship. It also provides supplementary courses for students who are academically challenged and advanced. The proposed program is well aligned with the standards of NCDPI.
What do you believe to be the characteristics of a successful school?	The characteristics of a successful school is an inviting and welcoming environment where students can learn at their own progress and introduced to advance courses in various genres.
How will you know that the school is succeeding (or not) in its mission?	The use of quarterly, biannual and annual academic assessments for students along with surveys that measure the school, environment and the social emotional learning of students.

Governance

Describe the role that the board will play in the school's operation.	The board should s as the overseer of the school with ongoing non-threatening evaluations to determine the effects of school activities and an open-door policy for the school leadership team.
How will you know if the school is successful at the end of the first year of operation?	The success of the school would be determined by using a measurement tool of social, emotional and academic development of students, along with feedback from parents and staff about the school.
How will you know at the end of five years of schools is successful?	The school should establish short and long-term goals that are measured quarterly to determine how the school meets specific established goals. These goals may be revised to meet the reality of the academic growth of students.
What specific steps will the school charter board need to take to ensure that the school is successful?	Quarterly meetings with the school's leadership team, parents and students. Make adjustments if needed and report back to the board with results.
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?	Those board members should privately meet with the president and vice-president to discuss the matter and if needed, bring it back to the general board for further discussion and decision.

Certification

I, Mark S. Anderson, 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 MSWA Charter School is true and correct in every respect.

Board Member's Signature

Signature Dr. Mark S. Anderson

Date March 11, 2025

**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 and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

Myrtis Simpson Walker Academy

Board Member's Information

Board Members

Full name: Cynthia Johnson

Home Address: 1443 Summer Coach Drive Charlotte, NC 28216

Business Name & Address: Myrtis Simpson Walker Youth Leadership Foundation, Inc. Charlotte, NC

Telephone, No.: 704-491-0176

E-mail address: msyouthleadership@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p>No: <input checked="" type="checkbox"/> X Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>Grand Canyon University: MA Educational Organization Leadership Hampton University: MA, Counseling Bethune Cookman University: BS, Psychology</p>
<p>Employment History</p>	<p>Charlotte Mecklenburg Schools: 2001 - Current Alamance Burlington Schools: 1999- 2001</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I am Chair and organizer for MSWA</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I am passionate about creating educational spaces where creativity and innovation are not only encouraged but integrated into the curriculum. A charter school focused on music and entrepreneurship presents a powerful opportunity to nurture students' artistic talents while equipping them with the mindset and skills to build sustainable futures.</p> <p>I believe deeply in the transformative power of music as a tool for self-expression, discipline, and connection, and I've seen firsthand how entrepreneurial thinking empowers young people to take ownership of their ideas and futures. Serving on this board aligns with my commitment to educational equity and my belief that all students should have access to programs that reflect their passions and potential.</p>

	<p>With my background in [insert your background—education, business, arts, community leadership, etc.], I'm eager to support the school's mission, help shape a strategic vision, and ensure we build a thriving, inclusive learning environment.</p>
How were you recruited to join this Board of Directors?	I am the Chair and founder of the Myrtis Simpson Walker Academy.
Why do you wish to serve on the board of the proposed charter school?	Please see above.
What is your understanding of the appropriate role of a public charter school board member?	The Charter Board oversees the school and ensures that policies and procedures are being followed.
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 can be an effective board member.	I do not have experience working on other charter boards but working on my current charter for almost 10 years has given me the knowledge to understand the process. I have also visited and researched other charter schools and spoken to charter school leaders that have advised me.
Describe the specific knowledge and experience that you would bring to the board.	I am a school counselor with almost 30 years of experience. Working with children has afforded me the opportunity to observe what is needed and how to ensure that they will be prepared for their future. Leading a Non-Profit for Youth (Myrtis Simpson Walker Youth Leadership Foundation, Inc.) has given me the experience to do the work in the community to provide the necessary resources that our families need.
School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The proposed charter school focusing on music and entrepreneurship aims to cultivate a dynamic learning environment where students can develop both their artistic talents and business acumen. The mission of the school is likely centered on blending the creative world of music with the practical skills required to succeed in entrepreneurship. This mission would encourage students to think critically, innovate, and apply their artistic skills in real-world contexts.

What is your understanding of the school's proposed educational program?	MSWA will be using Amplify and Eureka Curriculum. Music and entrepreneurship will be integrated into core subjects which support the mission and vision of MSWA.
What do you believe to be the characteristics of a successful school?	Staff members working together to benefit the whole child. Parents working with staff members to ensure that their child is succeeding inside and outside of school (volunteering 25 hours a month).
How will you know that the school is succeeding (or not) in its mission?	Students are continuing to grow academically as music and entrepreneurship are a benefit to promote the whole child.
Governance	
Describe the role that the board will play in the school's operation.	The Board will ensure that policies and procedures are being followed. We will support the Head of School as needed for this person to be in charge of staff.
How will you know if the school is successful at the end of the first year of operation?	The Academic Data, Parent and Community Support
How will you know at the end of five years of the schools is successful?	We have continued to grow academically (data); Community Support has increased and we continue to grow the whole child.
What specific steps will the charter school board need to take to ensure that the school is successful?	<ol style="list-style-type: none"> 1. Continuing to have Monthly Board Meetings. 2. Board Training to ensure that we are up to date on the latest information as it relates to policies, procedures. 3. Making sure to review school data and working with parents and staff members.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would inform the Board Chair and include it as an agenda item on the next board meeting.

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 Charter School is true and correct in every respect.

Board Member's Signature

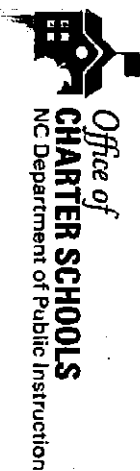
Signature



Date

5/23/25

**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 and the license validity. Click or tap here to enter text.*



Charter School Board Member Information Form

Agree: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

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School Information

Name of charter school	MSW Academy
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Board Member's Information

Board Members	Full name: Ursula Jacobs-Guidry
	Home Address: 5922 Meadow Hill Dr. Charlotte NC 28212
	Business Name & Address:
	Telephone No.: 980-403-5188
	E-mail address: ujguidry@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒ Yes: ☐

Educational History

Stacy University Master in Education (Instructional Technology)
North Carolina Central University Masters in Library Science
Salem College B.A. in Sociology/Minor in Non-Profit Management
NC DPI Teaching License Middle/Secondary and Computer Education
Indorsement
NC Public Librarian Certification

Employment History

Library Director Archdiocese of Baltimore (Jesuit College and Theological Seminary) (November 2022 Present)
English for Speakers of Other Languages (ESOL) Instructor (Part-time) SPCL (July 2022 - December 2023)
Middle Tech Coordinator (Charlottesville Mecklenburg Schools) (August 2017 Present)
Learning Resource Center Manager Shaver University (August 2014 August 2017)
Family Literacy Coordinator/Supervisor, Charlotte Mecklenburg Library (August 2012 - August 2014)

How were you recruited to join this Board of Directors?

I was recruited by the board, while serving the community

Why do you wish to serve on the board of the proposed charter school?

To advocate for the needs of the school and help foster strong relationships with stakeholders. To help set the long-term vision for the school, establish policies, and support the leadership team in achieving the school's mission.

How were you recruited to join this Board of Directors?

I was recruited by the board, while serving the community

Why do you wish to serve on the board of the proposed charter school?

I was recruited by the board, while serving the community

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

Serving on the board is a vital role that helps guide the charter school in providing quality education and ensuring its sustainability.

<p>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 can be an effective board member.</p>	<p>I have a Master in Library Science and Masters in Education Instructional Technology. I have several years of experience as a program manager working with diverse populations. Currently, I work primarily remotely as the Library Director at Charlotte Christian College and Charlotte Mecklenburg School as the Media/Digital Literacy Coordinator teaching media/information literacy and AVID. Also, I collaborate with my colleagues to support instruction in all subjects with best practices in research skills and demonstrate digital apps. My previous position was the Learning Resource Center (LRC) Manager/ Literacy Technology Instructor at Strayer University. In this position, I collaborated with faculty to provide research and writing assistance to students and managed all aspects of the library and LCR while working as a Family Literacy Coordinator in the Outreach Department for Charlotte Mecklenburg Library my major responsibilities included building long lasting partnerships with schools, community agencies and volunteers. Plus, I provided culturally relevant library services, programming and references to patrons who had challenges and could not visit a branch. I was appointed co-chair of the Storyvine Team and developed and implemented storytelling events in North and South Carolina.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>believe in staying current with the latest trends and sharing information with colleagues and students and their families. At the same time, I have provided opportunities for my staff to develop and enhance their skills. There is no problem with me performing the more difficult or complex professional duties including performing administrative tasks, writing reports, staff evaluations, and performing statistical analyses.</p>
<p style="text-align: center;">School Mission and Program</p>	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The mission highlights of Johnson approach to education that goes beyond traditional academics to prepare students for the future in a dynamic and meaningful way.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The goal is to provide a space where children are nurtured—meaning they are cared for and supported emotionally, socially, and intellectually. By doing so, the school aims to help students develop important qualities like responsibility, empathy, and resilience.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>In essence, the mission highlights a holistic approach to education that goes beyond traditional academics to prepare students for the future in a dynamic and meaningful way.</p>

<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Students demonstrate a solid grasp of core subjects and also apply critical thinking, creativity, and innovation in their work. They are able to tackle complex problems and generate new ideas.</p>
<p>Describe the role that the board will play in the school's operation.</p>	<p>Secretary plays a critical role in the governance structure of an organization, typically a nonprofit, corporation, or school. Their primary responsibilities include ensuring that the board functions smoothly, that records are accurately kept, and that legal and regulatory requirements are met.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Success Indicators:</p> <ul style="list-style-type: none"> • Student Progress: Are students showing noticeable academic improvement, both in core subjects and in critical thinking? Are they more engaged and curious in their learning? • Creative Problem-Solving: Students demonstrate the ability to apply innovative thinking in projects, problem-solving tasks, and class activities.
<p>How will you know at the end of five years of the school's success?</p>	<p>Consistent Academic Improvement: Students show strong academic growth over the years, with high graduation rates, college acceptance, or career readiness, depending on the school's focus. There's a demonstrated ability for students to tackle complex problems and think critically.</p>

<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Action: Clearly define and communicate the school's mission, vision, and core values to all stakeholders—students, parents, teachers, staff, and the community.</p> <p>Why It Matters: A strong, well-articulated mission serves as the foundation for all decision-making, ensuring the school remains focused on its goals of nurturing, character-building, and fostering innovation.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Develop and review the mission and vision regularly to ensure alignment with the school's practices. • Communicate the mission clearly to all school stakeholders, ensuring everyone understands and is committed to the goals.
<p>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?</p>	<p>Action: Before taking any formal steps, thoroughly assess the situation. Gather facts, understand the nature of the unethical behavior, and ensure that there's clarity around how the actions are impacting the school.</p> <p>Why It Matters: It's important to have a clear understanding of the situation before responding to avoid misunderstandings or misinterpretations of the board member's actions.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Investigate the specific actions that appear unethical or contrary to the best interests of the school. • Review relevant board policies, codes of ethics, and the school's mission to determine if the board member's actions are in violation.

Certification

I, Ursula Jacobs-Guidry, 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 School is true and correct in every respect.

Board Member's Signature

Signature

Donald A. Widdall

Date

4-25-2005

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 and the license validity. Check off (S) from the table below.

Charter School Board Member Information Form

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School Information

Name of charter school

Click or tap here to enter text.

Board Member's Information

4

Full name: George O. Hunt IV

Home Address: 1614 Meadowlark Landing Dr Charlotte, NC 28216

Business Name & Address:

Telephone No.: 704 277 3214

E-mail address: tpercussion1@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p>No: <input type="checkbox"/> x Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>I received my undergraduate degree from Norfolk State University in 2000 in Music education.</p>
<p>Employment History</p>	<p>Please see my resume</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was recruited by Cynthia Johnson.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I have a passion for helping youth achieve their highest level of success.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Cynthia Johnson spoke to me about the mission and vision of MSWA and why she is starting the school.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I have a passion for helping youth achieve their highest level of success. I believe in the mission of the school and that youth need to be focused on.</p>

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>Ultimately, board members prioritize student success and a supportive learning environment. I am deeply committed to empowering youth to reach their fullest potential. I wholeheartedly support the school's mission and recognize the importance of providing young men with the focus and guidance they need to thrive.</p>
<p>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 can be an effective board member.</p>	<p>I do not have previous experience with a charter school board; however, I have held successful leadership positions in both educational and corporate environments. My passion for cultivating the future, along with my past experiences and unwavering support, will help advance MSW to the forefront of charter schools.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I would bring a diverse set of knowledge and experience to board. My roles in both educational and corporate settings have equipped me with skills in strategic planning, team management, and performance evaluation.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The school's mission revolves around fostering a nurturing and inclusive environment that promotes learning, personal growth, and community engagement. MSW emphasizes the importance of academic excellence, critical thinking, and preparing students for future challenges through music and entrepreneurship.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The educational program focuses on creating a supportive learning environment through community engagement and inclusivity. It prioritizes academic excellence with a challenging curriculum that fosters critical thinking through music and entrepreneurship.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>Most successful schools typically have several key components. Some of the components, but not limited to, are community engagement, inclusivity, academic excellence, and strong leadership. Together, these traits can create an environment of nurturing to foster a supportive atmosphere where students feel safe and valued.</p>

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

The indicators that can determine if the school is succeeding in its mission are overall test scores, academic performance, social and emotional development, and staff satisfaction and retention.

Governance

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

The board plays a critical role in the school's operation by providing governance, oversight, and strategic direction. The responsibilities include:

1. **Policy Development:** The board establishes policies that guide the school's operations, ensuring they align with the school's mission and educational goals.

2. **Financial Oversight:** They are responsible for approving budgets, ensuring that resources are allocated effectively to support academic programs and initiatives.

3. **Accountability:** The board monitors the school's performance through data on test scores, academic performance, and other indicators of success. This helps ensure that the school meets its educational objectives.

4. **Support for Leadership:** The board works closely with the school administration to support and evaluate the effectiveness of school leadership, helping to promote a positive and productive educational environment.

5. **Community Engagement:** They act as a bridge between the school and the community, fostering relationships and encouraging community involvement to enhance the school's mission.

6. **Advocacy:** The board advocates for the school's needs, whether in terms of funding, policy changes, or public support, ensuring that the school remains a vital part of the community.

By fulfilling these roles, the board contributes to the overall success and sustainability of the school, helping to create a supportive environment for students, staff, and the wider community. The indicators that can determine if the school is succeeding in its mission are overall test scores, academic performance, social and emotional development, and staff satisfaction and retention. The indicators that can determine if the school is succeeding in its mission are overall test scores, academic

	performance, social and emotional development, and staff satisfaction and retention.
How will you know if the school is successful at the end of the first year of operation?	The board can determine if MSW is successful at the end of its first year of operation by evaluating parent feedback. Evaluating staff surveys on job satisfaction can help gauge if the school is fostering a positive and productive workplace. It's also important to look at the academic performance throughout each grade level. By reviewing these factors collectively, the board can gain a comprehensive understanding of the school's success and identify areas that may need additional focus.
How will you know at the end of five years of the schools is successful?	<p>To assess the school's success at the end of five years, the board can focus on:</p> <ol style="list-style-type: none"> 1. Parent Feedback: Regular surveys to gauge satisfaction with the school environment and communication. 2. Staff Satisfaction: Evaluating job satisfaction and retention rates among teachers and staff. 3. Academic Performance: Analyzing student performance metrics like test scores and graduation rates. 4. Extracurricular Engagement: Reviewing student participation in activities outside of academics. 5. Community Involvement: Assessing partnerships and engagement with the local community. 6. Diversity and Inclusion: Monitoring efforts to create an inclusive environment.

<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Create a clear and compelling mission for the school, coupled with well-defined educational objectives that resonate with and address the unique needs of the community it serves. Develop a comprehensive strategic plan that encompasses detailed budgeting, identifies diverse funding sources, and outlines financial projections to ensure responsible fiscal management and long-term sustainability. Recruit highly qualified and experienced educators, along with dedicated administrative staff, who are passionate about the school's mission and can foster an engaging and positive learning atmosphere. Design and implement a dynamic curriculum that not only meets or surpasses state standards but also incorporates cutting-edge teaching methodologies while emphasizing the development of critical thinking and problem-solving skills among students.</p>
<p>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?</p>	<p>By addressing the situation thoughtfully, you can help cultivate a governance environment that prioritizes the best interests of the school and its students. Handling a situation where board members are acting unethically or not in the best interests of the school requires a careful and thoughtful approach.</p> <p>I would address the board with documentation and ask for investigation to see if the evidence warrant further attention.</p>

Certification

I, George O. Hunt IV, 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 Charter School is true and correct in every respect.

Board Member's Signature

Signature 	Date <u>5/03/05</u>
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Charter School Board Member Information Form

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School Information

Name of charter school

MSWA

Board Member's Information

Board Members

Full name: Simona Janel Waters

Home Address: 14009 Perugia Way Apt 202

Business Name & Address:

Telephone No.: 305-332-7130

E-mail address: simona.waters@LegacyCharlotte.org

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒ Yes: ☐

Educational History

Nova Southeastern University
Barry University
Florida International University

Employment History

B.S. Criminal Justice, Florida International University,
M.S. Special Education, Barry University
M.S. Elementary Education, Nova Southeastern University
Ed. Specialist Reading Education, Nova Southeastern University

How were you recruited to join this Board of Directors?

I was recruited by founder Cynthia Johnson

Why do you wish to serve on the board of the proposed charter school?

It is my desire to provide every child deserves equal access to high-quality education and the opportunity to succeed, regardless of their background, socioeconomic status, race, gender, language, or ability. It is my belief that my ideals align with that of this board.

How were you recruited to join this Board of Directors?

See above

Why do you wish to serve on the board of the proposed charter school?

See above

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>I believe the role of public charter schools is to provide families with an alternative to the local school system.</p>
<p>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 can be an effective board member.</p>	<p>As a veteran educator with almost 30 years of experience working with students in grades K-12, I possess a deep expertise in standard-aligned curriculum development, differentiated instruction, and culturally responsive pedagogy. As a teacher leader I have experience designing and implementing instructional models that support diverse learning needs, including multilingual learners, students with disabilities, and gifted students. As a result of my advanced training in the field of Education I am skilled in formative and summative assessment design, data analysis, and using assessment results to inform instruction. Through the years I have served in various leadership roles enabling me to support my colleagues in reflective practice and professional growth.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>See above.</p>
<p>School Mission and Program</p>	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>MSWA will be distinguished and recognized for developing well-rounded students who have self-efficacy and are exceptionally educated.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>MSWA believes we need to do more than just 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 success in higher education and the 21st Century workforce</p>

What do you believe to be the characteristics of a successful school?	The school is a safe place and the culture of the school promotes learning. Students feel connected to staff, and healthy relationships are valued. The school and its classrooms reflect a "warm", caring environment. High expectations exist for staff, students, and parents.
How will you know that the school is succeeding (or not) in its mission?	Quarterly Benchmarks

Governance

Describe the role that the board will play in the school's operation.	The MSWA board will serve as an oversight for the school.
How will you know if the school is successful at the end of the first year of operation?	Quarterly/ Annual Evaluations
How will you know at the end of five years of the schools is successful?	Student Achievement
What specific steps will the charter school board need to take to ensure that the school is successful?	Progress Monitoring of staff and student achievement
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	If there is proof of misconduct or unethical practices I would agree to ask for the person's resignation.

Certification

I, Simona J. Waters, 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 MSVW Charter School is true and correct in every respect.

Board Member's Signature

Signature **Simona J. Waters**

Date **4/23/25**

**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 and the license validity. Click or tap here to enter text.*

Dr. Mark S. Anderson

715 Galway Court

Matthews, NC 28104

Telephone-(704) 287-5994

Education

Ed.D-Doctor of Education Educational Administration Grand Canyon University, Phoenix, AZ, 2020

MS-Master of Science, Special Education, City College of New York, New York, NY

MS/Ed.S-Masters of Science/Educational Specialist in Counseling Psychology, State University of New York at Albany, SUNYA 1979

BA-Bachelor of Arts in Political Science and Sociology, State University of NY at Albany, 1979

Work History

Interim School Administrator, 2022-present

Charlotte-Mecklenburg Schools, Charlotte, NC

-Servicing as interim principal and assistant principal at various elementary, middle and high schools throughout the Charlotte Mecklenburg School district.

Elementary School Principal, 7/2003 – 6/2018

=Serviced as distinguished principal for 15 years and maintained a high level of achievement for all subgroups. Awarded North Carolina 2015 Principal of Year from the North Carolina Education Association; supervised teaching and nonteaching staff of 65 and more employees annually.

Elementary School Principal, Summer School High School Principal, and High School Assistant Principal, Salem-Keizer Schools, Salem, OR 7/1995 – 6/2003

-Serviced in various principal roles at different school levels with a diverse student population, awarded the school district Crystal Apple Award for distinguish service as an educator, supervised a large high school student body, trained and supervised incoming and tenure teachers and staff.

Guidance Counselor/Related Service Specialist/Special Education Teacher, New York City Public Schools, New York, NY 7/1983-6/1995

-Serviced as a counselor, special education teacher and homebound students service specialist for schools throughout New York City with a focus on schools in the Bronx. Taught a diverse population of students with various learning, social and emotional needs. Excellent relations with parents, students and community. Volunteered and participated in numerous community activities.

References furnished 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

Ursula Jacobs-Guidry, MLS MEd
Charlotte, NC ujguidry@gmail.com

Leadership Summary

- Facilitated “Current Trends and Tips for Faculty in Instructional Technology”
- Webinars and in-person training for families on how to access Canvas and educational apps.
- Academic Compliance Committee
- Digital Strategy Steering Committee
- Chaired Equity Committee
- Enhanced Writing and Career Center (Career Coaching)
- Lead Strayer @ Work Team
- Established the First Youth Literacy Symposium for Charlotte Mecklenburg Library
- Developed E-Learning Resources and Tools and increased online engagement
- Lead Literacy Outreach projects
- Facilitated gaming and animation workshops.
- AI Libraries Conference
- Grow with Google
- Board Member (Vice Chair) Pearls For Empowerment
- Board Member (Secretary) MSWAcademy

DIGITAL SUMMARY

Video Editors	MicroSoft Office/ Teams	Web Design
Wordpress	Apple/MAC	Online Animation
AI Technology	Google Educator	BlackBoard/Canvas/Populi
Social Media	Zoom	Moodle
Online databases	Presentation Software	Genealogy
E-Books and E-Readers	Screencasting	Adobe Suite

PROFESSIONAL EMPLOYMENT

Library Director/Archivist Charlotte Christian College and Theological Seminary (November 2023-Present)

English for Speakers of Other Languages (ESOL) Instructor (Part-Time) SPCC (July 2023- December 2023)

Media/Tech Coordinator Charlotte Mecklenburg Schools (August 2017 – Present)

Learning Resource Center Manager Strayer University (August 2014 – August 2017)

Family Literacy Coordinator/Supervisor, Charlotte Mecklenburg Library (August 2012- August 2014)

Responsible for overseeing the daily operations and strategic direction of the library and archive services. This role integrates management responsibilities, preservation of historical records, and the advancement of technological services to ensure accessibility and efficiency in library and archival systems. The individual will lead and collaborate with staff to promote access to resources, information, and technology, ensuring that these services meet the needs of the community and stakeholders. Responsible for teaching English to non-native speakers, helping them improve their speaking, listening, reading, and writing skills. The goal is to enable students to communicate effectively in English in both everyday situations and academic or professional settings.

EDUCATION Strayer University **Master in Education (Instructional Technology)**
North Carolina Central University **Masters in Library Science**

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	Aug. 2001 to Current
Charlotte Mecklenburg School System- Charlotte, NC School Counselor	Aug 1999 to June 2001
Alamance-Burlington School System- Burlington, NC	

Education

Master of Arts Degree December, 2010
Grand Canyon University
Educational Leadership

Master of Arts, Counseling , May, 1998

SIMONA J.WATERS

Charlotte, NC

305-332-7130

simona.waters@LegacyCharlotte.org

CAREER OBJECTIVE

Every student deserves equal access to high-quality education and the opportunity to succeed, regardless of their background, socioeconomic status, race, gender, language, or ability.

EDUCATION

B.S. Criminal Justice, Florida International University,
M.S. Special Education, Barry University
M.S. Elementary Education, Nova Southeastern University
Ed. Specialist Reading Education, Nova Southeastern University

WORK EXPERIENCE

English Language Arts Teacher /Middle School (6-8)**Current**
Special Education Teacher/ Alternative Education (9-12)
Special Education Teacher/ Elementary School (K-5)
Reading Teacher (K-6)
ESL Teacher/ Adult Education

LEADERSHIP

Grade Level Chair-**Current**
Special Education Chair
Lead Teacher
Site Director/Coordinator
Testing Coordinator

PROFESSIONAL ORGANIZATIONS /AFFILIATIONS

Delta Sigma Theta Sorority Inc
Urban League of Charlotte
Council for Exceptional Children
National Education Association

CERTIFICATION/ LICENSURE

Elementary Education (K-6)
Special Education (K-12)
English as a Second Language (K-12)
Reading (K-12)

AWARDS/ RECOGNITIONS

The Education Fund Gant Recipient
(Miami, Florida)

Teacher of the Year Nominee
Charlotte East Language Academy
(Charlotte, North Carolina)

Teacher of the Year
Phyllis Ruth Miller Elementary (Miami,
Florida)

Teacher of the Year
Thena C. Crowder Elementary (Miami,
Florida)



P.O. Box 12151 Raleigh, NC 27605
(919) 747-3723 – Office

April 24, 2025

Myrtis Simpson Walker Academy
Charlotte, North Carolina
Attention: Mrs. Cynthia Johnson

RE: Legacy Impact Group Financial Support

Dear Mrs. 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 supporting Myrtis Simpson Walker Academy 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 funding or a grant, Legacy Impact Capital shall secure a line of credit for the school up to \$75,000 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
Board Chair



Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.

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.

I. School Information

Name of charter school	Myrtis Simpson Walker Academy
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II. Selected Board Attorney

<p>❖ The selected Board Attorney 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.</p> <p>No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> X Not yet identified: <input type="checkbox"/></p>	Name of Selected Board Attorney:	
	Lisa Stella	
	Business/Law Firm Name: Stella Law	
	Business Address: 4711 Hope Valley Road, Durham, NC 27707	
	Telephone No.: 919-274-5719	
E-mail address: lisa@stella-law.com		

III. Selected Board Auditor

❖ The selected Board Auditor 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 Selected Board Auditor:
No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/>		PLEASE REVIEW THE CHARTER APPLICATION FOR OUR OPTIONS.
		Business/Firm Name: Click or tap here to enter text.
		Business Address: Click or tap here to enter text.
		Telephone No.: Click or tap here to enter text.
		Email address: Click or tap here to enter text.

IV. Selected CMO/EMO

❖ 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 Selected Management Organization:
No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input type="checkbox"/>	Click or tap here to enter text.
	Business Address: Click or tap here to enter text.
	Telephone No.: Click or tap here to enter text.
	Email address: Click or tap here to enter text.

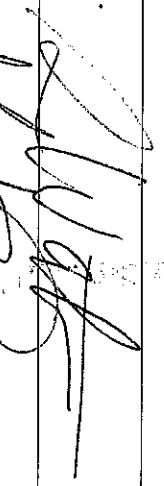
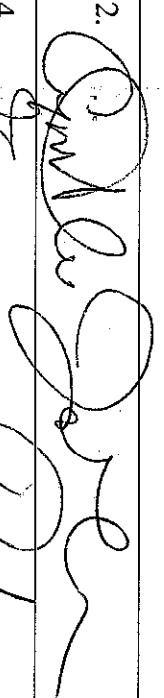



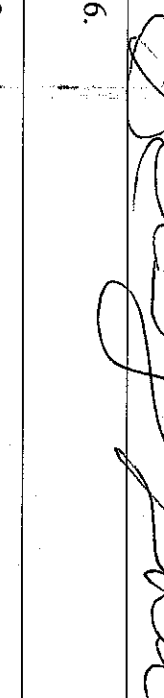
V. Selected Financial Management Service Provider

<p>❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> x Not yet identified: <input type="checkbox"/></p>	<p>Name of Selected Financial Management Service Provider:</p> <p>TIME VALUE ACCOUNTING (SAMANTHA AMARAL)</p> <p>Business Address: Click or tap here to enter text.</p> <p>Telephone No.: Click or tap here to enter text.</p> <p>Email address: SAMANTHA@TIMEVALUEACCOUNTING.COM</p>
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VI. Selected Infinite Campus Service Provider

<p>❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate Powerschool, that service provider has reviewed all of the financial processes and services provided.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/> x</p>	<p>Name of Selected PS or IC Service Provider:</p> <p>WE HAVE IDENTIFIED TWO OPTIONS FOR REVIEW.</p> <p>Business Address: Click or tap here to enter text.</p> <p>Telephone No.: Click or tap here to enter text.</p> <p>Email address: Click or tap here to enter text.</p>
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VII. Signatures of All Charter Board Members

1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	
11.		12.	
13.		14.	
15.		16.	

VIII. Certification of Board Chair

I, CYNTHIA L. 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 Charter Schools Review Board as Click or tap here to enter text. Charter School is true and correct in every respect.

Signature 	Date 4/24/05
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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

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1: 600-Char.-Mecklenburg

What percentage of students from

LEA #2:

What percentage of students from

LEA #3:

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	600			600			600
Kindergarten	45			45			45
Grade 1	45			47			47
Grade 2	45			49			47
Grade 3	45			48			45
Grade 4	45			47			50
Grade 5	45			48			50
Grade 6				40			42
Grade 7							40
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	270	0	0	324	0	0	366

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



ects to enroll. In addition,
ose on the initial cover page.

imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	12%
---	-----

the LEA selected above will qualify for EC funding?	
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the LEA selected above will qualify for EC funding?	
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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			55		
		50			56		
		50			53		
		50			55		
		55			58		
		53			55		
		45			50		
		42			45		
		40			45		
0	0	435	0	0	472	0	0

et 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	\$6,390.31	270	\$1,725,383.70
Local Funds	\$3,840.20	270	\$1,036,854.00
State EC Funds	\$5,365.09	32	\$173,828.92
Federal EC Funds	\$1,514.35	32	\$49,064.94
Total:			\$2,985,131.56

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
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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 may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,725,384	\$ 2,070,460	\$ 2,338,853	\$ 2,779,785
Local Per Pupil Funds	\$ 1,036,854	\$ 1,244,225	\$ 1,405,513	\$ 1,670,487
State EC Funds	\$ 173,829	\$ 208,595	\$ 235,635	\$ 280,058
Federal EC Funds	-	\$ 49,065	\$ 66,510	\$ 79,049
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,936,067	\$ 3,572,345	\$ 4,046,512	\$ 4,809,379

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

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



on federal funding in

Year 5	
\$	3,016,226
\$	1,812,574
\$	303,879
\$	85,773
\$	5,218,452

additional questions by
erating budget, please
these funds. If these

dix 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	\$ 95,000	\$ 95,000	1	\$ 95,000	\$ 95,000	1	\$ 95,000	\$ 95,000	1	\$ 95,000	\$ 95,000	1	\$ 95,000	\$ 95,000
Assistant Administrator		\$ -	\$ -	1	\$ 70,000	\$ 70,000	1	\$ 70,000	\$ 70,000	1	\$ 70,500	\$ 70,500	1	\$ 71,000	\$ 71,000
Finance Officer	1		\$ -	1	\$ 42,500	\$ 42,500	1	\$ 42,500	\$ 42,500	1	\$ 43,000	\$ 43,000	1	\$ 43,000	\$ 43,000
Clerical	1	\$ 35,000	\$ 35,000	1	\$ 35,000	\$ 35,000	1	\$ 36,000	\$ 36,000	1	\$ 36,000	\$ 36,000	1	\$ 36,500	\$ 36,500
Food Service Staff	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,500	\$ 40,500	1	\$ 40,500	\$ 40,500	1	\$ 41,000	\$ 41,000
Custodians		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Transportation Staff		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Outreach Director	1	\$ 70,000	\$ 70,000	1	\$ 70,000	\$ 70,000	1	\$ 70,000	\$ 70,000	1	\$ 70,000	\$ 70,000	1	\$ 70,000	\$ 70,000
On-Site Social Worker	1	\$ 48,000	\$ 48,000	1	\$ 48,000	\$ 48,000	1	\$ 48,500	\$ 48,500	1	\$ 48,500	\$ 48,500	1	\$ 49,000	\$ 49,000
Legal Counsel/Representative		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Dean	1	\$ 66,000	\$ 66,000	1	\$ 66,000	\$ 66,000	1	\$ 66,000	\$ 66,000	1	\$ 67,000	\$ 67,000	1	\$ 67,500	\$ 67,500
Stipend s	15	\$ 3,500	\$ 52,500	15	\$ 3,500	\$ 52,500	16	\$ 3,500	\$ 56,000	16	\$ 3,500	\$ 56,000	16	\$ 3,500	\$ 56,000
Total Admin and Support:	22		\$ 406,500	23		\$ 519,000	24		\$ 524,500	24		\$ 526,500	24		\$ 529,000
Instructional Personnel															
Core Content Teacher(s)	12	\$ 50,000	\$ 600,000	15	\$ 50,000	\$ 750,000	16	\$ 52,000	\$ 832,000	18	\$ 53,000	\$ 954,000	19	\$ 55,000	\$ 1,045,000
Electives/Specialty Teacher(s)	3	\$ 45,000	\$ 135,000	4	\$ 45,000	\$ 180,000	5	\$ 46,000	\$ 230,000	5	\$ 46,000	\$ 230,000	6	\$ 46,000	\$ 276,000
Exceptional Children Teacher(s)	1	\$ 45,000	\$ 45,000	2	\$ 45,000	\$ 90,000	2	\$ 45,500	\$ 91,000	2	\$ 45,500	\$ 91,000	2	\$ 46,000	\$ 92,000
Instructional Support		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Teacher Assistants	4	\$ 20,000	\$ 80,000	4	\$ 20,000	\$ 80,000	4	\$ 20,000	\$ 80,000	4	\$ 20,000	\$ 80,000	4	\$ 20,000	\$ 80,000
EC Teacher Assistants	1	\$ 22,000	\$ 22,000	1	\$ 22,000	\$ 22,000	1	\$ 22,500	\$ 22,500	1	\$ 22,500	\$ 22,500	1	\$ 23,000	\$ 23,000
Computer Studies Teachers	1	\$ 20,000	\$ 20,000	1	\$ 20,000	\$ 20,000	1	\$ 20,000	\$ 20,000	1	\$ 20,000	\$ 20,000	1	\$ 20,000	\$ 20,000
*** Edit text as needed. ***		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel:	22		\$ 902,000	27		\$ 1,142,000	29		\$ 1,275,500	31		\$ 1,397,500	33		\$ 1,536,000
Total Admin, Support and Instructional Personnel:	44		\$ 1,308,500	50		\$ 1,661,000	53		\$ 1,800,000	55		\$ 1,924,000.00	57		\$ 2,065,000

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	6	\$ 6,500	\$ 39,000	7	\$ 6,500	\$ 45,500	7	\$ 6,500	\$ 45,500	7	\$ 6,500	\$ 45,500	7	\$ 6,500	\$ 45,500
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	6	\$ 1,356	\$ 8,136	7	\$ 1,356	\$ 9,492	7	\$ 1,356	\$ 9,492	7	\$ 1,356	\$ 9,492	7	\$ 1,356	\$ 9,492
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability	6	\$ 655	\$ 3,930	6	\$ 655	\$ 3,930	7	\$ 655	\$ 4,585	7	\$ 655	\$ 4,585	7	\$ 655	\$ 4,585
Medicare	6	\$ 2,802	\$ 16,812	7	\$ 2,802	\$ 19,614	7	\$ 2,802	\$ 19,614	7	\$ 2,802	\$ 19,614	7	\$ 2,082	\$ 14,574
Social Security	6	\$ 452	\$ 2,712	7	\$ 452	\$ 3,164	7	\$ 452	\$ 3,164	7	\$ 452	\$ 3,164	7	\$ 452	\$ 3,164
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Total Admin and Support Benefits:			\$ 70,590			\$ 81,700			\$ 82,355			\$ 82,355			\$ 77,315
Instructional Personnel Benefits															
Health Insurance	22	\$ 6,500	\$ 143,000	24	\$ 6,500	\$ 156,000	27	\$ 6,500	\$ 175,500	30	\$ 6,500	\$ 195,000	35	\$ 6,500	\$ 227,500
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	22	\$ 1,228	\$ 27,016	24	\$ 1,250	\$ 30,000	27	\$ 1,262	\$ 34,074	30	\$ 1,271	\$ 38,130	35	\$ 1,281	\$ 44,835
Social Security	22	\$ 2,539	\$ 55,858	24	\$ 2,583	\$ 61,992	27	\$ 2,608	\$ 70,416	30	\$ 2,627	\$ 78,810	35	\$ 2,647	\$ 92,645
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	22	\$ 594	\$ 13,068	24	\$ 604	\$ 14,496	27	\$ 610	\$ 16,470	30	\$ 614	\$ 18,420	35	\$ 619	\$ 21,665
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Unemployment	22	\$ 409	\$ 8,998	24	\$ 417	\$ 10,008	27	\$ 421	\$ 11,367	30	\$ 424	\$ 12,720	35	\$ 427	\$ 14,945
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 247,940			\$ 272,496			\$ 307,827			\$ 343,080			\$ 401,590
Total Personnel Benefits:			\$ 318,530			\$ 354,196			\$ 390,182			\$ 425,435			\$ 478,905
Total Admin & Support Personnel (Salary & Benefits):	22		\$ 477,090	23		\$ 600,700	24		\$ 606,855	24		\$ 608,855.00	24		\$ 606,315
Total Instructional Personnel (Salary & Benefits):	22		\$ 1,149,940	27		\$ 1,414,496	29		\$ 1,583,327	31		\$ 1,740,580	33		\$ 1,937,590
TOTAL PERSONNEL:	44		\$ 1,627,030	50		\$ 2,015,196	53		\$ 2,190,182	55		\$ 2,349,435	57		\$ 2,543,905

*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	\$	4,500.00	\$ 1,500.00	\$ 1,500.00
Paper	\$	3,300.00	\$ 3,950.00	\$ 4,650.00
Computers & Software	\$	4,500.00	\$ 750.00	\$ 750.00
Communications & Telephone	\$	4,200.00	\$ 5,150.00	\$ 5,950.00
Copier leases	\$	10,000.00		\$ 5,500.00
Other				
Bank Fees	\$	500.00	\$ 545.20	\$ 650.62
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	\$	23,500.00	\$ 12,000.00	\$ 12,000.00
Financial	\$	47,000.00	\$ 47,000.00	\$ 47,000.00
EC Services	\$	28,500.00	\$ 28,500.00	\$ 28,500.00
Repairs	\$	25,000.00	\$ 25,000.00	\$ 25,000.00
Facilities				
Facility Lease/Mortgage	\$	600,000.00	\$ 600,000.00	\$ 600,000.00
Maintenance	\$	23,000.00	\$ 23,000.00	\$ 25,000.00
Custodial Supplies	\$	2,500.00	\$ 2,500.00	\$ 2,500.00
Custodial Contract	\$	22,000.00	\$ 22,000.00	\$ 22,000.00
Insurance (pg19)	\$	23,500.00	\$ 27,416.67	\$ 31,333.34
Security	\$	25,000.00	\$ 25,000.00	\$ 25,000.00
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	\$ 160,000.00	\$ 160,000.00	\$ 200,000.00
Gas			
Oil/Tires & Maintenance			
Other			
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 3,500.00	\$ 3,700.10	\$ 4,200.20
Child nutrition	\$ 50,000.00	\$ 100,000.00	\$ 110,000.00
Travel			
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 1,135,300.00	\$ 1,161,875.31	\$ 1,233,980.84

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Classroom/Student Devices Software (LMS, SIS, etc.) Hardware Other				
	\$ 5,000.00	\$ 5,750.00	\$ 6,500.00	
	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00	
Instructional Contract				
Staff Development Fixed Experience	\$ 20,000.00	\$ 23,333.33	\$ 26,666.66	
	\$ 7,500.00	\$ 10,000.00	\$ 12,500.00	
Books and Supplies				
Instructional Materials Curriculum/Texts Copy Paper Testing Supplies Other Music Supplies	\$ 500.00	\$ 583.33	\$ 666.66	
	\$ 4,500.00	\$ 7,500.00	\$ 7,500.00	
	\$ 5,500.00	\$ 6,000.00	\$ 6,500.00	
Total Instructional Operations:	\$ 48,000.00	\$ 63,166.66	\$ 70,333.32	
TOTAL OPERATIONS:	\$ 1,183,300.00	\$ 1,225,041.97	\$ 1,304,314.16	

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

Year 4	Year 5
\$ 1,500.00	\$ 1,500.00
\$ 5,125.00	\$ 5,850.00
\$ 750.00	\$ 750.00
\$ 6,500.00	\$ 7,750.00
\$ 750.26	\$ 843.34
\$ 13,780.00	\$ 13,780.00
\$ 12,000.00	\$ 12,000.00
\$ 47,000.00	\$ 47,000.00
\$ 28,500.00	\$ 28,500.00
\$ 25,000.00	\$ 25,000.00
\$ 600,000.00	\$ 600,000.00
\$ 26,000.00	\$ 26,000.00
\$ 2,500.00	\$ 2,500.00
\$ 22,000.00	\$ 22,000.00
\$ 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

\$ 200,000.00	\$ 250,000.00
\$ 4,800.30	\$ 5,200.40
\$ 120,000.00	\$ 130,000.00
\$ 1,253,705.59	\$ 1,328,673.78

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
\$	749.99	\$	833.32
\$	7,500.00	\$	7,500.00
\$	7,000.00	\$	7,500.00
\$	77,499.98	\$	84,666.64

\$	1,331,205.57	\$	1,413,340.42
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,627,030.00	\$ 2,015,196.00	\$ 2,190,182.00	\$ 2,349,435.00	\$ 2,543,905.00
Total Operations	M	\$ 1,183,300.00	\$ 1,225,041.97	\$ 1,304,314.16	\$ 1,331,205.57	\$ 1,413,340.42
Total Expenditures	N = J + M	\$ 2,810,330.00	\$ 3,240,237.97	\$ 3,494,496.16	\$ 3,680,640.57	\$ 3,957,245.42
Total Revenue	Z	\$ 2,936,066.62	\$ 3,572,344.88	\$ 4,046,511.66	\$ 4,809,378.62	\$ 5,218,452.20
Surplus / (Deficit)	= Z - N	\$ 125,736.62	\$ 332,106.91	\$ 552,015.50	\$ 1,128,738.05	\$ 1,261,206.78

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader		1
Assistant Principal		
Dean(s)		1
Community Outreach Director		1
Core Classroom Teachers		12
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		1
Student Support Positions (e.g. social workers, psychologists, etc.)		1
Specials / Electives		4
Teaching Aides or Assistants		5
School Operations Support Staff		1

Year 2

Year 3

Year 4

Year 5

1	1	1	1
1	1	1	1
1	1	1	1
1	1	1	1
15	16	18	19
2	2	2	2
1	1	1	1
5	6	6	7
5	5	5	5
1	1	1	1

Article 14A.

Charter Schools.

§ 115C-218. Purpose of charter schools; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools.

(a) Purpose of Charter Schools. – The purpose of this Article is to authorize a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;
- (3) Encourage the use of different and innovative teaching methods;
- (4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;
- (5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (6) Hold the schools established under this Article accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(b) North Carolina Charter Schools Advisory Board. –

- (1) Advisory Board. – There is created the North Carolina Charter Schools Advisory Board, hereinafter referred to in this Article as the Advisory Board. The Advisory Board shall be located administratively within the Department of Public Instruction and shall report to the State Board of Education.
- (2) Membership. – The State Superintendent of Public Instruction, or the Superintendent's designee, shall be the secretary of the Advisory Board and a nonvoting member. The Advisory Board shall consist of the following 11 voting members:
 - a. Repealed by Session Laws 2016-126, 4th Ex. Sess., s. 17, effective January 1, 2017.
 - b. Four members appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate, in accordance with G.S. 120-121.
 - c. Four members appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives, in accordance with G.S. 120-121.
 - d. Two members appointed by the State Board of Education who are not current members of the State Board of Education and who are charter school advocates in North Carolina.
 - e. The Lieutenant Governor or the Lieutenant Governor's designee.
- (3) Covered board. – The Advisory Board shall be treated as a board for purposes of Chapter 138A of the General Statutes.
- (4) Qualifications of members. – Members appointed to the Advisory Board shall collectively possess strong experience and expertise in public and nonprofit governance, management and finance, assessment, curriculum and instruction,

- public charter schools, and public education law. All appointed members of the Advisory Board shall have demonstrated an understanding of and a commitment to charter schools as a strategy for strengthening public education.
- (5) Terms of office and vacancy appointments. – Appointed members shall serve four-year terms of office beginning on July 1. No appointed member shall serve more than eight consecutive years. Vacancy appointments shall be made by the appointing authority for the remainder of the term of office.
 - (6) Presiding officers and quorum. – The Advisory Board shall annually elect a chair and a vice-chair from among its membership. The chair shall preside over the Advisory Board's meetings. In the absence of the chair, the vice-chair shall preside over the Advisory Board's meetings. A majority of the Advisory Board constitutes a quorum.
 - (7) Meetings. – Meetings of the Advisory Board shall be held upon the call of the chair or the vice-chair with the approval of the chair.
 - (8) Expenses. – Members of the Advisory Board shall be reimbursed for travel and subsistence expenses at the rates allowed to State officers and employees by G.S. 138-6(a).
 - (9) Removal. – Any appointed member of the Advisory Board may be removed by a vote of at least two-thirds of the members of the Advisory Board at any duly held meeting for any cause that renders the member incapable or unfit to discharge the duties of the office.
 - (10) Powers and duties. – The Advisory Board shall have the following duties:
 - a. To make recommendations to the State Board of Education on the adoption of rules regarding all aspects of charter school operation, including time lines, standards, and criteria for acceptance and approval of applications, monitoring of charter schools, and grounds for revocation of charters.
 - b. To review applications and make recommendations to the State Board for final approval of charter applications.
 - c. To make recommendations to the State Board on actions regarding a charter school, including renewals of charters, nonrenewals of charters, and revocations of charters.
 - d. To undertake any other duties and responsibilities as assigned by the State Board.
 - (11) Duties of the chair of the Advisory Board. – In addition to any other duties prescribed in this Article, the chair of the Advisory Board, or the chair's designee, shall advocate for the recommendations of the Advisory Board at meetings of the State Board upon the request of the State Board.
- (c) North Carolina Office of Charter Schools. –
- (1) Establishment of the North Carolina Office of Charter Schools. – There is established the North Carolina Office of Charter Schools, hereinafter referred to in this Article as the Office of Charter Schools. The Office of Charter Schools shall be administratively located in the Department of Public Instruction. The Office of Charter Schools shall consist of an executive director appointed by the Superintendent of Public Instruction and such other professional,

- administrative, technical, and clerical personnel as may be necessary to assist the Office of Charter Schools in carrying out its powers and duties.
- (2) Executive Director. – The Executive Director shall report to and serve at the pleasure of the Superintendent of Public Instruction at a salary established by the Superintendent within the funds appropriated for this purpose. The duties of the Executive Director shall include presenting the recommendations of the Advisory Board at meetings of the State Board upon the request of the State Board.
 - (3) Powers and duties. – The Office of Charter Schools shall have the following powers and duties:
 - a. Serve as staff to the Advisory Board and fulfill any task and duties assigned to it by the Advisory Board.
 - b. Provide technical assistance and guidance to charter schools operating within the State.
 - c. Provide technical assistance and guidance to nonprofit corporations seeking to operate charter schools within the State.
 - d. Provide or arrange for training for charter schools that have received preliminary approval from the State Board.
 - e. Assist approved charter schools and charter schools seeking approval from the State Board in coordinating services with the Department of Public Instruction.
 - e1. Assist certain charter schools seeking to participate in the NC prekindergarten program in accordance with G.S. 115C-218.115.
 - f. Other duties as assigned by the State Board.
 - (4) Agency cooperation. – All State agencies and departments shall cooperate with the Office of Charter Schools in carrying out its powers and duties as necessary in accordance with this Article. (1995 (Reg. Sess., 1996), c. 731, s. 2; 2013-355, s. 1(a); 2014-101, s. 7; 2015-248, s. 1(a); 2016-126, 4th Ex. Sess., s. 17; 2017-6, s. 3; 2017-173, s. 5(a); 2018-146, ss. 3.1(a), (b), 6.1.)

§ 115C-218.1. Eligible applicants; contents of applications; submission of applications for approval.

(a) Any nonprofit corporation seeking to establish a charter school may apply to establish a charter school. If the applicant seeks to convert a public school to a charter school, the application shall include a statement signed by a majority of the teachers and instructional support personnel currently employed at the school indicating that they favor the conversion and evidence that a significant number of parents of children enrolled in the school favor conversion.

(b) The application shall contain at least the following information:

- (1) A description of a program that implements one or more of the purposes in G.S. 115C-218.
- (2) A description of student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those student achievement goals.
- (3) The governance structure of the school including the names of the initial members of the board of directors of the nonprofit, tax-exempt corporation and the process to be followed by the school to ensure parental involvement. A

teacher employed by the board of directors to teach in the charter school may serve as a nonvoting member of the board of directors for the charter school.

- (4) The local school administrative unit in which the school will be located.
- (5) Admission policies and procedures.
- (6) A proposed budget for the school and evidence that the financial plan for the school is economically sound.
- (7) Requirements and procedures for program and financial audits.
- (8) A description of how the school will comply with G.S. 115C-218.20, 115C-218.25, 115C-218.30, 115C-218.40, 115C-218.45, 115C-218.50, 115C-218.55, 115C-218.60, 115C-218.65, 115C-218.70, 115C-218.75, 115C-218.80, 115C-218.85, and 115C-218.90.
- (9) Types and amounts of insurance coverage, including bonding insurance for the principal officers of the school, to be obtained by the charter school.
- (10) The term of the charter.
- (11) The qualifications required for individuals employed by the school.
- (12) The procedures by which students can be excluded from the charter school and returned to a public school. Notwithstanding any law to the contrary, any local board may refuse to admit any student who is suspended or expelled from a charter school due to actions that would lead to suspension or expulsion from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.
- (13) The number of students to be served, which number shall be at least 80, and the minimum number of teachers to be employed at the school, which number shall be at least three. However, the charter school may serve fewer than 80 students or employ fewer than three teachers if the application contains a compelling reason, such as the school would serve a geographically remote and small student population.
- (14) Information regarding the facilities to be used by the school and the manner in which administrative services of the school are to be provided.
- (15) The process for conducting a weighted lottery that reflects the mission of the school if the school desires to use a weighted lottery.

(c) The State Board shall establish reasonable fees of no less than five hundred dollars (\$500.00) and no more than one thousand dollars (\$1,000) for initial and renewal charter applications, in accordance with Article 2A of Chapter 150B of the General Statutes. No application fee shall be refunded in the event the application is rejected or the charter is revoked. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 1; 2011-282, s. 8; 2013-355, s. 1(b); 2014-101, ss. 1, 7; 2015-248, ss. 2, 3(a).)

§ 115C-218.2. Opportunity to correct applications; opportunity to address Advisory Board.

(a) The State Board of Education and the Advisory Board shall provide timely notification to an applicant of any format issues or incomplete information in the initial application and provide the applicant at least five business days to correct those issues in the initial application. If the applicant submits the corrections within the five business days, equal consideration shall be given to that application.

(b) Before taking action regarding a charter school or charter school applicant, including recommendations on preliminary or final approval of charter applications, renewals of charters,

nonrenewals of charters, and revocations of charters, the Advisory Board or a committee of the Advisory Board shall provide an opportunity for the applicant or charter board member to address the Advisory Board or its committee, if present, at a meeting. (2015-248, s. 4(a).)

§ 115C-218.3. Fast-track replication of high-quality charter schools.

Upon recommendations by the Office of Charter Schools and the Charter Schools Advisory Board, the State Board of Education shall adopt a process and rules for fast-track replication of high-quality charter schools currently operating in the State. The State Board of Education shall not require a planning year for applicants selected through the fast-track replication process. In addition to the requirements for charter applicants set forth in this Article, the fast-track replication process adopted by the State Board of Education shall, at a minimum, require a board of directors of a charter school to demonstrate one of the following in order to qualify for fast-track replication:

- (1) The board of directors operates charter schools and can demonstrate both of the following:
 - a. The majority of charter schools in this State governed by the board of directors has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located.
 - b. The board of directors can provide three years of financially sound audits for each school it governs.
- (2) The board of directors agrees to contract with an education management organization or charter management organization that can demonstrate both of the following:
 - a. The majority of the charter schools in this State managed by the organization has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located.
 - b. The organization can provide three years of financially sound audits for each school it governs.

The State Board of Education shall ensure that the rules for a fast-track replication process provide that decisions by the State Board of Education on whether to grant a charter through the replication process are completed in less than 120 days from the application submission date. The State Board shall provide a decision no later than October 15 of the year immediately preceding the year of the proposed school opening. (2014-101, s. 6.5; 2016-79, s. 2; 2017-173, s. 2(a); 2021-180, s. 7.33(a).)

§ 115C-218.5. Final approval of applications for charter schools.

- (a) The State Board may grant final approval of an application if it finds the following:
 - (1) The application meets the requirements set out in this Article and such other requirements as may be adopted by the State Board of Education.
 - (2) The applicant has the ability to operate the school and would be likely to operate the school in an educationally and economically sound manner.
 - (3) Granting the application would achieve one or more of the purposes set out in G.S. 115C-218.

In reviewing applications for the establishment of charter schools within a local school administrative unit, the State Board is encouraged to give preference to applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure.

(b) The State Board shall make final decisions on the approval or denial of applications by August 15 of a calendar year on all applications it receives prior to a date established by the Office of Charter Schools for receipt of applications in that application cycle. The State Board may make the final decision for approval contingent upon the successful completion of a planning period prior to enrollment of students.

(c) The State Board of Education may authorize a school before the applicant has secured its space, equipment, facilities, and personnel if the applicant indicates the authority is necessary for it to raise working capital. The State Board shall not allocate any funds to the school until the school has obtained space.

(d) The State Board of Education may grant the initial charter for a period not to exceed 10 years.

(e), (f) Repealed by Session Laws 2016-79, s. 1.1, effective June 30, 2016, and applicable beginning with the 2016-2017 school year.

(g) A charter school shall be entitled to automatically extend any deadline to begin operations or commence the term of its charter until the next school year if it notifies the State Board by June 30 that it is seeking land use or development approvals for its selected site or facilities or if it is challenging the denial of any requested land use or development approvals. The term of the charter issued by the State Board shall be tolled during the period of any extension or extensions issued under this section. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 3; 2000-67, s. 8.23; 2001-424, s. 28.26; 2003-354, s. 2; 2004-203, s. 45(a); 2011-164, ss. 1, 2(a), 3; 2013-355, s. 1(d); 2013-359, s. 2; 2014-101, ss. 1.5, 2, 2.5(a), 7; 2015-248, s. 5; 2016-79, s. 1.1; 2022-75, s. 2.)

§ 115C-218.6. Review and renewal of charters.

(a) The State Board of Education shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards.

(b) The State Board of Education shall renew a charter upon the request of the chartering entity for subsequent periods of 10 years, unless one of the following applies:

- (1) The charter school has not provided financially sound audits for the immediately preceding three years.
- (2) The charter school's student academic outcomes for the immediately preceding three years have not been comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located.
- (3) The charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school's own bylaws, or the provisions set forth in its charter granted by the State Board of Education.

If one of the conditions set forth in subdivisions (1) through (3) of this subsection applies, then the State Board may renew the charter for a period of less than 10 years or not renew the charter. (2016-79, s. 1.2.)

§ 115C-218.7. Material revisions of charters.

(a) A material revision of the provisions of a charter shall be made only upon the approval of the State Board of Education.

(b) Enrollment growth of greater than twenty percent (20%) shall be considered a material revision of the charter if the charter is currently identified as low-performing. The State Board shall not approve a material revision for enrollment growth of greater than twenty percent (20%) for a charter that is currently identified as low-performing. Enrollment growth of greater than thirty percent (30%) shall be considered a material revision of the charter for any charter school that is not identified as low-performing. The State Board may approve such additional enrollment growth of greater than thirty percent (30%) only if it finds all of the following:

- (1) The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.
- (2) The charter school has commitments for ninety percent (90%) of the requested maximum growth.
- (3) The charter school is not currently identified as low-performing.
- (4) The charter school meets generally accepted standards of fiscal management.
- (5) The charter school is, at the time of the request for the enrollment increase, substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

(c) For the purposes of calculating actual enrollment and maximum authorized enrollment under subdivision (1) of subsection (b) of this section, if a charter school is pursuing a material revision of enrollment growth based on a proposed capital expansion of the charter school, but fails to meet the requirements of subdivision (1) of subsection (b) of this section, the State Board shall have the discretion to investigate and determine whether subdivision (1) of subsection (b) of this section may be waived to grant the school's material revision request to allow the capital expansion to move forward. In making such a determination, the charter school shall provide the State Board with documentation to show evidence that demonstrates sufficiently in the State Board's discretion all of the following:

- (1) The requested increase in enrollment growth is within a reasonable margin of the threshold necessary to support the requested material revision.
- (2) The charter school has secured financing for its proposed capital expansion conditioned on its obtaining the requested material revision of enrollment growth.

(d) If a charter school presents evidence of a proposed capital expansion as part of a request for a material revision of enrollment growth under this section that is granted by the State Board, and the charter school is not able to realize that capital expansion within two years of the grant of the material revision, the charter shall reflect the maximum authorized enrollment immediately preceding that material revision. (2016-79, s. 1.3; 2017-173, ss. 3(a), (c).)

§ 115C-218.8. Nonmaterial revisions of charters.

It shall not be considered a material revision of a charter and shall not require prior approval of the State Board for a charter school to do any of the following:

- (1) Increase its enrollment during the charter school's second year of operation and annually thereafter in accordance with G.S. 115C-218.7(b).

- (2) Increase its enrollment during the charter school's second year of operation and annually thereafter in accordance with planned growth as authorized in its charter.
- (3) Expand to offer one grade higher or lower than the charter school currently offers if the charter school has (i) operated for at least three years, (ii) has not been identified as continually low-performing as provided in G.S. 115C-218.94, and (iii) has been in financial compliance as required by the State Board. (2016-79, s. 1.4; 2017-173, s. 3(b).)

§ 115C-218.10. Charter school exemptions.

Except as provided in this Article and pursuant to the provisions of its charter, a charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4; 2013-355, s. 1(e); 2014-101, s. 7.)

§ 115C-218.15. Charter school operation.

(a) A charter school that is approved by the State shall be a public school within the local school administrative unit in which it is located. All charter schools shall be accountable to the State Board for ensuring compliance with applicable laws and the provisions of their charters.

(b) A charter school shall be operated by a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the application. The board of directors of the charter schools shall adopt a conflict of interest and anti-nepotism policy that includes, at a minimum, the following:

- (1) The requirements of Chapter 55A of the General Statutes related to conflicts of interest.
- (2) A requirement that before any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.
- (3) A requirement that a person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

(c) A charter school shall operate under the written charter signed by the State Board and the applicant. A charter school is not required to enter into any other contract. The charter shall incorporate the information provided in the application, as modified during the charter approval process, and any terms and conditions imposed on the charter school by the State Board of Education. No other terms may be imposed on the charter school as a condition for receipt of local funds.

(d) The board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures.

(e) The board of directors of the private nonprofit corporation operating the charter school may have members who reside outside of the State. However, the State Board of Education may require by policy that a majority of the board of directors and all officers of the board of directors reside within the State.

(f) Funds received by a charter school as required by G.S. 115C-218.105 may be deposited by the board of directors with the State Treasurer for investment under G.S. 147-69.2(b8), to the extent permitted by the Internal Revenue Code, as amended. The deposit and investment of such funds under this subsection are deemed essential to the provision of public education by the State and the income from such investment shall accrue solely to the charter school for the provision of public education pursuant to this Article. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4; 2013-355, s. 1(e); 2014-101, s. 7; 2015-248, s. 6(a); 2022-53, s. 9.5(a).)

§ 115C-218.20. Civil liability and insurance requirements.

(a) The board of directors of a charter school may sue and be sued. The State Board of Education shall adopt rules to establish reasonable amounts and types of liability insurance that the board of directors shall be required by the charter to obtain. The board of directors shall obtain at least the amount of and types of insurance required by these rules to be included in the charter. Any sovereign immunity of the charter school, of the organization that operates the charter school, or its members, officers, or directors, or of the employees of the charter school or the organization that operates the charter school, is waived to the extent of indemnification by insurance.

(b) No civil liability shall attach to the State Board of Education, the Superintendent of Public Instruction, or to any of their members or employees, individually or collectively, for any acts or omissions of the charter school. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7; 2016-126, 4th Ex. Sess., s. 18.)

§ 115C-218.25. Open meetings and public records.

The charter school and board of directors of the private nonprofit corporation that operates the charter school are subject to the Public Records Act, Chapter 132 of the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the General Statutes. Notwithstanding the requirements of Chapter 132 of the General Statutes, inspection of charter school personnel records for those employees directly employed by the board of directors of the charter school shall be subject to the requirements of Article 21A of this Chapter. The charter school and board of directors of the private nonprofit corporation that operates the charter school shall use the same schedule established by the Department of Natural and Cultural Resources for retention and disposition of records of local school administrative units. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f),

7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 5, 7; 2015-241, s. 14.30(s).)

§ 115C-218.30. Accountability; reporting requirements to State Board of Education.

(a) The school is subject to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools. These audit requirements may include the requirements of the School Budget and Fiscal Control Act. The audit requirements shall not include submission to, review of, or approval by, the Local Government Commission for any audit reports, audit contracts, or audit invoices, nor shall they require any other authority, involvement, or oversight by the Local Government Commission with regard to financial reporting, accountability requirements, or procedures.

(b) The school shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System.

(c) The school shall report at least annually to the State Board of Education the information required by the State Board. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7; 2021-58, s. 5.)

§ 115C-218.35. Charter school facilities.

(a) A charter school's specific location shall not be prescribed or limited by a local board or other authority except a zoning authority. The school may lease space from a local board of education or as is otherwise lawful in the local school administrative unit in which the charter school is located. If a charter school leases space from a sectarian organization, the charter school classes and students shall be physically separated from any parochial students, and there shall be no religious artifacts, symbols, iconography, or materials on display in the charter school's entrance, classrooms, or hallways. Furthermore, if a charter school leases space from a sectarian organization, the charter school shall not use the name of that organization in the name of the charter school.

(b) At the request of the charter school, the local board of education of the local school administrative unit in which the charter school will be located shall lease any available building or land to the charter school unless the board demonstrates that the lease is not economically or practically feasible or that the local board does not have adequate classroom space to meet its enrollment needs. For the purposes of this section, a building or land is available if it is closed, vacant, or otherwise unused for classrooms, administrative offices, or extracurricular activities of the schools of the local board of education. Notwithstanding any other law, a local board of education may provide a school facility to a charter school free of charge; however, the charter school is responsible for the maintenance of and insurance for the school facility.

(c) The local board of education shall make a decision on the charter's request to lease a building or land within 90 days of the request. If the local board of education does not make a decision within 90 days of the request of the charter school, the local board of education shall provide a written explanation of its reasons for not acting on the request within the 90-day time

period to the North Carolina Charter Schools Advisory Board and the Joint Legislative Education Oversight Committee.

(d) If a charter school has requested to lease available buildings or land and is unable to reach an agreement with the local board of education, the charter school shall have the right to appeal to the board of county commissioners in which the building or land is located. The board of county commissioners shall have the final decision-making authority on the leasing of the available building or land.

(e) A charter school shall comply with G.S. 115C-521(i). For the purpose of this subsection, "charter school" shall mean "local board of education" as it is written in G.S. 115C-521(i). (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4; 2013-355, s. 1(e); 2014-101, s. 7; 2016-79, s. 1.8; 2021-180, s. 7.64(b).)

§ 115C-218.37. Public approval for private activity bonds.

(a) For purposes of this section, the following definitions shall apply:

(1) Applicable elected representative. – An elected official of a governmental unit having jurisdiction over the area in which a charter school facility is located, as defined in section 147(f)(2) of the Internal Revenue Code (26 U.S.C. § 147(f)(2)).

(2) Charter school facility. – Real property, personal property, or both that is used or intended for use in connection with the operation of a charter school.

(b) The Superintendent of Public Instruction is hereby designated as an applicable elected representative who may approve the issuance of one or more private activity bonds to finance or refinance a charter school facility, after a public hearing following reasonable public notice, in accordance with section 147(f) of the Internal Revenue Code (26 U.S.C. § 147(f)) and applicable State and federal laws and regulations. Procedures for the public hearing shall be determined by the Superintendent of Public Instruction, and the public hearing shall be conducted by the Superintendent or his or her designee, in the county where the charter school facility is or will be located. (2020-49, s. 7.)

§ 115C-218.40. Charter school transportation.

The charter school may provide transportation for students enrolled at the school. The charter school shall develop a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the school is located. The charter school is not required to provide transportation to any student who lives within one and one-half miles of the school. At the request of the charter school and if the local board of the local school administrative unit in which the charter school is located operates a school bus system, then that local board may contract with the charter school to provide transportation in accordance with the charter school's transportation plan to students who reside in the local school administrative unit and who reside at least one and one-half miles of the charter school. A local board may charge the charter school a reasonable charge that is sufficient to cover the cost of providing this transportation. Furthermore, a local board may refuse to provide transportation under this section if it demonstrates there is no available space on buses it intends to operate during the term of the contract or it would not be practically feasible to provide this transportation. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563,

s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.42. Charter School Transportation Grant Program.

(a) Purpose; Definition. – There is established the Charter School Transportation Grant Program (Program). The purpose of the Program shall be to award grant funds to a charter school that meets the requirements of subsection (b) of this section for the reimbursement of up to sixty-five percent (65%) of the eligible student transportation costs incurred by the school in accordance with the provisions of this section. For purposes of this section, the term “eligible student transportation costs” means costs incurred by the charter school for (i) transportation fuel, (ii) vehicle maintenance, (iii) contracted transportation services, and (iv) transportation personnel salaries.

(b) Program Eligibility. – If a charter school has student enrollment in a semester of the school year of at least fifty percent (50%) of its students residing in households with an income level not in excess of the amount required for a student to qualify for the federal free or reduced-price lunch program, the charter school may apply to the Department for grant funds under the Program for reimbursement of up to sixty-five percent (65%) of the eligible student transportation costs incurred by the school for that semester.

(c) Applications. – By August 1 of each year, the Department shall establish the criteria and guidelines for the grant application process for the upcoming school year, including any documentation required to be submitted with the application. Each school year, the Department shall accept applications until December 31 for eligible student transportation costs incurred during the fall semester of the school year and until May 15 for eligible student transportation costs incurred during the spring semester of the school year.

(d) Award of Funds. – From funds made available for the Program, the Department shall award grant funds to the selected charter schools by February 15 for eligible student transportation costs incurred during the fall semester of the same school year and by June 15 for eligible student transportation costs incurred during the spring semester of the prior school year. The total amount of each grant awarded under the Program shall not exceed one hundred thousand dollars (\$100,000) per charter school per school year.

(e) Reporting. – No later than March 15 of each year in which funds are awarded under the Program, the Department shall report to the Joint Legislative Education Oversight Committee, the Joint Legislative Transportation Oversight Committee, the Senate Appropriations/Base Budget Committee, the House Committee on Appropriations, and the Fiscal Research Division on the administration of the Program, including at least the following information:

- (1) The number of charter schools that received grant funds.
- (2) The amount of grant funds awarded to those charter schools.
- (3) Whether implementing the Program has led to an increase in charter schools offering lunch.
- (4) Whether implementing the Program has led to an increase in student lunch participation at charter schools offering lunch.
- (5) Whether implementing the Program has increased or expanded the offering of student transportation by charter schools.
- (6) The modes of student transportation offered by charter schools that received grant funds. (2021-180, s. 7.69(a).)

§ 115C-218.45. Admission requirements.

(a) Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school.

(b) No local board of education shall require any student enrolled in the local school administrative unit to attend a charter school.

(c) Admission to a charter school shall not be determined according to the school attendance area in which a student resides, except that any local school administrative unit in which a public school converts to a charter school shall give admission preference to students who reside within the former attendance area of that school.

(d) Admission to a charter school shall not be determined according to the local school administrative unit in which a student resides.

(d1) A student who is not a domiciliary of the State shall be permitted to register to enroll in a charter school or participate in a lottery for admission to a charter school within the State by remote means, including electronic means, prior to commencement of the student's residency in the State if all of the following apply:

- (1) A parent or legal guardian is on active military duty and is transferred or pending transfer pursuant to an official military order to a military installation or reservation in the State.
- (2) Upon request by the charter school where the student seeks to register to enroll or participate in a lottery for admission, a parent or legal guardian provides a copy of the official military order transferring to a military installation or reservation located in the State.
- (3) A parent or legal guardian completes and submits the charter school's required enrollment forms and documentation, except that proof of residency and documentation related to disciplinary actions pursuant to subsection (i) of this section shall not be required until the student transfers into the State, at which time they shall be required prior to commencing attendance.

A charter school shall make available to a student who registers to enroll or who participates in a lottery pursuant to this subsection the same opportunities available to a student enrolled or participating in a lottery contemporaneously with domicilia in the State, such as registering for courses and applying for programs that require additional request or application. A student enrolled pursuant to this subsection may not attend the charter school until proof of residency is provided in accordance with the requirements of the charter school. Nothing in this subsection shall be construed to curtail a charter school's authority pursuant to subsection (i) of this section.

(e) Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, or disability. A charter school shall not limit admission to students on the basis of race, creed, national origin, religion, or ancestry. A charter school whose mission is single-sex education may limit admission on the basis of sex. Within one year after the charter school begins operation, the charter school shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit.

- (f) The charter school may give enrollment priority to any of the following:
 - (1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.
 - (1a) Siblings who apply to the charter school for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity.
 - (2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.
 - (2a) A student who was enrolled in a preschool program operated by the charter school in the prior year.
 - (3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:
 - a. Children or grandchildren of persons (i) employed full time by the charter school or (ii) working full time in the daily operation of the charter school, including children of persons employed by an education management organization or charter management organization for the charter school.
 - b. Children or grandchildren of the charter school's board of directors.
 - (4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.
 - (5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.
 - (6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors.
 - (7) A student who was enrolled in another charter school in the State in the previous school year.
- (g) Lottery procedures for siblings:
 - (1) If siblings apply for admission to a charter school and a lottery is needed under subsection (h) of this section, the charter school may enter one surname into the lottery to represent all of the siblings applying at the same time. 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.
 - (2) If multiple birth siblings apply for admission to a charter school and a lottery is needed under subsection (h) of this section, the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings applying at the same time. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

(g1) If a procedure for a weighted lottery reflecting the mission of the school has been approved by the State Board as part of the charter, and a lottery is needed under subsection (h) of this section, the lottery shall be conducted according to the procedure in the charter.

(h) During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.

(i) Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 4, 4.5, 7; 2015-248, s. 3(b), (c); 2016-79, s. 1.5; 2017-173, ss. 4, 5(b); 2018-5, s. 7.18(a); 2020-78, s. 2.3(a); 2022-71, s. 2.3(a).)

§ 115C-218.50. Charter school nonsectarian.

(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. A charter school shall not be affiliated with a nonpublic sectarian school or a religious institution.

(b) A charter school shall not charge tuition or fees except as follows:

- (1) A charter school may charge any fees that are charged by the local school administrative unit in which the charter school is located.
- (2) A charter school, upon approval by the board of directors of the charter school, may establish fees for extracurricular activities, except those fees shall not exceed the fees for the same extracurricular activities charged by a local school administrative unit in which forty percent (40%) or more of the students enrolled in the charter school reside. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7; 2015-248, s. 7.)

§ 115C-218.55. Nondiscrimination in charter schools.

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a);

2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 3, 7.)

§ 115C-218.60. Student discipline.

The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.65. North Carolina School Report Cards.

A charter school shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. A charter school shall ensure that the overall school performance score and grade earned by the charter school for the current and previous four school years is prominently displayed on the school Web site. If a charter school earned an overall school performance grade of D or F, the charter school shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7; 2017-57, s. 7.26(h).)

§ 115C-218.70. Driving eligibility certificates.

In accordance with rules adopted by the State Board of Education, the designee of the school's board of directors shall do all of the following:

- (1) Sign driving eligibility certificates that meet the conditions established in G.S. 20-11.
- (2) Obtain the necessary written, irrevocable consent from parents, guardians, or emancipated juveniles, as appropriate, in order to disclose information to the Division of Motor Vehicles.
- (3) Notify the Division of Motor Vehicles when a student who holds a driving eligibility certificate no longer meets its conditions. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142,

ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.75. General operating requirements.

(a) Health and Safety Standards. – A charter school shall meet the same health and safety requirements required of a local school administrative unit. The Department of Public Instruction shall ensure that charter schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

The Department of Public Instruction shall also ensure that charter schools provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

The Department of Public Instruction shall also ensure that charter schools provide students in grades seven through 12 with information annually on the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care.

The Department of Public Instruction shall also ensure that charter schools provide students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

The Department of Public Instruction shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with G.S. 115C-375.3.

The Department of Public Instruction shall ensure that charter schools comply with G.S. 115C-375.2A. The board of directors of a charter school shall provide the school with a supply of emergency epinephrine auto-injectors necessary to meet the requirements of G.S. 115C-375.2A.

(b) School Risk Management Plan. – Each charter school, in coordination with local law enforcement and emergency management agencies, is encouraged to adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, charter schools may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and are not subject to inspection and examination under G.S. 132-6.

Charter schools are encouraged to provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing G.S. 115C-105.52.

(c) Policy Against Bullying. – A charter school is encouraged to adopt a policy against bullying or harassing behavior, including cyber bullying, that is consistent with the provisions of Article 29C of this Chapter. If a charter school adopts a policy to prohibit bullying and harassing behavior, the charter school shall, at the beginning of each school year, provide the policy to staff, students, and parents as defined in G.S. 115C-390.1(b)(8).

(d) School Safety Exercises. – At least once a year, a charter school is encouraged to hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the charter school's SRMP.

(e) School Safety Information Provided to Division of Emergency Management. – A charter school is encouraged to provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and are not subject to inspection and examination under G.S. 132-6.

(e1) Anonymous Tip Line. – A charter school shall develop and operate an anonymous tip line in accordance with G.S. 115C-105.51.

(e2) Information About Child Abuse and Neglect. – A charter school shall implement the rule addressing student awareness of child abuse and neglect, including sexual abuse, adopted by the State Board of Education under G.S. 115C-12(47).

(f) Access for Youth Groups. – Charter schools are encouraged to facilitate access for students to participate in activities provided by any youth group listed in Title 36 of the United States Code as a patriotic society, such as the Boy Scouts of America, and its affiliated North Carolina groups and councils, and the Girl Scouts of the United States of America, and its affiliated North Carolina groups and councils. Student participation in any activities offered by these organizations shall not interfere with instructional time during the school day for the purposes of encouraging civic education.

(g) Child Sexual Abuse and Sex Trafficking Training Program. – A charter school shall adopt and implement a child sexual abuse and sex trafficking training program in accordance with G.S. 115C-375.20.

(h) School-Based Mental Health Plan Required. – A charter school shall adopt a school-based mental health plan, including a mental health training program and suicide risk referral protocol, in accordance with G.S. 115C-376.5.

(i) A charter school shall annually report the information required by G.S. 115C-12(48) to the State Board of Education, the Senate Appropriations Committee on Education/Higher Education, and the House Appropriations Committee on Education no later than September 15.

(j) A charter school shall annually update information to the digital learning dashboard, as required by G.S. 115C-102.9. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-100, ss. 8.23(b), 8.32(b); 2014-101, s. 7; 2015-241, s. 8.26(h); 2015-249, s. 3; 2018-5, s. 7.26(c); 2019-245, s. 4.4(b); 2020-7, s. 1(c); 2021-88, s. 11; 2021-132, s. 6(c); 2021-180, ss. 7.9(d), 7.61(c).)

§ 115C-218.80. Display of the United States and North Carolina flags and the recitation of the Pledge of Allegiance.

A charter school shall (i) display the United States and North Carolina flags in each classroom when available, (ii) require the recitation of the Pledge of Allegiance on a daily basis, and (iii) provide age-appropriate instruction on the meaning and historical origins of the flag and the Pledge of Allegiance. A charter school shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.85. Course of study requirements.

- (a) Instructional Program. –
 - (1) The school shall provide instruction each year for at least 185 days or 1,025 hours over nine calendar months, and may include the use of remote instruction in accordance with G.S. 115C-84.3.
 - (2) The school shall design its programs to at least meet the student performance standards adopted by the State Board of Education and the student performance standards contained in the charter.
 - (3) A charter school shall conduct the student assessments required by the State Board of Education.
 - (4) The school is subject to and shall comply with Article 9 of Chapter 115C of the General Statutes and The Individuals with Disabilities Education Improvements Act, 20 U.S.C. § 1400, et seq., (2004), as amended.
 - (5) A charter school shall provide financial literacy instruction as required by the State Board of Education pursuant to G.S. 115C-81.65, including required professional development for teachers of the EPF course.
- (b) Reading Proficiency and Student Promotion. –
 - (1) Students in the third grade shall be retained if the student fails to demonstrate reading proficiency by reading at or above the third grade level as demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students. The charter school shall provide reading interventions to retained students to remediate reading deficiency, which may include 90 minutes of daily, uninterrupted, evidence-based reading instruction, accelerated reading classes, transition classes containing third and fourth grade students, and summer reading camps.
 - (2) Students may be exempt from mandatory retention in third grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:
 - a. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.

- b. Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
 - c. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment of reading comprehension. The charter school shall notify the State Board of Education of the alternative assessment used to demonstrate reading proficiency.
 - d. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students.
 - e. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.
- (3) The charter school shall provide notice to parents and guardians when a student is not reading at grade level. The notice shall state that if the student's reading deficiency is not remediated by the end of third grade, the student shall be retained unless he or she is exempt from mandatory retention for good cause. Notice shall also be provided to parents and guardians of any student who is to be retained under this subsection of the reason the student is not eligible for a good cause exemption, as well as a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.
- (4) The charter school shall annually publish on the charter school's Web site and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:
- a. The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
 - b. The number and percentage of third grade students not demonstrating reading proficiency and who do not return to the charter school for the following school year.
 - c. The number and percentage of third grade students who take and pass an alternative assessment of reading comprehension and the name of each alternative assessment used for this purpose with the number of students who passed it.
 - d. The number and percentage of third grade students retained for not demonstrating reading proficiency.
 - e. The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in subdivision (2) of this subsection. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s.

2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-5, s. 9; 2014-101, s. 7; 2018-5, s. 7.24(c); 2019-82, s. 4(a); 2021-130, s. 3(c); 2022-59, s. 1(b); 2022-74, s. 7.13(b).)

§ 115C-218.90. Employment requirements.

(a) Employees. –

- (1) An employee of a charter school is not an employee of the local school administrative unit in which the charter school is located. The charter school's board of directors shall employ and contract with necessary teachers or contract with an education management organization or charter management organization to employ and provide teachers to perform the particular service for which they are employed in the school; at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

The board also may employ necessary employees who are not required to hold teacher licenses to perform duties other than teaching and may contract for other services. The board may discharge teachers and nonlicensed employees.

- (2) No local board of education shall require any employee of the local school administrative unit to be employed in a charter school.
- (3) If a teacher employed by a local school administrative unit makes a written request for a leave of absence to teach at a charter school, the local school administrative unit shall grant the leave for one year. For the initial year of a charter school's operation, the local school administrative unit may require that the request for a leave of absence be made up to 45 days before the teacher would otherwise have to report for duty. After the initial year of a charter school's operation, the local school administrative unit may require that the request for a leave of absence be made up to 90 days before the teacher would otherwise have to report for duty. A local board of education is not required to grant a request for a leave of absence or a request to extend or renew a leave of absence for a teacher who previously has received a leave of absence from that school board under this subdivision. A teacher who has received a leave of absence to teach at a charter school may return to a public school in the local school administrative unit at the end of the leave of absence or upon the end of employment at the charter school if an appropriate position is available. If a teacher has career status under G.S. 115C-325 prior to receiving a leave of absence to teach at a charter school, the teacher may return to a public school in the local school administrative unit with career status at the end of the leave of absence or upon the end of employment at the charter school if an appropriate position is available. If an appropriate position is unavailable, the teacher's name shall be placed on a list of available teachers in accordance with G.S. 115C-325(e)(2).

- (4) The employees of the charter school shall be deemed employees of the local school administrative unit for purposes of providing certain State-funded employee benefits, including membership in the Teachers' and State Employees' Retirement System and the State Health Plan for Teachers and State Employees. The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance. Accordingly, it is the determination of the General Assembly that charter schools are public schools and that the employees of charter schools are public school employees. Employees of a charter school whose board of directors elects to become a participating employer under G.S. 135-5.3 are "teachers" for the purpose of membership in the North Carolina Teachers' and State Employees' Retirement System. In no event shall anything contained in this Article require the North Carolina Teachers' and State Employees' Retirement System to accept employees of a private employer as members or participants of the System.
 - (5) Education employee associations shall have equal access to charter school employees as provided in G.S. 115C-335.9.
- (b) Criminal History Checks. –
 - (1) If the local board of education of the local school administrative unit in which a charter school is located has adopted a policy requiring criminal history checks under G.S. 115C-332, then the board of directors of each charter school located in that local school administrative unit shall adopt a policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. Each charter school board of directors shall apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer. A charter school board of directors may employ an applicant conditionally while the board is checking the person's criminal history and making a decision based on the results of the check. If the local board of education adopts a policy providing for periodic checks of criminal history of employees, then the board of directors of each charter school located in that local school administrative unit shall adopt a policy mirroring that local board of education policy. A board of directors shall indicate, upon inquiry by any other local board of education, charter school, or regional school in the State as to the reason for an employee's resignation or dismissal, if an employee's criminal history was relevant to the employee's resignation or dismissal.
 - (2) There shall be no liability for negligence on the part of the State Board of Education or the board of directors of the charter school, or their employees, arising from any act taken or omission by any of them in carrying out the provisions of this subsection. The immunity established by this subsection shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable. The immunity established by this subsection shall be deemed to have been waived to the extent of indemnification by

insurance, indemnification under Articles 31A and 31B of Chapter 143 of the General Statutes, and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Article 31 of Chapter 143 of the General Statutes. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7; 2017-157, ss. 2(c), (n); 2017-173, s. 1; 2017-189, s. 4(a).)

§ 115C-218.94. Identification of low-performing and continually low-performing charter schools.

(a) Identification of Low-Performing Charter Schools. – The State Board of Education shall identify low-performing charter schools on an annual basis. Low-performing charter schools are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.

(b) Identification of Continually Low-Performing Charter Schools. – The State Board of Education shall identify continually low-performing charter schools on an annual basis. A continually low-performing charter school is a charter school that has been designated by the State Board as low-performing for at least two of three consecutive years. (2016-79, s. 1.7(a); 2017-57, s. 7.26(i).)

§ 115C-218.95. Causes for nonrenewal or termination; disputes.

(a) The State Board of Education may terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board upon any of the following grounds:

- (1) Failure to meet the requirements for student performance contained in the charter;
- (2) Failure to meet generally accepted standards of fiscal management;
- (3) Violations of law;
- (4) Material violation of any of the conditions, standards, or procedures set forth in the charter;
- (5) Two-thirds of the faculty and instructional support personnel at the school request that the charter be terminated or not renewed; or
- (6) Other good cause identified.

(b) Repealed by Session Laws 2016-79, s. 1.7(b), effective June 30, 2016, and applicable beginning with the 2016-2017 school year.

(b1) If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board

and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b).

(c) The State Board of Education shall develop and implement a process to address contractual and other grievances between a charter school and the local board of education during the time of its charter.

(d) The State Board and the charter school are encouraged to make a good-faith attempt to resolve the differences that may arise between them. They may agree to jointly select a mediator. The mediator shall act as a neutral facilitator of disclosures of factual information, statements of positions and contentions, and efforts to negotiate an agreement settling the differences. The mediator shall, at the request of either the State Board or a charter school, commence a mediation immediately or within a reasonable period of time. The mediation shall be held in accordance with rules and standards of conduct adopted under Chapter 7A of the General Statutes governing mediated settlement conferences but modified as appropriate and suitable to the resolution of the particular issues in disagreement.

Notwithstanding Article 33C of Chapter 143 of the General Statutes, the mediation proceedings shall be conducted in private. Evidence of statements made and conduct occurring in a mediation are not subject to discovery and are inadmissible in any court action. However, no evidence otherwise discoverable is inadmissible merely because it is presented or discussed in a mediation. The mediator shall not be compelled to testify or produce evidence concerning statements made and conduct occurring in a mediation in any civil proceeding for any purpose, except disciplinary hearings before the State Bar or any agency established to enforce standards of conduct for mediators. The mediator may determine that an impasse exists and discontinue the mediation at any time. The mediator shall not make any recommendations or public statement of findings or conclusions. The State Board and the charter school shall share equally the mediator's compensation and expenses. The mediator's compensation shall be determined according to rules adopted under Chapter 7A of the General Statutes. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 6; 2011-164, s. 5; 2013-355, s. 1(g); 2014-100, s. 8.34(c); 2014-101, s. 7; 2016-79, s. 1.7(b).)

§ 115C-218.100. Dissolution of a charter school.

(a) Funds Reserved for Closure Proceedings. – 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.

- (5) Deposit of funds with the State Treasurer for investment under G.S. 147-69.2(b8), to the extent permitted by the Internal Revenue Code, as amended. The funds deposited with the State Treasurer, and any income earned thereon, are deemed State funds and shall be used solely for the provision of public education pursuant to this Article. The deposit and investment of funds under this subdivision are deemed essential to the provision of public education by the State.

(a1) In the event of a voluntary or involuntary dissolution of the charter school, the funds reserved for closure proceedings in subsection (a) of this section shall be used to pay wages owed to charter school employees, funds owed to the North Carolina Retirement System pursuant to G.S. 135-8, and funds owed to the State Health Plan, in that order. Other expenses shall be paid from the remaining balance in the funds reserved for closure proceedings in subsection (a) of this section.

(b) Distribution of Assets. – Upon dissolution of a charter school, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. (2014-100, s. 8.34(b); 2014-101, s. 7; 2015-168, s. 4; 2015-248, s. 8(a); 2022-53, s. 9.5(b).)

§ 115C-218.105. State and local funds for a charter school.

(a) The State Board of Education shall allocate to each charter school:

- (1) An amount equal to the average per pupil allocation for average daily membership from the local school administrative unit allotments in which the charter school is located for each child attending the charter school except for the allocation for children with disabilities and for the allocation for children with limited English proficiency;
- (2) An additional amount for each child attending the charter school who is a child with disabilities; and
- (3) An additional amount for children with limited English proficiency attending the charter school, based on a formula adopted by the State Board.

In accordance with G.S. 115C-218.7 and G.S. 115C-218.8, the State Board shall allow for annual adjustments to the amount allocated to a charter school based on its enrollment growth in school years subsequent to the initial year of operation.

In the event a child with disabilities leaves the charter school and enrolls in a public school during the first 60 school days in the school year, the charter school shall return a pro rata amount of funds allocated for that child to the State Board, and the State Board shall reallocate those funds to the local school administrative unit in which the public school is located. In the event a child with disabilities enrolls in a charter school during the first 60 school days in the school year, the State Board shall allocate to the charter school the pro rata amount of additional funds for children with disabilities.

(b) Funds allocated by the State Board of Education may be used to enter into operational and financing leases for real property or mobile classroom units for use as school facilities for charter schools and may be used for payments on loans made to charter schools for facilities, equipment, or operations. However, State funds shall not be used to obtain any other interest in real property or mobile classroom units. The school also may own land and buildings it obtains through non-State sources. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of

the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. Every contract or lease into which a charter school enters shall include the previous sentence.

(c) If a student attends a charter school, the local school administrative unit in which the child resides shall transfer to the charter school an amount equal to the per pupil share of the local current expense fund of the local school administrative unit for the fiscal year. The per pupil share of the local current expense fund shall be transferred to the charter school within 30 days of the later of (i) the receipt of monies into the local current expense fund or (ii) the receipt by a local school administrative unit of the enrollment verification and transfer request document as provided under subsections (c2) and (c3) of this section from the charter school. Charter schools shall send the enrollment verification and transfer request document to the local school administrative units on a monthly basis. If the local school administrative unit receives additional monies into the local current expense fund following the initial transfer to the charter school, the local school administrative unit shall transfer the per pupil share of those additional monies to the charter school within 30 days of receipt of those monies.

(c1) If a local school administrative unit receives written notice directed to the superintendent and school finance officer from a charter school that the per pupil share of the local current expense fund has not been transferred as required by subsection (c) of this section, the local school administrative unit shall pay a late fee of three percent (3%) on the amount if the monies are not electronically transferred or, if mailed, not postmarked within 15 days of the notice. Interest on the amount owed to the charter school shall accrue at eight percent (8%) annually until the transfer is made. A local school administrative unit shall not owe late fees and interest on (i) any amounts not owed under subsection (c) of this section or (ii) per pupil amounts owed for any student whose information is ultimately shown to be materially incorrect on the enrollment verification and transfer request document shared with the local school administrative unit. A local school administrative unit shall be given an additional 30 days to make the transfer of the per pupil share of the local current expense fund to a charter school for any month in which the charter school fails to send the enrollment verification and transfer request document with the information required by subsection (c2) of this section.

(c2) The Superintendent of Public Instruction shall, in consultation with charter schools and local school administrative units, create a standardized enrollment verification and transfer request document that each charter school shall use to request the per pupil share of the local current expense fund from the local school administrative units. Charter schools shall only be required to list the name, age, grade, address, date of charter enrollment, date of charter withdrawal, district of residence, and student identification number of each student as provided to the charter school by the student's parent or guardian in the enrollment verification and transfer request document that the charter school submits to the local school administrative units. A charter school, in its discretion, may take further steps to confirm the student's residence in a particular local school administrative unit.

(c3) The Superintendent of Public Instruction shall, in consultation with charter schools and local school administrative units, create a standardized procedure that local school administrative units shall use when transferring the per pupil share of the local current expense fund to charter schools. The standardized procedure for transfer of the per pupil share of the local current expense fund shall require, to the extent practicable, that the local school administrative units make the transfers by electronic transfer.

(c4) The local school administrative unit and charter school may use the process for mediation of differences between the State Board and a charter school provided in G.S. 115C-218.95(d) to resolve differences on calculation and transference of the per pupil share of the local current expense fund. In the event the local school administrative unit and the charter school disagree on the amount owed to the charter school, the local school administrative unit may delay transfer of the disputed amount but shall not delay the transfer of the undisputed amount. The amount transferred under this subsection that consists of revenue derived from supplemental taxes shall be transferred only to a charter school located in the tax district for which these taxes are levied and in which the student resides.

(d) The local school administrative unit shall also provide each charter school to which it transfers a per pupil share of its local current expense fund with all of the following information within the 30-day time period provided in subsection (c) of this section:

- (1) The total amount of monies the local school administrative unit has in each of the funds listed in G.S. 115C-426(c).
- (2) The student membership numbers used to calculate the per pupil share of the local current expense fund.
- (3) How the per pupil share of the local current expense fund was calculated.
- (4) Any additional records requested by a charter school from the local school administrative unit in order for the charter school to audit and verify the calculation and transfer of the per pupil share of the local current expense fund.

In addition, the local school administrative unit shall provide to the State Board of Education all of the information required by this subsection for each charter school to which it transfers a per pupil share of its local current expense fund. This information shall be provided to the State Board of Education by November 1 of each year. The State Board shall adopt a policy to govern the collection of this information. The State Board shall issue a letter of noncompliance to a local school administrative unit that does not provide the State Board with the information required by this subsection.

(e) Prior to commencing an action under subsection (c) of this section, the complaining party shall give the other party 15 days' written notice of the alleged violation. The court shall award the prevailing party reasonable attorneys' fees and costs incurred in an action under subsection (c) of this section. The court shall order any delinquent funds, costs, fees, and interest to be paid in equal monthly installments and shall establish a time for payment in full that shall be no later than one year from the entry of any judgment.

(f) Charter schools may request appropriations directly from cities, as authorized by G.S. 160A-700.

(g) With respect to the receipt, deposit, and disbursement of moneys (i) required by law to be deposited with the State Treasurer or (ii) made available for expenditure by warrants drawn on the State Treasurer, charter schools are subject to Article 6A of Chapter 147 of the General Statutes.

(h) Notwithstanding G.S. 115C-218.15(b) and solely with respect to the North Carolina Medicaid program, a charter school that is approved by the State as a public school pursuant to this Article shall be deemed a local government entity that is responsible, or assumes responsibility, either directly or indirectly through an agency or other political subdivision, for the payment of the nonfederal share for reimbursable medical services, if any, provided by the charter school. The nonfederal share shall consist exclusively of public funds. For purposes of this subsection, "reimbursable medical services" means services, including administrative activities

related to those services, that are medically necessary and for which federal payment is available under the North Carolina Medicaid Program established under Part 6 of Article 2 of Chapter 108A of the General Statutes. For the purposes of this subsection, "nonfederal share" means the share of expenditures for the reimbursable medical services that draws down federal financial participation. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 7; 1998-212, s. 9.20(f); 2003-423, s. 3.1; 2006-69, s. 3(f); 2013-355, s. 1(h); 2014-101, ss. 5.2, 5.6, 7; 2016-79, s. 1.6; 2017-173, s. 7; 2018-5, s. 38.8(d); 2021-79, s. 1; 2021-170, s. 4(c); 2021-180, s. 9D.21.)

§ 115C-218.110. Notice of the charter school process; review of charter schools.

(a) The State Board of Education shall distribute information announcing the availability of the charter school process described in this Article to each local school administrative unit and public postsecondary educational institution and, through press releases, to each major newspaper in the State.

(b) The State Board of Education shall review and evaluate the educational effectiveness of the charter schools authorized under this Article and the effect of charter schools on the public schools in the local school administrative unit in which the charter schools are located. The Board shall report annually no later than June 15 to the Joint Legislative Education Oversight Committee on the following:

- (1) The current and projected impact of charter schools on the delivery of services by the public schools.
- (2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- (3) Best practices resulting from charter school operations.
- (4) Other information the State Board considers appropriate. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-18, s. 15(i); 1997-430, ss. 8, 9; 1999-27, s. 1; 2013-355, s. 1(i); 2014-101, s. 7; 2014-115, s. 85; 2019-165, s. 2.2; 2020-49, s. 6.)

§ 115C-218.115. Operation of NC Pre-K programs.

(a) A charter school may apply to a local contracting agency to participate in the NC prekindergarten (NC Pre-K) program as a local program site offering families a high-quality prekindergarten experience. A charter school that seeks to operate as a NC Pre-K program site may request administrative and technical assistance from the Office of Charter Schools with its application to the local contracting agency if the charter school meets all of the following:

- (1) The charter school has operated as a charter school for at least three school years.
- (2) The charter school is not currently identified as low-performing.
- (3) The charter school meets generally accepted standards of fiscal management.
- (4) The charter school is substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

(b) The Office of Charter Schools, in consultation with the Department of Health and Human Services, Division of Child Development and Early Education, shall assist a charter school under subsection (a) of this section with determining whether the charter school's proposed program meets (i) the building standards set forth in subsection (c) of this section and any other State standards for the charter school to be licensed as a child care facility and (ii) the standards

required to be selected as a site under the NC Pre-K program. If the charter school does not meet these standards, the Office of Charter Schools shall provide assistance to the charter school in identifying any obstacles to its participation in the NC Pre-K program.

(c) A charter school that otherwise meets all of the requirements for a child care facility license may use an existing or newly constructed classroom in the charter school for three- and four-year-old preschool students without modifications to the classroom or building if the classroom meets all of the following:

- (1) Has at least one toilet and one sink for hand washing.
- (2) Meets kindergarten standards for overhead light fixtures.
- (3) Meets kindergarten standards for floors, walls, and ceilings.
- (4) Has floors, walls, and ceilings that are free from mold, mildew, and lead hazards. (2017-173, s. 5(c).)



Signature Page

The foregoing application is submitted on behalf of [Myrtis Simpson Walker Academy]. 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 L. Johnson
Board Position: Chairperson
Signature: Cynthia L. Johnson
Date: 4/15/25

Sworn to and subscribed before me this 15 day of April, 2025.

Notary Public: Carla Hill

My commission expires: 4/12/26, 20 .

