

Organization Information

Application Type *

Standard

Operator Type *

New Operator

Primary Contact Name *

Cynthia Johnson

Has the School Leader Been Identified? *

Yes No

Is Management Organization Used

Yes No

Management Organization Name

Primary Contact Relation To Board *

CHAIRPERSON

Primary Contact Email *

MSWYOUTHLEADERSHIP@GMAIL.COM

Proposed Leader Name *

N/A

Management Organization Contact Name

Primary Contact Phone *

7044910176

Management Organization Email

Primary Contact Address *

1443 Summer Coach Drive

Unit/Suite *

Zip Code *

28216

City *

Charlotte

State *

North Carolina

Proposed Leader Job *

N/A

1. Application Contact and Student Enrollment Information

Q1. Name of Proposed Charter School

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

Q5. Zip code for the proposed school site, if known. Please provide a primary zip code location and a secondary, or alternative, proposed zip code.

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, 2028

Applicant Comments :

August, 2028

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).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

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

Kindergarten through Eighth Grade

Full Capacity: 472

Applicant Comments :

Kindergarten- Eighth Grade

We will be at full capacity at 472 students.

Q14. How did you determine the projected enrollment targets and grade levels listed in this application? Reference data, methodology, calculations and other factors used.

The projected enrollment and grade-level expansion were developed using a combination of local data, state expectations, and practical planning for a start-up K–8 charter school.

The founding team reviewed enrollment trends and student population data for the East Charlotte/Mecklenburg area, including publicly available district reports and demographic patterns. This helped confirm both the demand for additional high-quality school options and the presence of a sufficient school-age population to support the proposed enrollment.

Grade-level targets were then built using a phased growth model, beginning with elementary grades and expanding gradually to middle school. This approach reflects how successful charter schools in North Carolina typically open and scale, allowing the school to establish strong instructional systems before adding additional grade levels.

Class sizes were determined based on what is both educationally sound and operationally realistic, generally ranging in the mid-20s per classroom. These figures align with common practice in North Carolina public schools and informed the total number of students per grade level.

Facility capacity, staffing requirements, and financial sustainability were also key factors. Enrollment projections were aligned with the number of classrooms the school can reasonably support, the number of teachers required, and the budget model to ensure the school remains stable and fully operational.

Overall, the projections reflect a balanced approach—grounded in local demand, aligned with state expectations, and structured to support a successful and sustainable school launch and growth.

Q15. Provide a narrative explaining the projected demographics of your targeted county/LEA/region over the next 10-25 years. Reference data, methodology, calculations and other factors used.

- This information should provide evidence of school age populations corresponding to the grade levels you plan to serve, and whether those populations are increasing or decreasing. This information should support the applicant's stated demand for this charter school and the growth plan outlined in the enrollment chart provided in Q12.

The projected demographics for MSWA are based on publicly available data from the U.S. Census Bureau, North Carolina Office of State Budget and Management (OSBM), and Charlotte-Mecklenburg Schools (CMS) reports, along with observed growth patterns in East Charlotte and the Matthews area. These sources consistently show that Mecklenburg County is one of the fastest-growing regions in North Carolina, with continued population increases expected over the next 10–25 years.

Growth in the county has been driven largely by in-migration of working families, which directly contributes to a stable and expanding school-age population. CMS enrollment data reflects this trend, with sustained demand across elementary and middle school grade levels. East Charlotte, in particular, continues to see new housing development and population inflow, supporting long-term enrollment stability for K–8 schools.

The region is also notably diverse. CMS data indicates a student population that is approximately 35.7% Black, 29.6% Hispanic/Latino, 24% White, and 7.1% Asian. School-level data from nearby communities, such as Butler High School in Matthews, shows similar patterns of diversity. These trends are expected to continue, with increasing representation of multilingual and multicultural households over time.

Methodologically, MSWA’s enrollment projections were developed by aligning local population trends with a phased grade-level expansion model. The school begins with elementary grades and grows into middle school, ensuring that enrollment increases are supported by both demographic demand and operational capacity. Class size assumptions and total enrollment were calculated based on realistic classroom capacity, staffing, and facility constraints.

The combination of sustained population growth, a stable and diverse school-age population, and continued residential development in East Charlotte supports the conclusion that demand for high-quality K–8 educational options will remain strong. These factors directly support MSWA’s projected enrollment growth and its long-term viability within the region.

Q16. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

The projected student demographics for MSWA are based on enrollment patterns and publicly available data from Charlotte-Mecklenburg Schools and the broader East Charlotte community. The distribution reflects the diverse racial, cultural, and socioeconomic composition of the area the school intends to serve.

The percentages for race and ethnicity align closely with district-level trends, particularly the strong representation of Black and Hispanic students, alongside White and Asian populations. The school also anticipates serving a significant number of economically disadvantaged students, which is consistent with the surrounding community.

Estimates for students with disabilities and English Language Learners are based on typical ranges observed in similar schools within the region, as well as the school's intentional focus on providing accessible and supportive instruction. These projections ensure that staffing, instructional planning, and support services are aligned with student needs from the outset.

Overall, the projected demographics are realistic, data-informed, and consistent with both local trends and the school's mission to serve a diverse student population effectively.

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

Q17. Does the school plan to provide services to certain targeted subgroup(s)? If so, please explain.

Myrtis Simpson Walker Academy (MSWA) will be open to all students and will not restrict admission to any specific group. At the same time, the school is intentionally designed to meet the needs of student populations that are prevalent in East Charlotte and have historically experienced gaps in academic achievement and access to engaging, high-quality instruction.

MSWA will particularly focus on effectively serving:

- Students from economically disadvantaged backgrounds, including those qualifying for free and reduced-price meals
- Multilingual Learners (MLs) who require language development support alongside access to grade-level content
- Students performing below grade level, especially in literacy and mathematics
- Students from historically underserved communities, including Black and Hispanic students, who are significantly represented in the local area

The school's instructional model is built to respond to these needs. Structured literacy instruction will support early reading development, particularly for students who may enter below grade level. Mathematics instruction will emphasize conceptual understanding to build confidence and long-term proficiency. Daily intervention blocks embedded in the schedule will allow teachers to provide targeted support or enrichment based on student data.

For Multilingual Learners, the school will implement appropriate identification procedures and provide language support integrated within core instruction, ensuring students can access grade-level content while developing English proficiency.

MSWA will also incorporate music and project-based learning as part of its core design, providing additional pathways for engagement, expression, and connection for students from diverse cultural and linguistic backgrounds.

While MSWA will not limit enrollment to any subgroup, its program is intentionally structured to ensure that all students—particularly those who have been underserved—receive the support, instruction, and opportunities needed to succeed academically and grow as confident, capable learners.

Q18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q19. Explanation (optional)

N/A

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.

Q20. Organization Type: Nonprofit Corporation or Municipality

- Private Nonprofit Corporation (NCGS 115C-218.1) The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Non-Profit Corporation

Municipality

Q21. 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

Q22. Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

Yes

No

Q23. Has the organization applied for 501(c)(3) non-profit status?

- Federal Tax-Exempt Status (NCGS 115C-218.15) If the nonprofit 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 by the CSRB.

Yes

No

Q24. Attach as Appendix F Federal Documentation of Tax-Exempt Status.

N/A

Upload Required **File Type:** pdf, image, excel, word, text, video **Max File Size:** 30 **Total Files Count:** 10

Q25.Name of Registered Agent and Address as listed with the NC Secretary of State

Myrtis Simpson Walker Academy (MSWA)

Q26.If applying as a municipality, please provide the name of municipality.

N/A

Q27.Attach Appendix K Articles of Incorporation or Municipal Charter

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

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

Q28.Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

3. Governance and Capacity

3.1. School Governing Body

Q29. Organization Street Address (if you have one)

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

N/A

3.2. 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.

Q30. 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. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

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Q31. 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.

Q32. Describe the size, current and desired composition, powers, and duties of the governing board.

The MSWA has six 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.

Q33. Describe the founding board's individual and collective qualifications for implementing the school design successfully.

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.

Kendra Carter, (Secretary) whose career in Charlotte-Mecklenburg Schools exemplifies the academy's commitment to modern, inquiry-based learning. Beginning her journey as a Kindergarten teacher, Kendra developed a deep understanding of foundational pedagogy before transitioning into her current role as a **Media Coordinator**. In this capacity, she leads comprehensive library programs and champions STEM-focused instruction. Her work is defined by a collaborative spirit; she works side-by-side with teachers to design standards-aligned, technology-rich lessons that prepare students for a digital-first economy. Kendra's technical and leadership qualifications are particularly vital for a school design focused on entrepreneurship and music. As the designated **school technology contact**, she has been instrumental in developing 21st-century learning environments that bridge the gap between traditional literacy and digital fluency. Her expertise ensures that the Academy's music and business curricula will be supported by a robust technological infrastructure, allowing students to use industry-standard tools to produce, market, and manage their creative projects.

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.

Yvette Townsend-Ingram serves as a vital pillar of the board's strategic and fiscal management. As a **Mecklenburg County Commissioner At-Large**, she is a progressive leader with a proven track record in analytics, large-scale project management, and community advocacy. Her experience navigating complex governmental and civic landscapes provides the academy with an expert

hand in strategic development and organizational growth. Ms. Townsend-Ingram's unique ability to secure funding and generate revenue is a critical asset for a charter school aiming to provide specialized music and entrepreneurial resources that typically require significant capital investment.

Beyond her political and analytical acumen, Ms. Townsend-Ingram's background in people management and reporting ensures the academy will maintain the highest standards of transparency and accountability. Her involvement guarantees that MSWA is positioned to leverage public and private partnerships effectively, creating a bridge between the classroom and the local business community. Her leadership ensures that the school's entrepreneurial vision is backed by the fiscal discipline and strategic planning required for long-term success.

Q34. Explain how this governance structure and composition will help ensure the school's success, the board's evaluation of that success, and active stakeholder representation.

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.

Q35. 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.

Q36. 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.

Q37. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including their roles and duties, and the reporting structure.

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.

Q38. 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.

Q39. 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.

Q40. 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.

Q41. 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/) (<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.

Q42. How will the board ensure grievances/concerns from parents and staff members are heard?

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.

Q43. Attach as Appendix Organizational Chart.

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

Q44. Attach as Appendix Charter School Board Member Information Form and Resume.

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.
- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

Please review the attached documents that will provide the information from Board Members on how they were recruited.

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

Q45. Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and Completed Background Check. PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

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

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

3.3. Staffing: Hiring, Management, and Evaluation

Q46. Projected Staff: Complete the staffing chart below outlining your staffing projections.

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

Q47. 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 skill 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

Q48.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school.

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 skill 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.

Q49. If the school leader has been identified, attach the school leader's one-page resume as Appendix

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

Q50. 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.

Q51. 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.

Q52. 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.

Q53. 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.

Q54. Identify any positions that will have dual responsibilities and the funding source for each position.

We do not have a position that will have dual responsibilities.

Q55. Describe the plans to have qualified staffing adequate for serving all student needs including SWD, ML, and AIG students.

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 community resources to aid them in accomplishing future goals after high school graduation.

The MSWA Board will collaborate with the Head of School to ensure that the unique educational needs of all students

- including AIG, 504, multilingual learners, and IEP students- are fully met.

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.

For AIG students, all students with a IEP are monitored annually by the AIG Team to determine the appropriate service delivery options for the following year to increase progress toward established and updated performance goals. While middle school students identified as AIG will not be grouped homogeneously in Language Arts and Math classes, certain texts, requirements, and standards will be differentiated to meet their individual needs. Teachers will be able to accelerate AIG students by providing activities, reading, and assignments that push them to maximize their ability. During project time, AIG students will benefit from opportunities to determine their level of depth based on detailed rubrics. Each rubric will explicitly state what is required to receive an assessment of distinguished, accomplished, proficient, or developing. Project-based learning will also include student choice and voice, allowing AIG students to make decisions about their own learning based on interests and motivations. Incoming students will be identified as AIG through records from previous schools. Annually, any student deemed a candidate for AIG status will have the opportunity to be evaluated. Teachers and administrators will closely monitor AIG students' progress through their individual development plan and performance on formative and summative assessments to ensure continued academic growth.

For students with disabilities (SWD), 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. The school will ensure that all students receive a free and appropriate education. MSWA will identify students who have previously been found eligible for EC services or protected under Section 504. During the enrollment process, administration will review the records of incoming students from previous schools to determine if previous IEPs or 504 plans exist. Once identified, the school will contact the student's parents and previous school to obtain more documentation regarding the IEP or 504 plan.

Q56. How will teachers be evaluated? What system or tool will be utilized?

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.

Q57. 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 MSWA are being followed
- Developing partnerships with community organizations and stakeholders to support MSWA in its mission
- Organizing plans for family engagement
- Promoting Hope K-12 curriculum and other MSWA curricula

Our 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

Q58. 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.

Q59.Explain the school's professional development model or plan. The plan should 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.

MSWA will implement a practical, job-embedded professional development model that prepares teachers to deliver the school's instructional program and meet all licensure requirements under North Carolina law.

Prior to opening, all instructional staff will participate in a summer institute focused on the core elements of the program: structured literacy (Amplify), mathematics instruction (Eureka), classroom management, and the school's approach to small-group instruction and intervention. This ensures that teachers begin the year with a clear understanding of expectations, materials, and instructional routines.

During the school year, professional development will be built into the weekly schedule. Mondays include dedicated time for teacher collaboration, data review, lesson planning, and targeted training. Teachers will also receive ongoing coaching through classroom observations and feedback from school leadership. Additional sessions will address topics such as supporting Multilingual Learners, differentiated instruction, and serving students with disabilities.

MSWA will ensure that all teachers meet North Carolina certification requirements or are progressing toward licensure in accordance with state law (NCGS §115C and State Board of Education policies). The school will prioritize hiring licensed teachers and will support any non-licensed hires through approved pathways, including guidance on enrollment in educator preparation programs and meeting required timelines.

Funds are allocated in the budget for professional development, curriculum training, and instructional support. This includes initial training in core programs, ongoing coaching, and compliance-related training to ensure all staff meet state and federal expectations.

This approach ensures that professional development is consistent, aligned with instruction, and sufficient to support both teacher effectiveness and legal compliance

3.4. Staff Evaluations and Professional Development

Q60.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.

Q61. 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.

Q62. 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.

Q63. 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. Integration of music and entrepreneurship
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 2028-29 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.

Q64. 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 to review school wide expectations to develop student school wide behaviors in and outside the classroom. 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.

3.5. Student Recruitment

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.

Q65. Marketing Plan: 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.

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 843 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 2028-2029.

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 (<http://mswalkeracademy.org> (<http://mswalkeracademy.org>)). 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/1L7oTW3OB31E92dUlj-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 (2025) 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 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. We will continue to develop community partnerships to gain support for MSWA. In 2025 and 2026 we have participated in in vendor events sponsore by local vendor organization meeting with parents and gaining support. We collected 249 surveys from families in support of a charter school in East Charlotte focusing on music and entrepreneurship.

Q66. 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.

Q67. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties.

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 2028, 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 2028, 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.

Q68. 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.

Q69. 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 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).

3.6. Parent and Community Involvement

Q70. 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 Step It Up Foundaton to provide resources for our families.

Q71. Describe how you will engage parents in the life of the public charter school.

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 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.

Q72. 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 and Step Up to Leadership 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.

MSWA will work with The Step It Up Foundation and other community organizations 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.

3.7. Admissions Policy

Q73. 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

Q74. 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.

Q75.2) 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 weighing 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 weighted 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.

Q76.3) 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 posts: "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.

Q77. 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, 2028, and run through March 5, 2028. 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.

3.8. Certify

Q78. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q79. Explanation (optional):

N/A

4. Acceleration

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements: agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Applicants must know and indicate their intended timeline for opening upon application. Accelerated applications seeking to change timelines following application submission may not be automatically granted approval to standard timeline applications. Please review the requirements carefully before selecting accelerated timeline.

Q80. Do you want your application to be considered for acceleration?

Yes

No

5. Conversion

Q94. Is this application a conversion from a traditional public school or private school?

Yes

No

6. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the Charter Schools Review Board (CSRB) may, in certain well defined instances, grant permission for a nonprofit 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 CSRB may also, in certain well-defined instances, grant permission for a nonprofit 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 forgoes the planning year required of new charter school applicants.

Q109. Do you want this application to be considered for standard or fast-track replication? Standard, Fast-Track, or No.

- Standard
- Fast-Track
- No

7. Alternative

In order to qualify for designation as an "alternative school" for purposes of accountability under this administrative code the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in 16 NCAC 06G .0518 and must also meet one or more of the following:
 1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
 2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
 3. the students shall be currently under suspension for more than 10 days from a public or private school; or
 4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

Q121. Do you want your application to be considered for an Alternative Charter School?

Yes

No

8. EMO/CMO

1) A "Charter Management Organization" (CMO) is a nonprofit organization that operates or manages one or multiple charter schools by centralizing support and operations. (2) An "Education Management Organization" (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

Q124. Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization"?

Yes

No

9. 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.**

Q142.

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

Yes

No

10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

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

10.1. 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.

Q169. Please state the mission statement of the proposed charter school (recommend 35 words or less). A school's mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.

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.

Q170. Please state the vision statement of the proposed school. A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.

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 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. Those who choose MSWA will experience a school that will have strong support from parents and community stakeholders.

Q171. In narrative form, please describe how you have assessed parental demand for the school.

Myrtis Simpson Walker Academy (MSWA) assessed parental demand through targeted community engagement, direct feedback from families, and analysis of local educational needs in East Charlotte. This approach ensured that the proposed school reflects genuine interest and responds to the priorities of the community it intends to serve.

The founding team engaged parents and community members through informal meetings, conversations, and interest forms. Across these interactions, families consistently expressed a desire for a school that offers strong academic foundations in literacy and mathematics while also providing engaging, meaningful learning experiences. Many parents emphasized the importance of a structured environment that supports both academic success and personal development.

Feedback indicated particular interest in MSWA's integration of music and entrepreneurship within the academic program. Parents noted that these elements would help keep students motivated, encourage creativity, and connect classroom learning to real-world skills. There was also strong support for a school that is inclusive and responsive to diverse learning needs, especially given the cultural and linguistic diversity of East Charlotte.

In addition, parents responded positively to the school's K-8 model, highlighting the value of continuity and stability as students progress through grade levels within the same learning environment.

This direct engagement, combined with observed population growth and increasing diversity in the area, demonstrates clear and sustained parental demand. Families are seeking a high-quality public school option that combines academic rigor, supportive instruction, and engaging learning experiences—an approach that aligns closely with MSWA's mission and design.

Q172. Attach Appendix A: Evidence of Community/Parent Support. Please summarize your evidence in a narrative format with evidence such as the number of community events, flyers associated with events, etc..

1. Evidence should include, at a minimum, the following information:
2. Type of contact (e.g. survey, community event, speaking event)
3. Date of contact
4. Number of attendees
5. Indication of demand based on contact (e.g. 120 survey responses indicating interest; 1000 followers on social media account)

*****Do not include personal information of interested families. Do not include surveys/petitions/signatures. Please summarize your evidence rather than provide personal information from survey responses or forms.**

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 228 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.

Our Instagram Page for Myrtis Simpson Walker Academy, (MSWA2028) has generated over 843 followers with our engaging posts about MSWA and parent information.

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

Q173. If applicable, provide evidence of any committed business, civic, or other community support.

The following evidence demonstrates the established community impact of Arkevious Armstrong

and **Step Up to Leadership (SUTL)**. This record of service validates his capacity to support **Myrtis Simpson Walker Academy** through proven school partnerships, civic engagement, and resource mobilization.

1. Track Record of School & Community Partnerships

- **Direct School Engagement:** Mr. Armstrong and SUTL have a history of working directly within educational environments, including a high-impact **Career Day Tour** launch at [Julius Chambers High School](#) that connected students with HBCU representatives and career pathways.
- **University Collaboration:** He was recently a featured speaker at [Johnson C. Smith University's](#) 8th annual "Disrupting the Narrative" symposium, focusing on mental health and wellness for youth and young adults.
- **Broad Mentorship Impact:** Through SUTL, Mr. Armstrong has mentored **over 2,000 young people**, providing a "Social Development Program" that tracks academic progress and social intelligence.

2. Committed Corporate and Civic Support

Mr. Armstrong has successfully secured tangible resources from business and civic partners to support his educational initiatives, demonstrating a ready network that can benefit the Academy:

- **Transportation & Logistics:** Partnered with CPI Security to provide transportation for youth development camps and field trips.
- **Facility & Public Support:** Collaborated with the **City of Concord** and Logan Housing to house intensive summer leadership programs.
- **Sustenance Partners:** Maintains ongoing support from local businesses like Firehouse Subs, which provides meals for students and parents during SUTL workshops.

3. Civic Recognition and Awards

Mr. Armstrong is a recognized leader whose work has been vetted and honored by community organizations:

- **Trailblazer Award:** Received this honor for his "full-circle involvement and investment" in the local community.
- **Civic Advocacy:** Actively participates in public safety and community-building dialogues, such as "Copcast" with the **Charlotte-Mecklenburg Police Department (CMPD)**, to strengthen neighborhood partnerships.

Mr. Armstrong will be a valuable asset to MSWA as we will partner with him to facilitate school workshops for our staff, students and families.

Q174. Select one or more of the six legislative purposes the proposed charter will achieve.

- 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.

Q175. For each purpose selected above, provide a brief narrative explaining how this school will meet that objective and the associated goals of the applicant.

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 Student 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.

Q176. 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).

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.

Q177. 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.

Q178. 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.

Q179. 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?

Myrtis Simpson Walker Academy (MSWA) will distinguish itself from surrounding public schools by combining rigorous academic instruction with intentional integration of music and entrepreneurship, supported by structured, evidence-based teaching practices. While many schools focus primarily on content delivery, MSWA is designed to strengthen both academic mastery and student engagement through an interdisciplinary approach that connects learning to real-world application.

First, MSWA will prioritise structured literacy aligned with the Science of Reading, ensuring that all students develop strong foundational reading skills. Research has shown that explicit, systematic literacy instruction significantly improves reading outcomes, particularly for diverse and at-risk learners (Castles, Rastle, & Nation, 2018). This approach ensures that students build the critical skills necessary for success across all subjects.

Second, the school will implement conceptual and problem-based mathematics instruction through curricula such as Eureka Math, which emphasises reasoning, application, and deep understanding. Such approaches have been shown to improve students' ability to transfer mathematical knowledge to real-life contexts (Boaler, 2016).

A defining feature of MSWA is the integration of music as an instructional tool, not merely as enrichment. Research indicates that music-based learning enhances memory, language development, and student engagement, particularly in diverse classrooms (Hallam, 2015). By embedding music into literacy, mathematics, and interdisciplinary projects, MSWA creates a more engaging and cognitively supportive learning environment.

Additionally, MSWA will implement a Multi-Tiered System of Supports (MTSS) and differentiated instruction to ensure that all students—regardless of background or academic level—receive targeted support and opportunities for enrichment.

Together, these elements create a school model that is both academically rigorous and highly engaging. MSWA's integrated, student-centered approach positions it to more effectively meet the needs of East Charlotte's diverse student population and to deliver improved academic outcomes.

References

Boaler, J. (2016). *Mathematical mindsets*. Jossey-Bass.

Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars. *Psychological Science in the Public Interest*, 19(1), 5–51.

Hallam, S. (2015). The power of music. *International Journal of Music Education*, 33(1), 1–17.

10.2. Goals for the Proposed Charter School

Q180. 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:

2028-2029: 80% of families will be pleased to be a part of the MSWA community and 90% will remain MSWA students.

2029-2030: 85% of students and families will be pleased to be a part of the MSWA community and 92% will 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-8 students remain MSWA students.

2031-2032: 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

Q181. 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.

11. Educational Plan

11.1. Instructional Program

Q182. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods and assessment strategies, and explain how this program meets the needs of the targeted student population.

The MSWA Approach

The instructional program at Myrtis Simpson Walker Academy (MSWA) is built on the belief that students learn best when rigorous academics are combined with creativity, meaningful engagement, and real-world application. The school's instructional design blends strong foundational instruction in literacy and mathematics with music-integrated learning, a structured HOPE K-12 student development program, and entrepreneurship-focused experiences that cultivate curiosity, discipline, and problem-solving skills. This approach ensures that students are not only prepared to meet state academic standards but also develop the creativity, confidence, and personal responsibility necessary to succeed in school and beyond.

Overview of the Instructional Program

MSWA will serve students in Kindergarten through Eighth Grade in the East Charlotte and Matthews communities of North Carolina. These communities reflect increasing cultural and socioeconomic diversity, including students from African American, Latino, Asian American, White, and immigrant backgrounds. The instructional program is designed to support this diverse population by combining rigorous academic instruction with culturally responsive and student-centered practices.

The curriculum is aligned with the North Carolina Standard Course of Study (NCSCOS) and anchored in evidence-based programs, including Amplify K-8 Language Arts and Eureka Math. These programs emphasize conceptual understanding, structured skill development, and meaningful application of knowledge.

In addition, MSWA integrates entrepreneurship through Junior Achievement, providing students with structured opportunities to develop financial literacy, business understanding, and real-world problem-solving skills. Music instruction is aligned with the North Carolina Essential Standards for Music and supported by instructional resources such as QuaverEd, ensuring a structured and standards-based approach to music education and integration.

During its first year, MSWA will serve students in Kindergarten through Fifth Grade and will expand by one grade level each year until reaching full K-8 implementation. A defining feature of the MSWA model is the intentional integration of music and HOPE K-12 within the academic program. Music is used as an instructional tool that supports literacy, memory, and engagement, while HOPE K-12 functions as a structured student development block focused on social-emotional learning, character development, and student readiness. Together, these elements ensure that students develop both academically and holistically.

Major Instructional Methods

Structured Literacy and the Science of Reading

Literacy instruction at MSWA will follow a Structured Literacy approach aligned with the Science of Reading. Through the Amplify curriculum, students will receive systematic instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Music integration strengthens this process in practical ways. Rhythm and repetition support phonological awareness, while musical phrasing and structured activities reinforce fluency and comprehension. These strategies help students internalize language patterns while maintaining engagement.

Conceptual and Problem-Solving Mathematics

Mathematics instruction will be delivered through Eureka Math, focusing on deep conceptual understanding and analytical reasoning. Students will engage in problem-solving tasks that connect mathematics to real-world situations.

Music supports mathematical thinking through rhythm, sequencing, and pattern recognition. Students explore concepts such as fractions, timing, and structure through musical activities, reinforcing abstract concepts in a concrete and engaging way.

Project-Based and Experiential Learning

MSWA will incorporate project-based learning to connect academic content to meaningful experiences. Students will engage in interdisciplinary projects that integrate literacy, mathematics, music, and entrepreneurship.

Entrepreneurship instruction will be supported through Junior Achievement, where students participate in age-appropriate experiences such as understanding needs and wants in early grades, community-based economic concepts in upper elementary, and business planning and financial literacy in middle school. In elementary grades, students may combine storytelling with music and presentation. In middle school, students will develop more complex projects, including business concepts, product development, and presentations. These experiences build communication, collaboration, and problem-solving skills.

Culturally Responsive Instruction

MSWA recognizes the importance of reflecting students' identities and experiences in instruction. Teachers will use culturally responsive practices that connect learning to students' backgrounds.

Music plays a central role in this work by exposing students to diverse cultural traditions and perspectives. Through standards-aligned music instruction and integrated activities, students explore cultural expression, history, and identity, strengthening both engagement and understanding.

HOPE K-12 (Student Development Program)

MSWA will implement HOPE K-12 as a structured student development program delivered through a dedicated daily

or weekly block within the school schedule. This program integrates elements of social-emotional learning, character education, and health awareness.

Students will engage in goal setting, relationship-building, behavior expectations, and decision-making activities that promote self-regulation, responsibility, and readiness to learn. These experiences are reinforced through school routines and classroom practices, helping to create a consistent and supportive learning environment that directly supports academic success.

Assessment Strategies

Assessment at MSWA will function as a continuous process used to guide instruction and support student growth. Teachers will utilize a balanced system of formative, benchmark, and summative assessments.

Formative assessments—including exit tickets, discussions, and curriculum-embedded tasks—will allow teachers to adjust instruction in real time. Benchmark assessments will include Amplify literacy assessments and Eureka Math module assessments to track student progress. Summative assessments will include end-of-unit evaluations and North Carolina End-of-Grade (EOG) assessments.

Performance-based assessments within project-based learning and Junior Achievement activities will allow students to demonstrate understanding through presentations, creative work, and applied learning experiences.

Multi-Tiered System of Supports (MTSS)

MSWA will implement a Multi-Tiered System of Supports to ensure all students receive appropriate instruction.

- Tier 1: High-quality core instruction for all students
- Tier 2: Targeted small-group support
- Tier 3: Intensive individualized intervention

This structure ensures that learning needs are identified early and addressed effectively.

Meeting the Needs of the Targeted Student Population

MSWA's instructional program is designed to serve a diverse student population through a combination of strong academic instruction, structured support systems, and meaningful engagement strategies.

Differentiated instruction and MTSS ensure that Multilingual Learners, students with disabilities, and students performing below or above grade level receive appropriate support. The use of Amplify supports language development and literacy growth, while Eureka Math builds conceptual understanding for diverse learners.

Music integration provides additional pathways for engagement, memory development, and cultural connection, particularly for students who benefit from multisensory learning. Entrepreneurship through Junior Achievement increases motivation and real-world relevance, especially for students from economically diverse backgrounds. HOPE K-12 supports social-emotional development, behavior, and readiness, which are critical factors in improving academic outcomes and reducing disciplinary challenges.

Through this model, MSWA will develop students who are academically prepared, confident, and capable of applying their learning in meaningful ways.

Q183. Will the proposed charter school serve a single-sex student population?

Yes

No

Q187. What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?

Educational Philosophy and Its Translation into Practice

Myrtis Simpson Walker Academy (MSWA) is founded on the belief that students learn best when strong academic instruction is paired with meaningful engagement, consistency, and opportunities to apply learning in relevant and practical ways. The school's educational philosophy centers on three interconnected priorities: building strong academic foundations, supporting whole-child development, and creating learning experiences that are engaging, structured, and purposeful.

At the core of this philosophy is a commitment to literacy and mathematics as the foundation for long-term academic success. MSWA implements Amplify K–8 Language Arts and Eureka Math to ensure that students receive structured, standards-aligned instruction. Amplify supports literacy development through systematic instruction aligned with the Science of Reading, while Eureka Math emphasizes conceptual understanding and problem-solving. In daily classroom practice, this translates into lessons that include explicit instruction, guided practice, and small-group support to ensure that all students are able to access and master grade-level content.

MSWA also believes that students learn more effectively when they are actively engaged and able to connect ideas across disciplines. Music is used intentionally as part of the instructional process, not only as a subject but as a tool that supports learning. Through instruction aligned with the North Carolina Essential Standards for Music and supported by resources such as QuaverEd, students engage in rhythm, repetition, and structured musical activities that reinforce literacy, support memory, and strengthen pattern recognition in mathematics. These practices help make learning more accessible while maintaining academic rigor.

Entrepreneurship is another key element of the school's philosophy, providing students with opportunities to apply academic knowledge in real-world contexts. Through Junior Achievement, students engage in age-appropriate experiences that build financial literacy, problem-solving skills, and an understanding of how ideas translate into practical outcomes. In the classroom, this is reflected in project-based learning activities where students create, present, and refine ideas based on academic content.

MSWA's philosophy also recognizes that academic success is closely connected to students' social, emotional, and behavioral development. The school implements HOPE K–12 as a structured student development program that supports goal setting, behavior expectations, and decision-making. Delivered through a dedicated block within the school schedule, HOPE K–12 establishes consistent routines and reinforces habits such as responsibility, self-management, and collaboration. These elements contribute directly to improved focus, classroom engagement, and readiness to learn.

In practice, this philosophy results in classrooms that are structured, supportive, and interactive. Teachers balance direct instruction with opportunities for discussion, collaboration, and application. Lessons are designed to be clear and purposeful, while also allowing students to engage actively with content through music-informed strategies, project-based learning, and real-world connections.

The curriculum design reflects this same balance. It is aligned with the North Carolina Standard Course of Study and supported by evidence-based programs, while also allowing for interdisciplinary connections that make learning meaningful. Through this approach, MSWA ensures that students develop strong academic skills, build confidence in

their abilities, and learn to apply their knowledge in ways that are both practical and impactful.

Q188. Describe a typical day for students at different grade levels in your school, including how core subjects are integrated and what instructional methods teachers will primarily use.

At MSWA, the school day is structured to maximize learning, maintain strong academic focus, and ensure that students remain actively engaged. Each day prioritizes literacy and mathematics while integrating music, entrepreneurship, and structured student development through HOPE K-12. Instruction is delivered through a balance of explicit teaching, guided practice, collaboration, and application of learning.

Elementary School (K-5)

Students begin the day with the HOPE K-12 block, which establishes routines, reinforces expectations, and supports social-emotional development. During this time, students engage in goal setting, community-building activities, and guided discussions that prepare them for learning.

The literacy block follows and is the most extended portion of the day. Using Amplify K-8 Language Arts, teachers provide structured literacy instruction aligned with the Science of Reading. Lessons include explicit phonics instruction, vocabulary development, reading comprehension, and writing. Teachers use direct instruction, guided practice, and small-group differentiation to meet varying student needs. Music-informed strategies—such as rhythm, repetition, and oral language patterns—are embedded within instruction to strengthen phonological awareness, fluency, and comprehension.

For example, during an early literacy lesson, students may practice blending sounds by clapping or tapping each phoneme in sequence. As they read simple sentences, they maintain a steady rhythm to support fluency and pacing, reinforcing sound patterns while remaining actively engaged.

Mathematics is taught through Eureka Math, with a focus on conceptual understanding and problem-solving. Teachers guide students through structured lessons that include modeling, discussion, and hands-on practice. Music-based elements such as rhythm and sequencing are used where appropriate to reinforce patterns, fractions, and procedural understanding.

Science and social studies are taught through integrated blocks, often connected to literacy and project-based learning. Students engage in inquiry, reading, discussion, and collaborative activities that deepen understanding across subjects.

An intervention and enrichment block is built into the day, allowing teachers to provide targeted support or extension activities based on student data.

Middle School (Grades 6-8)

Middle school students follow a more structured, departmentalized schedule with defined instructional blocks.

Core instruction in English Language Arts and mathematics remains central. Using Amplify and Eureka Math, teachers focus on analysis, reasoning, and application of knowledge. Instruction combines direct teaching with discussion, collaborative problem-solving, and independent practice.

Science and social studies emphasize inquiry and critical thinking, often incorporating project-based learning. Students engage in interdisciplinary projects that connect academic content to real-world contexts.

Entrepreneurship is integrated through Junior Achievement, where students participate in structured learning experiences such as financial literacy, business planning, and project development. These activities allow students to apply academic skills in meaningful and practical ways.

For example, students may develop a simple product or idea, calculate costs and pricing, and present their concepts to peers, applying both mathematical reasoning and communication skills in a real-world context.

HOPE K-12 remains a consistent part of the schedule, providing structured time for student development, goal setting, and reinforcement of expectations. This supports student focus, behavior, and readiness for academic work.

Instructional Methods Across Grade Levels

Across all grade levels, teachers will primarily use:

- Explicit instruction to introduce new concepts
- Guided practice and modeling
- Small-group differentiation based on student needs
- Collaborative learning and discussion
- Project-based learning for application and deeper understanding

Music-informed instructional strategies are used intentionally across subjects to reinforce learning, support engagement, and provide multiple entry points for diverse learners.

The structure of the school day ensures that students receive strong academic instruction while also engaging in meaningful, well-integrated learning experiences. The consistent use of evidence-based curricula, combined with music-integrated instruction, entrepreneurship through Junior Achievement, and the HOPE K-12 student development program, creates a balanced environment that supports both academic achievement and personal growth.

Q189. How will your curriculum address the diverse learning needs and academic levels of students, and what systems will you have in place to monitor and adjust instruction based on student progress?

Addressing Diverse Learning Needs and Monitoring Student Progress

MSWA's curriculum is designed to meet the needs of students with varying academic levels, learning styles, and backgrounds. The school serves a diverse population, including Multilingual Learners, students with disabilities, and students performing both below and above grade level. To ensure all students are supported, MSWA combines

differentiated instruction, data-driven decision-making, and a structured Multi-Tiered System of Supports (MTSS).

Differentiated Instruction

Teachers at MSWA will adjust instruction based on students' readiness levels and learning needs. Within core instruction, students will engage in whole-group, small-group, and independent learning activities designed to provide both support and challenge.

Using Amplify K–8 Language Arts, teachers will group students based on reading proficiency and provide targeted instruction in phonics, fluency, vocabulary, and comprehension. Similarly, Eureka Math allows teachers to present concepts using multiple representations and scaffolded approaches, ensuring that students can access mathematical content at different levels of readiness.

Music-informed instructional strategies provide an additional layer of support, particularly for students who benefit from multisensory learning. Rhythm, repetition, and structured oral language activities help reinforce phonological awareness, improve retention, and support engagement, especially in early literacy development.

Multi-Tiered System of Supports (MTSS)

MSWA will implement a structured MTSS framework to ensure that all students receive the appropriate level of support:

- **Tier 1:** High-quality, standards-aligned core instruction for all students using Amplify and Eureka Math
- **Tier 2:** Targeted small-group interventions for students who require additional support
- **Tier 3:** Intensive, individualized support for students with significant learning needs

Students will be identified for additional support through ongoing assessment and teacher observation. Scheduled intervention blocks within the school day allow teachers to provide targeted instruction without removing students from core learning.

Monitoring Student Progress

Student progress will be monitored through a balanced system of formative, benchmark, and summative assessments.

- **Formative assessments**, such as exit tickets, discussions, and curriculum-embedded tasks, are used daily to check for understanding and guide immediate instructional adjustments.
- **Benchmark assessments**, including Amplify literacy assessments and Eureka Math module assessments, provide periodic data on student growth and skill development.
- **Summative assessments**, including end-of-unit tests and North Carolina End-of-Grade (EOG) assessments, measure overall mastery of grade-level standards.

Teachers will regularly review assessment data individually and collaboratively to identify trends, adjust instruction, and provide targeted support or enrichment.

Instructional Adjustment

Instruction at MSWA is continuously adjusted based on student performance data. Teachers will:

- Modify instructional pacing
- Adjust grouping structures
- Provide additional support or enrichment
- Use alternative strategies when needed

For example, if students demonstrate difficulty with phonemic awareness, teachers may incorporate additional rhythm-based and repetition strategies to reinforce sound patterns. If students struggle with mathematical concepts, teachers will use visual models and guided problem-solving to strengthen understanding.

Supporting All Learners

MSWA ensures that all students receive appropriate levels of support and challenge. Multilingual Learners will benefit from structured language supports embedded within Amplify, while students with disabilities will receive accommodations and services aligned with their Individualized Education Programs (IEPs) or 504 Plans. Students performing above grade level will be provided with enrichment opportunities, including extended projects and advanced problem-solving tasks.

The HOPE K–12 program further supports student success by reinforcing routines, self-management, and focus, which contribute to effective learning behaviors and consistent engagement in academic tasks.

Conclusion

Through differentiated instruction, a structured MTSS framework, and a comprehensive system for monitoring and adjusting instruction, MSWA ensures that all students are supported in reaching grade-level expectations and beyond. This approach allows the school to respond effectively to diverse learning needs while promoting consistent academic growth across the student population.

Q190. 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.

Alignment of Curriculum with Mission, Student Population, and the North Carolina Accountability Model

MSWA's curriculum is directly aligned with the school's mission to provide strong academic foundations while developing engaged, confident, and capable learners. The instructional program combines evidence-based core curricula with structured support systems and meaningful engagement strategies to meet the needs of a diverse student population and ensure alignment with the North Carolina Accountability Model.

The core curriculum—Amplify K–8 Language Arts and Eureka Math—is aligned with the North Carolina Standard

Course of Study and supports measurable student growth in reading and mathematics, which are central to state accountability. Amplify is grounded in the Science of Reading and provides systematic, explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. This approach has been widely shown to improve literacy outcomes, particularly for students who enter school below grade level, including Multilingual Learners and students from economically disadvantaged backgrounds.

Eureka Math emphasizes conceptual understanding, coherence across grade levels, and problem-solving. Its structured approach supports students in developing strong mathematical reasoning and the ability to apply knowledge in real-world contexts. Research and implementation data from diverse school settings indicate that students engaged in conceptual mathematics programs demonstrate improved understanding and long-term retention of mathematical concepts.

MSWA's curriculum is designed specifically to address the needs of its targeted student population in East Charlotte, where data indicates ongoing challenges with reading proficiency and academic performance. By implementing structured literacy through Amplify and conceptual mathematics through Eureka Math, the school provides a strong academic foundation that directly addresses these gaps.

In addition to core academics, MSWA strengthens instructional effectiveness through the intentional integration of music as a learning support. Research demonstrates that music-based strategies improve memory, phonological awareness, and engagement, all of which contribute to improved literacy and mathematical outcomes. These strategies provide additional access points for students who benefit from multisensory learning, supporting a wider range of learners.

Entrepreneurship education is delivered through Junior Achievement, providing students with opportunities to apply academic knowledge in real-world contexts. This approach increases student engagement and motivation, particularly for students who may not respond as strongly to traditional instructional methods. By connecting learning to practical applications, students develop critical thinking, problem-solving, and communication skills that support overall academic success.

The curriculum is implemented within a Multi-Tiered System of Supports (MTSS), ensuring that all students receive high-quality core instruction while also providing targeted and intensive support for those who need it. Ongoing formative, benchmark, and summative assessments allow teachers to monitor progress, identify learning gaps, and adjust instruction accordingly. This continuous cycle of assessment and adjustment ensures that students remain on track to meet grade-level expectations.

HOPE K-12 further supports academic achievement by reinforcing routines, self-regulation, and student readiness. By promoting focus, discipline, and positive behavior, the program contributes to improved classroom engagement and reduced disruptions, which are critical factors in sustaining academic growth.

Together, these elements create a cohesive instructional model that supports academic improvement for all students. The combination of evidence-based curricula, structured support systems, and engagement strategies is designed to close achievement gaps by ensuring that students who enter below grade level receive the instruction

and support necessary to succeed, while all students are challenged to meet and exceed grade-level standards.

Q191. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Primary Instructional Strategies

MSWA expects teachers to master a set of instructional strategies that promote strong academic foundations, active student engagement, and consistent academic growth. These strategies are grounded in explicit instruction, structured practice, differentiation, and meaningful application of learning. Together, they ensure that students with diverse academic needs are able to access, understand, and apply grade-level content.

Elementary Grades (K-5)

In the elementary grades, teachers will prioritize structured literacy and foundational mathematics instruction.

In literacy, teachers will implement a Structured Literacy approach aligned with the Science of Reading through Amplify K-8 Language Arts. Instruction will include explicit teaching of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers will model skills, guide students through practice, and provide targeted small-group instruction based on student needs. This approach is particularly effective for early learners and students who enter school below grade level, as it builds essential reading skills systematically and consistently.

In mathematics, teachers will use Eureka Math to develop conceptual understanding and problem-solving skills. Instruction will include modeling, guided practice, and the use of visual representations and manipulatives to support understanding. This helps students build strong numerical foundations and reduces reliance on memorization alone.

Music-informed instructional strategies will be used intentionally to support learning. Rhythm, repetition, and structured oral language activities reinforce phonological awareness and memory, providing additional access points for students who benefit from multisensory instruction. These strategies increase engagement and support retention, particularly in early literacy development.

Middle School (Grades 6-8)

In the middle grades, instruction will build on foundational skills while increasing emphasis on critical thinking, collaboration, and application of knowledge.

Teachers will continue to use explicit instruction to introduce new concepts, followed by guided practice and opportunities for independent application. In English Language Arts and mathematics, students will engage in analysis, reasoning, and problem-solving using Amplify and Eureka Math.

Instruction will also incorporate discussion-based learning and project-based approaches, allowing students to explore concepts more deeply and apply their learning in meaningful ways. Through Junior Achievement, students will

engage in structured entrepreneurship experiences that connect academic content to real-world applications, strengthening both understanding and motivation.

Music-informed strategies will continue to support learning by reinforcing structure, communication, and expression, particularly in activities that involve presentation, analysis, and organization of ideas.

HOPE K-12 supports these instructional strategies by reinforcing routines, accountability, and self-management, which are essential for student success in more independent learning environments.

Instructional Strategies Across Grade Levels

Across all grade levels, teachers will consistently apply:

- Explicit instruction to clearly introduce new concepts
- Guided practice with immediate feedback
- Small-group differentiation to address varying learning needs
- Collaborative learning and discussion to deepen understanding
- Project-based learning to apply knowledge in real-world contexts

These strategies are supported by ongoing formative assessment, allowing teachers to monitor progress and adjust instruction as needed.

Impact on Academic Achievement

These instructional strategies are expected to result in increased academic achievement because they provide both structure and flexibility. Explicit instruction ensures that all students, particularly those who may struggle, receive clear and consistent teaching. Small-group differentiation and MTSS support ensure that learning gaps are addressed early and effectively.

The integration of music-informed strategies supports memory, engagement, and comprehension, while entrepreneurship experiences through Junior Achievement increase motivation by connecting learning to real-world applications. HOPE K-12 further contributes by promoting focus, discipline, and readiness to learn.

Together, these strategies create a learning environment where students are supported, challenged, and actively engaged, leading to improved academic outcomes across the student population.

Q192. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

Ensuring Student Readiness for Grade-Level Progression

MSWA's instructional plan is designed to ensure that all students are prepared to progress from grade to grade and successfully transition between grade spans. The school's approach combines standards-aligned instruction, continuous assessment, targeted support systems, and clear expectations for student mastery.

At the core of this approach is alignment with the North Carolina Standard Course of Study and the use of evidence-based curricula, including Amplify K–8 Language Arts and Eureka Math. These programs provide a structured progression of skills across grade levels, ensuring that students build foundational knowledge in literacy and mathematics before advancing to more complex concepts. This coherence allows teachers to identify gaps early and ensure that students are prepared for the next level of instruction.

Student readiness is monitored through a comprehensive system of formative, benchmark, and summative assessments. Teachers regularly assess student understanding using daily checks for understanding, curriculum-based assessments, and periodic benchmarks. These data points are used to determine whether students are meeting grade-level expectations and to guide instructional decisions.

MSWA's Multi-Tiered System of Supports (MTSS) plays a critical role in ensuring readiness for progression. Students who require additional support receive targeted small-group or individualized intervention during designated intervention blocks. This ensures that learning gaps are addressed before students move forward. Similarly, students who demonstrate advanced understanding are provided with enrichment opportunities to extend their learning.

Promotion from one grade to the next is based on demonstrated mastery of grade-level standards, particularly in reading and mathematics. Students are expected to meet clearly defined academic benchmarks, supported by assessment data and teacher evaluation. For students who do not initially meet these expectations, additional support, intervention, and progress monitoring will be provided to help them reach proficiency.

As students transition from elementary to middle school, the instructional program shifts to include increased independence, critical thinking, and application of knowledge. Students are prepared for this transition through consistent use of structured instruction, collaborative learning, and project-based experiences in earlier grades. These practices help students develop the academic skills and learning habits necessary for success in a more departmentalized and rigorous environment.

Additional components of the MSWA model further support readiness. Music-informed instructional strategies strengthen memory, fluency, and engagement, while entrepreneurship experiences through Junior Achievement provide opportunities for students to apply academic skills in real-world contexts. The HOPE K–12 student development program reinforces self-management, responsibility, and goal setting, all of which are essential for successful progression.

Together, these elements ensure that students are not only meeting academic standards but also developing the skills, habits, and confidence needed to succeed at the next grade level and beyond. Through consistent monitoring, targeted support, and a coherent instructional framework, MSWA is committed to ensuring that all students are prepared for continued academic success.

Q193. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Alignment of the Academic Calendar with the Mission and Educational Plan

MSWA's yearly academic calendar is intentionally designed to support the school's mission of providing strong academic foundations while fostering engagement, consistency, and student development. The calendar meets North Carolina requirements for instructional days and hours while ensuring that sufficient time is allocated for core academic instruction, intervention, and enrichment.

The structure of the calendar prioritizes sustained instructional time in literacy and mathematics, supported by the use of Amplify K-8 Language Arts and Eureka Math. Instructional pacing is aligned with curriculum units to ensure that students have adequate time to master key concepts before progressing. Built-in assessment windows allow for regular monitoring of student progress and timely instructional adjustments.

The calendar also supports the school's broader educational approach by allowing time for project-based learning and interdisciplinary experiences, including entrepreneurship activities delivered through Junior Achievement. These experiences are scheduled throughout the year to provide opportunities for application of learning in meaningful contexts.

Additionally, the calendar structure supports the consistent implementation of the HOPE K-12 student development program by maintaining stable routines and minimizing disruptions to instructional time. This consistency reinforces student expectations, behavior, and readiness to learn.

Professional development days are embedded within the calendar to allow teachers to analyze student data, refine instructional practices, and ensure alignment with the school's instructional model. These opportunities support continuous improvement and effective implementation of the curriculum.

Overall, the academic calendar is designed to maximize instructional time, support consistent learning routines, and align with the school's mission of preparing students for academic success and personal growth.

Q194. 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's school day and weekly schedule are designed to maximize instructional time, maintain consistency, and support strong academic outcomes. The structure prioritizes literacy and mathematics while ensuring adequate time for science, social studies, intervention, and student development.

Length of School Day

- Elementary (K–5): 8:00 AM – 3:00 PM
- Middle School (6–8): 8:00 AM – 3:15 PM

This provides approximately:

- Elementary: ~420 instructional minutes per day
- Middle School: ~435 instructional minutes per day

The weekly schedule meets and exceeds North Carolina requirements for instructional hours.

Elementary School Daily Structure (K–5)

- HOPE K–12 (Morning Block): 20–30 minutes
- English Language Arts (Amplify): 120 minutes
- Mathematics (Eureka Math): 90 minutes
- Science / Social Studies (Integrated): 60 minutes
- Intervention / Enrichment: 30–45 minutes
- **Lunch / Recess / Transitions:** Scheduled within the day

Middle School Daily Structure (6–8)

- HOPE K–12: 20–30 minutes
- English Language Arts (Amplify): 90 minutes
- Mathematics (Eureka Math): 90 minutes
- Science: 60 minutes
- Social Studies: 60 minutes
- Intervention / Enrichment / Elective Integration (including entrepreneurship): 45–60 minutes

Entrepreneurship experiences are incorporated through Junior Achievement and are embedded within interdisciplinary or project-based blocks.

Weekly Structure

The weekly schedule maintains consistency to support routines and maximize learning time:

- Core subjects (ELA and Math) are taught daily
- Science and Social Studies are taught daily or in extended blocks
- Intervention blocks occur daily, allowing for targeted support
- HOPE K–12 is scheduled daily or consistently across the week to reinforce routines and student development

This structure ensures continuous exposure to core content while allowing flexibility for deeper learning and intervention.

Why This Schedule Supports Student Learning

The MSWA schedule is designed to align with how students learn best:

- Extended literacy and math blocks provide the time needed for explicit instruction, guided practice, and differentiation using Amplify and Eureka Math
- Daily intervention time ensures that learning gaps are addressed immediately, preventing students from falling behind
- Integrated science and social studies blocks support interdisciplinary learning and efficient use of instructional time
- Consistent routines through HOPE K-12 improve focus, behavior, and readiness to learn
- Balanced pacing throughout the day prevents cognitive overload and maintains student engagement

Music-informed instructional strategies are embedded within academic blocks rather than scheduled separately, allowing teachers to reinforce learning through rhythm, repetition, and structured engagement without reducing time for core instruction.

Conclusion

The structure of the school day and week ensures that students receive sufficient time in core academic areas while also benefiting from targeted support, consistent routines, and meaningful application of learning. This balanced and intentional schedule supports academic achievement, student engagement, and overall readiness for success.

Q195. Describe a typical day for a teacher and a student in the school's first year of operation.

Typical Day for a Student and Teacher (Year 1 of Operation)

In its first year of operation, MSWA will serve students in Kindergarten through Grade 5. The school day is structured to provide consistency, maximize instructional time, and support both academic learning and student development.

A Typical Day for a Student

A student's day begins with the HOPE K-12 block, which sets the tone for learning. During this time, students engage in morning routines, goal setting, and community-building activities. Expectations for behavior, focus, and responsibility are reinforced, helping students transition into academic learning with clarity and readiness.

The day then moves into the literacy block, the most extended instructional period. Using Amplify K-8 Language Arts, students participate in structured lessons that include phonics, reading, writing, and comprehension. Teachers provide direct instruction followed by guided practice and small-group work. Students actively engage in reading, discussion, and writing tasks, with music-informed strategies such as rhythm and repetition used to reinforce phonological awareness and fluency.

Mathematics follows, taught through Eureka Math. Students work through structured lessons that include modeling, problem-solving, and guided practice. They collaborate with peers, explain their thinking, and apply concepts to solve problems. Where appropriate, rhythm and sequencing are used to support understanding of patterns and mathematical relationships.

Later in the day, students engage in science and social studies through integrated lessons that emphasize inquiry, reading, and discussion. These lessons often connect to broader themes and allow students to apply what they have learned in meaningful ways.

Students also participate in an intervention or enrichment block, where they receive targeted support or extended learning opportunities based on their individual needs.

Throughout the day, students are actively involved in their learning—reading, writing, discussing, solving problems, and collaborating with peers. The structure of the day ensures that they remain engaged while developing both academic skills and positive learning habits.

A Typical Day for a Teacher

A teacher's day begins before students arrive, with time allocated for preparation, reviewing lesson plans, and organizing materials aligned with Amplify and Eureka Math.

During the HOPE K-12 block, teachers facilitate structured routines, reinforce expectations, and build classroom community. This time allows teachers to establish a positive learning environment and prepare students for the day ahead.

Throughout the instructional day, teachers deliver lessons using explicit instruction, guided practice, and small-group differentiation. In literacy, teachers use Amplify to provide structured reading instruction, monitor student progress, and adjust instruction based on student responses. In mathematics, teachers guide students through problem-solving and support conceptual understanding using Eureka Math.

Teachers continuously assess student understanding through observation, questioning, and formative assessments. They use this information to adjust instruction in real time, provide additional support, or extend learning for students who are ready for more advanced work.

During intervention and enrichment blocks, teachers work with small groups of students to address specific learning needs. This targeted instruction is informed by assessment data and aligned with the school's MTSS framework.

Teachers also collaborate with colleagues during designated planning times to review student data, share strategies, and ensure alignment across grade levels. This collaborative approach supports consistency and continuous improvement in instruction.

Therefore, in MSWA's first year, both students and teachers experience a structured, purposeful, and engaging school day. Students benefit from consistent routines, strong academic instruction, and opportunities for active participation, while teachers operate within a clear instructional framework supported by evidence-based curricula and ongoing collaboration.

This alignment between student experience and instructional practice ensures that the school's model is implemented effectively from the first day, supporting both academic achievement and the development of positive

learning behaviors.

Q196. Will this proposed school include a high school?

Yes

No

Q201. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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

Applicant Comments :

Appendix B provides a structured outline of the literacy (ELA) curriculum across the grade spans served by Myrtis Simpson Walker Academy (MSWA). The outline illustrates the progression of reading, writing, and communication skills from foundational literacy in the elementary grades through advanced comprehension and analysis in middle school.

The curriculum is aligned with the North Carolina Standard Course of Study and is grounded in a structured literacy approach. Instruction will emphasise explicit teaching, guided practice, small-group differentiation, and ongoing formative assessment to support student growth.

The outline also reflects the school's broader instructional model, incorporating opportunities for discussion, writing, and project-based learning, as well as integration of music and oral language to support engagement and skill development.

Together, this progression ensures that students build strong foundational skills and develop the ability to think critically, communicate effectively, and apply their learning across content areas.

Q202. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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

Applicant Comments :

Myrtis Simpson Walker Academy (MSWA) will implement a structured academic calendar designed to maximise instructional time, support student learning, and ensure compliance with North Carolina requirements. The proposed calendar includes a minimum of 185 instructional days and exceeds 1,025 instructional hours, meeting state requirements. The school year will begin in late August and conclude in early June, allowing for a balanced distribution of instructional time across four academic quarters.

The calendar is intentionally designed to support the school's instructional priorities. Each week will include a modified schedule on Mondays, with shortened instructional blocks and dedicated time for intervention, enrichment, and targeted academic support. This structure allows teachers to address learning gaps early, provide differentiated instruction, and respond to student needs in a timely manner.

The remaining days of the week will follow a full instructional schedule, ensuring sustained engagement in core subjects while also allowing time for integrated learning experiences, including music and entrepreneurship. The calendar also includes designated teacher workdays, professional development days, holidays, and parent engagement opportunities, ensuring that instructional planning, collaboration, and family involvement are built into the school year.

Quarterly pacing is aligned with assessment cycles, allowing for regular progress monitoring and timely reporting of student performance. Overall, the calendar reflects a balance between academic rigor, instructional consistency, and responsiveness to student needs, while maintaining full compliance with state requirements.

Q203. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 15

Applicant Comments :

Myrtis Simpson Walker Academy (MSWA) will implement a structured and consistent daily and weekly schedule designed to maximise instructional time, support academic growth, and reflect the school's instructional priorities. The schedule prioritises daily instruction in literacy and mathematics, ensuring that all students build strong foundational skills. Science and social studies are integrated into the weekly schedule to promote deeper understanding and connections across content areas, while also supporting inquiry-based and project-based learning.

Each school day is organised to balance core instruction, intervention, and enrichment. Dedicated intervention blocks are embedded within the schedule to provide targeted support or enrichment based on student needs. This allows teachers to respond to data in real time and ensures that students receive timely and differentiated instruction. Mondays will follow a modified schedule focused on core instruction and intervention, with no electives scheduled. This structure allows the school to begin each week with focused academic support, addressing learning gaps early and setting a strong foundation for the remainder of the week.

From Tuesday through Friday, students will engage in a full instructional schedule that includes electives such as music, art, physical education, technology, and entrepreneurship. These are not treated as add-ons, but as essential components of the school's instructional model. Music supports language development, memory, and engagement, while entrepreneurship provides opportunities for applied learning, problem-solving, and real-world connections.

At the middle school level, the use of an A/B block schedule allows for extended instructional periods, deeper engagement with content, and a balanced distribution of subjects across the week. This structure also supports flexible grouping for intervention and enrichment. Across all grade levels, the schedule is designed to be predictable, efficient, and responsive to student needs, ensuring that instructional time is used effectively while maintaining opportunities for creativity, collaboration, and applied learning.

The attached Appendix E provides detailed daily and weekly schedules for each grade band served by the school.

11.2. Special Populations and "At-Risk" Students

Q204. 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.

Myrtis Simpson Walker Academy (MSWA) will identify and support students performing below grade level through a structured, data-driven system that ensures timely intervention and continuous progress monitoring.

Students will be identified using a combination of baseline diagnostics at the start of the year, ongoing formative assessments, and periodic benchmark assessments in literacy and mathematics. Teachers will analyse this data regularly to detect skill gaps early and respond with targeted support rather than waiting for end-of-term results.

MSWA will implement a Multi-Tiered System of Supports (MTSS) to provide increasingly intensive levels of intervention. At Tier 1, all students receive high-quality, standards-aligned instruction using evidence-based curricula. Students requiring additional support will receive Tier 2 interventions through small-group instruction focused on specific skill deficits, particularly in reading and mathematics. For students with more significant needs, Tier 3 will provide individualized support through personalised learning plans, increased instructional time, and targeted strategies tailored to each learner.

Instructional strategies will include explicit, structured literacy instruction, scaffolded learning, and frequent guided practice. Teachers will also incorporate flexible grouping to ensure that instruction remains responsive to student progress.

Progress will be closely monitored through weekly or biweekly assessments, allowing instructional teams to adjust interventions promptly. Regular data review meetings will ensure that no student's needs go unaddressed.

Through this systematic approach—combining early identification, targeted intervention, and continuous monitoring—MSWA will ensure that students performing below grade level receive the focused support necessary to make measurable academic progress and successfully access grade-level content.

Q205. 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.

Members of the founding board bring direct and relevant experience working with students who require additional support, particularly students with disabilities, students with 504 Plans, and students from diverse linguistic and socioeconomic backgrounds.

Cynthia Johnson, the board chair, has over 20 years of experience as a school counselor with Charlotte-Mecklenburg Schools. In that role, she has worked closely with students with IEPs and 504 Plans, collaborating with teachers, families, and support teams to ensure appropriate services and accommodations are provided. Her experience includes supporting students' academic, behavioral, and social-emotional needs, as well as participating in multidisciplinary teams.

Kendra Carter, our Media Specialist, brings both professional expertise and personal insight to supporting diverse learners. Throughout her career in education, she has worked directly with **EC (Exceptional Children)**, **AIG (Academically or Intellectually Gifted)**, and **ML (Multilingual Learners)**, tailoring library resources and instructional support to meet their unique needs.

Beyond her professional background, Kendra offers a vital "first-hand" perspective as the parent of a daughter diagnosed with **ADHD and Autism**. This lived experience allows her to instinctively recognize and support students facing behavioral and social-emotional challenges. Her dual role as an educator and advocate makes her an invaluable resource for the board in ensuring our school remains inclusive and responsive to all student populations.

Dr. Mark Anderson's extensive background as a **Teacher, Counselor, and Principal** provides him with a holistic understanding of the academic and behavioral needs of **AIG, EC, and ML** and 504 students. His leadership is rooted in the philosophy that while all students must be held responsible for their actions, they must first be explicitly **taught the skills** to succeed.

Drawing from his experience with students across the neurodiverse and linguistic spectrum, Dr. Anderson emphasizes a proactive approach to discipline and development. He views behavioral challenges not as excuses, but as opportunities for instruction, ensuring that students with disabilities or language barriers receive the specific **social-emotional coaching** and support necessary to meet high behavioral standards

Other board members bring experience in education, curriculum support, and community engagement, including work with diverse student populations and families. This includes exposure to multilingual learners, students performing below grade level, and students from economically disadvantaged backgrounds.

Collectively, the board understands the importance of providing appropriate services and ensuring compliance with federal and state requirements, including IDEA and Section 504. The board will provide oversight to ensure that the school establishes effective systems for identification, service delivery, and progress monitoring.

In preparation for opening, the school will also ensure that qualified staff are in place to serve special populations, including licensed special education personnel and appropriate supports for Multilingual Learners. Policies, procedures, and training will be established prior to opening to ensure that all students receive the services they are entitled to and that staff are prepared to meet their needs.

Q206.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 is committed to ensuring that Multilingual Learners (MLs) have full and equitable access to the academic program and are supported in developing both English language proficiency and academic achievement. The school's approach combines accurate identification, structured instructional support, continuous monitoring, and qualified staffing.

Identification of Multilingual Learners

MSWA will follow all federal and North Carolina requirements for identifying ML students. Upon enrollment, all families will complete a Home Language Survey. Students identified as potential MLs will be assessed using the state-approved English language proficiency screener (WIDA Screener or W-APT, as applicable).

To avoid misidentification, screening results will be reviewed alongside additional data, including prior academic records, classroom observations, and family input. Students will not be identified solely based on language background but on demonstrated need for language support. This process ensures that students are appropriately identified and placed.

Instructional Programs and Strategies

ML students will receive instruction that combines language development with access to grade-level content. Core instruction will remain anchored in Amplify K–8 Language Arts and Eureka Math, ensuring that ML students participate fully in the same rigorous academic program as their peers.

Teachers will use research-based strategies to support ML students, including:

- Explicit vocabulary instruction and language modeling
- Visual supports, graphic organizers, and structured scaffolds
- Sentence frames and guided discussion to support academic language development
- Small-group instruction targeting both language and content skills
- Opportunities for structured peer interaction

Music-informed instructional strategies will provide additional support by reinforcing rhythm, pronunciation, and language patterns, which can support language acquisition and retention.

Instruction will be differentiated to ensure that ML students can access grade-level content while developing English

proficiency. Teachers will incorporate scaffolding strategies within daily lessons rather than separating language instruction from academic content.

Monitoring Progress and Exiting ML Services

Student progress will be monitored through both language proficiency assessments and academic performance data.

- English language development will be assessed using the ACCESS for ELLs assessment, administered annually in accordance with state requirements.
- Classroom-based formative assessments and curriculum-embedded assessments will be used to monitor ongoing progress in both language and academic skills.

Teachers and support staff will regularly review data to adjust instruction and provide additional support as needed.

Students will exit ML services when they meet the state-defined criteria for English language proficiency. After exiting, students will continue to be monitored for a period of time to ensure continued academic success without additional language support.

Qualified Staffing

MSWA will ensure that ML students are supported by qualified personnel. The school will employ or contract with licensed ESL (English as a Second Language) teachers who meet North Carolina certification requirements.

In addition, all classroom teachers will receive professional development on strategies for supporting ML students within core instruction. This includes training in scaffolding, language development, and culturally responsive teaching practices.

Collaboration between ESL staff and classroom teachers will be ongoing to ensure that instruction is aligned and that ML students receive consistent and effective support across all subject areas.

Through accurate identification, integrated instructional support, ongoing progress monitoring, and qualified staffing, MSWA will ensure that Multilingual Learners are able to access the full academic program and achieve at high levels. This approach supports both language development and academic success, ensuring equitable outcomes for all students.

Q207. 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.

Myrtis Simpson Walker Academy (MSWA) will identify and support gifted and academically advanced students through a structured, data-informed approach that ensures appropriate challenge, continuous growth, and meaningful enrichment.

Identifying Gifted Students

Students will be identified using multiple measures, including prior academic records, classroom performance, benchmark assessment data, teacher recommendations, and, where appropriate, formal screening tools aligned with district and state guidelines. This multi-criteria approach helps ensure that giftedness is recognized across diverse backgrounds and prevents under-identification of students from historically underserved groups.

Instructional Programs, Practices, and Opportunities

MSWA will implement differentiated instruction and enrichment-based learning to meet the needs of gifted learners within the general education setting. Teachers will provide curriculum compacting to eliminate repetition of mastered content and offer opportunities for deeper exploration through independent and small-group projects. Instruction will emphasize higher-order thinking, problem-solving, and creative application of knowledge.

Gifted students will also benefit from project-based learning and interdisciplinary experiences, including opportunities to engage in advanced research, leadership roles, and extended learning tasks connected to music and entrepreneurship. These experiences allow students to explore complex ideas, develop creativity, and apply learning in meaningful contexts.

Monitoring Progress and Evaluating Success

Student progress will be monitored through ongoing formative and benchmark assessments, as well as performance-based tasks that demonstrate advanced understanding. Instructional teams will review data regularly to ensure that gifted students continue to demonstrate academic growth and are appropriately challenged. Adjustments to instruction and enrichment opportunities will be made based on student progress and evolving needs.

Qualified Staffing

MSWA will ensure that teachers are trained in differentiated instruction and strategies for supporting gifted learners. Where appropriate, the school will designate staff with expertise in advanced learning or collaborate with specialists to provide additional support and guidance.

Therefore, MSWA will create an environment in which gifted students are consistently challenged, supported, and encouraged to reach their full potential.

11.3. 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.*

Q208. 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.

Myrtis Simpson Walker Academy (MSWA) will implement clear, compliant procedures to ensure that all students previously identified as eligible for special education services under the Individuals with Disabilities Education Improvement Act (IDEA) or protected under Section 504 of the Rehabilitation Act are promptly identified and appropriately served upon enrollment.

During the enrollment process, all families will complete registration forms that include questions regarding prior special education services, Individualized Education Programs (IEPs), or Section 504 Plans. Parents will be asked to provide relevant documentation, and the school will obtain written consent to request official records from the student's previous school.

MSWA will establish procedures to promptly request and review educational records, including IEPs, evaluation reports, and 504 Plans, in accordance with federal and North Carolina requirements. Upon receipt, the school's Exceptional Children (EC) staff will review the documentation to ensure continuity of services. Services outlined in existing IEPs or 504 Plans will be implemented without delay to ensure compliance and uninterrupted support for the student.

For students who transfer without complete documentation, MSWA will take proactive steps to contact previous schools and, if necessary, implement comparable services based on available information while records are being obtained.

In addition, MSWA will train enrollment and instructional staff to recognize indicators that a student may have previously received services, ensuring that no student is overlooked. The school will maintain secure and confidential student records in compliance with the Family Educational Rights and Privacy Act (FERPA).

Through these procedures, MSWA will ensure accurate identification, timely record acquisition, and immediate continuity of services for all students with existing special education or Section 504 eligibility, reflecting full compliance with IDEA, Section 504, and North Carolina policies.

Q209. 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.

Child Find and Identification Process

Myrtis Simpson Walker Academy (MSWA) will implement a comprehensive Child Find system to identify, evaluate, and serve students who may be eligible for special education services in accordance with IDEA, North Carolina policies, and federal regulations. The school will ensure that all students, including those enrolled and those suspected of having disabilities, are actively screened and supported without delay.

Universal Screening and Early Identification

All students will participate in universal screenings in literacy, mathematics, and, where appropriate, behaviour and social-emotional development at multiple points during the school year. Teachers will also monitor student performance through ongoing formative assessments and classroom observations. Students who demonstrate persistent academic or behavioural challenges will be referred to the school's problem-solving team for further review.

Pre-Referral and Intervention Process

Before referral for special education evaluation, MSWA will implement targeted interventions through a Multi-Tiered System of Supports (MTSS). This process allows the school to provide evidence-based interventions and collect data on student response, ensuring that learning difficulties are not solely due to gaps in instruction or limited English proficiency.

Referral and Evaluation

If a student does not make adequate progress despite targeted interventions, a formal referral for evaluation will be initiated. With parental consent, a comprehensive evaluation will be conducted by qualified professionals. Assessments will be multidisciplinary and may include academic testing, cognitive assessments, behavioural evaluations, and input from teachers and parents. All evaluations will be conducted in the student's dominant language where appropriate to ensure accuracy.

Avoiding Misidentification

MSWA will take deliberate steps to avoid misidentification by using multiple data sources, implementing interventions prior to referral, and distinguishing between language acquisition, environmental factors, and disability-related needs. The team will ensure that Multilingual Learners are not incorrectly identified due to language differences.

Eligibility and Ongoing Review

Eligibility decisions will be made by a multidisciplinary team, including parents, based on evaluation data and state criteria. The school will maintain continuous progress monitoring and re-evaluation processes to ensure that services remain appropriate and effective.

This structured and compliant approach will enable MSWA to accurately identify and provide equitable access to services, and appropriate support for all students with disabilities.

Q210. 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)

At MSWA, managing student records—especially for students with IEPs and Section 504 Plans—is treated as both a compliance responsibility and a commitment to continuity of care for each child.

When a student enrolls, families are asked directly about any existing services or plans. With parent consent, the school immediately requests records from the previous school, including IEPs, evaluation reports, and 504 documentation. The team does not wait passively; follow-ups are built into the process to ensure records are received promptly. If there is any delay, the school puts comparable supports in place based on available information so that the student is not left without services.

Once records are received, they are handled with strict confidentiality. Physical documents are secured in locked files with limited access, while digital records are stored in protected systems where only authorised staff—such as EC personnel and school leadership—can access them. Staff are trained not just on compliance, but on professional responsibility when handling sensitive student information.

Record management is also closely tied to accountability. The school maintains up-to-date documentation of services, progress monitoring, and communication with families. Timelines for reviews, evaluations, and updates are tracked carefully to ensure nothing is missed.

In practice, this system is not just about record-keeping—it ensures that every student who requires support is known, understood, and consistently served without disruption.

Q211. 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.

At MSWA, supporting students with disabilities begins with a simple commitment: every student belongs in a learning environment where they can access grade-level content, feel included, and make meaningful progress. Services are designed to meet students where they are while keeping them connected to the general education setting as much as possible.

For students with mild disabilities, support will primarily occur within the general classroom. Teachers will work closely with EC staff to provide accommodations, differentiated instruction, and targeted small-group support. Co-teaching and push-in services will allow students to remain engaged in core instruction while receiving the help they need in real time.

Students with moderate disabilities may receive a combination of in-class support and pull-out services. This might include small-group instruction focused on specific skill areas, such as reading or mathematics, while still participating in general education classes for much of the day. The goal is always to balance targeted support with inclusion.

For students with more significant or severe disabilities, MSWA will provide more individualized programming based on each student's IEP. This may include specialized instruction, adapted materials, and additional support personnel. Even in these cases, the school will create opportunities for inclusion—whether through shared activities, electives, or classroom integration—so that students remain part of the school community.

Instructional planning is guided by each student's IEP, with clear goals, accommodations, and progress monitoring. Teachers and EC staff will collaborate regularly to adjust support based on student progress.

Ultimately, the focus is not just on placement, but on ensuring that each student receives the right level of support while remaining connected, included, and challenged.

Q212. 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 full continuum of services so that students with disabilities receive the level of support they need without losing access to grade-level learning. The approach is practical: start with strong core instruction, add targeted supports early, and increase intensity only as needed—always aiming to keep students connected to the general education classroom.

In the general setting, students will access the same curriculum as their peers, supported through co-teaching and push-in services. General and EC teachers plan together, adapt lessons, and provide in-the-moment support so students can participate meaningfully in literacy, mathematics, science, and social studies. Instruction is differentiated through scaffolds such as modelling, guided practice, visual supports, and structured routines.

When students need more focused help, the school will provide small-group and pull-out instruction aligned to their IEP goals. These sessions target specific skill gaps—particularly in reading and mathematics—using explicit, systematic approaches. Students with more intensive needs will receive individualized instruction, adapted materials, and, where required, support from trained paraprofessionals or related service providers.

MSWA will also use assistive technology, accommodations, and modifications to remove barriers to learning. This may include extended time, alternative formats, or tools that support communication and access. Music-integrated activities and project-based learning will offer additional pathways for engagement, expression, and understanding.

Access to the general curriculum is monitored continuously. Teachers track progress through regular assessments and IEP goal reviews, adjusting supports as needed. Collaboration between general education teachers, EC staff, and families ensures that decisions are informed and responsive.

This continuum ensures that support increases without isolating the student—so every learner remains included, challenged, and able to engage with the full academic program.

Q213. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

At MSWA, ensuring a Free and Appropriate Public Education (FAPE) will mean that students with disabilities receive instruction and services that are individualized, purposeful, and fully connected to the core academic program. The school will focus on ensuring that support leads to measurable progress, not just service delivery.

Each student identified for special education services will have an Individualized Education Program (IEP) developed through a collaborative process involving educators, specialists, and the student's family. These plans will clearly define goals, accommodations, and services, and will be actively used to guide daily instruction. As students progress, IEPs will be reviewed and adjusted to reflect their evolving needs.

Students will be supported within the general education setting to the greatest extent appropriate. Through co-teaching, push-in services, and targeted small-group instruction, students will remain engaged in grade-level content while receiving the support they require. When needed, additional services such as speech or occupational therapy will be provided based on individual needs.

Student progress will be monitored consistently through both classroom performance and IEP goal tracking. Teachers and EC staff will meet regularly to review data, adjust instructional strategies, and ensure that services remain effective. Families will be kept informed and involved throughout the process, with ongoing communication and participation in decision-making.

The school will also ensure that students have access to necessary accommodations and resources, including assistive technology and adapted materials, so that barriers to learning are minimized. Therefore, at MSWA, FAPE will be reflected in consistent support, meaningful inclusion, and the steady academic progress of each student.

Q214. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

At MSWA, the implementation of each Individualized Education Program (IEP) will be tracked closely to ensure that services are delivered as intended and that students are making meaningful progress toward their goals.

From the outset, all teachers and relevant staff will have access to the parts of the IEP that apply to their role. Expectations, accommodations, and service minutes will be clearly communicated, and staff will be supported to implement them consistently within daily instruction.

Service delivery will be documented through service logs and instructional records, allowing the school to confirm that supports are being provided as outlined. EC staff will conduct regular internal checks to ensure alignment between what is planned in the IEP and what is happening in the classroom.

Student progress will be monitored using both IEP-specific goals and classroom performance data. Teachers and EC staff will meet regularly to review progress, identify areas where adjustments are needed, and refine instructional strategies. These conversations will be ongoing, not limited to formal review meetings.

Parents will receive clear and consistent updates on their child's progress toward IEP goals, typically aligned with grading periods or more frequently when needed. Communication will be straightforward and focused on growth, challenges, and next steps. Families will also be invited to participate in IEP review meetings, where progress will be discussed and decisions made collaboratively.

Students, where appropriate, will also be engaged in understanding their goals and progress, helping them take ownership of their learning. This approach ensures that IEPs remain active, responsive, and visible—guiding instruction, informing decisions, and keeping families meaningfully involved.

Q215. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

MSWA will ensure that students with disabilities receive the related services outlined in their IEPs through a combination of qualified staff, strategic partnerships, and clear service coordination. The goal is to make these supports accessible, consistent, and closely connected to students' daily learning.

Related services—such as speech-language therapy, occupational therapy, physical therapy, and counselling—will be provided based on individual student needs as determined through the IEP process. Whenever possible, services will be delivered within the school setting and, where appropriate, integrated into the classroom to support continuity with instruction. When specialised expertise is required, the school will contract licensed professionals who meet all state and federal qualification requirements.

To support implementation, MSWA will employ licensed Exceptional Children (EC) teachers who are trained to deliver specialised instruction and coordinate services. The school will ensure that staffing levels reflect student needs, adjusting as enrollment grows. Service providers and EC staff will work closely with general education teachers to align interventions with classroom instruction, ensuring that support is both targeted and relevant.

Coordination will be central to this process. The school will establish clear schedules for service delivery, maintain documentation of services provided, and monitor consistency to ensure that students receive the full support outlined in their IEPs. Regular communication among staff will ensure that services are not delivered in isolation but are part of a unified instructional approach.

Through careful staffing, appropriate use of qualified providers, and strong coordination, MSWA will ensure that related services are delivered effectively and that students receive the comprehensive support necessary to access and succeed in the general education program.

11.4. Student Performance Standards

Q216. Describe how the school will measure student performance.

MSWA will measure student performance through a clear, balanced system that combines day-to-day classroom evidence with periodic benchmarks and state assessments. The focus is not only on where students are at a single point in time, but on how consistently they are growing.

At the classroom level, teachers will use ongoing formative assessment—including written work, discussions, quizzes, and performance tasks—to check understanding and adjust instruction in real time. This allows learning gaps to be identified early and addressed before they widen. Students will receive regular feedback so they understand their progress and next steps.

To track growth more systematically, the school will administer benchmark assessments in literacy and mathematics at multiple points during the year. These assessments will provide clear data on student progress toward grade-level expectations and help instructional teams identify trends across classrooms and grade levels.

Student performance will also be measured through state-required assessments, including North Carolina End-of-Grade (EOG) tests. These results will be used alongside internal data to evaluate overall academic achievement and alignment with state standards.

MSWA will place strong emphasis on growth as well as proficiency. Instructional teams will meet regularly to review student data, identify students who need additional support or enrichment, and adjust teaching strategies accordingly. This ensures that data is actively used to improve learning, not just reported.

In addition, students will demonstrate learning through performance-based tasks and projects, particularly within interdisciplinary and music-integrated learning experiences and entrepreneurship. These opportunities allow students to apply knowledge, communicate ideas, and show deeper understanding beyond traditional tests.

By combining continuous classroom assessment, structured progress monitoring, and state accountability measures, MSWA will maintain a clear, accurate picture of student performance and ensure that every student is supported to make meaningful academic progress.

Q217. 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 the data will be used to inform instruction and improve student performance.

MSWA will use a focused set of additional assessment tools to complement state testing and provide timely, actionable insight into student learning. The goal is not to increase testing volume, but to ensure that teachers have the right information at the right time to adjust instruction and support student growth.

In literacy, the school will implement diagnostic and progress monitoring tools aligned with structured reading instruction. These assessments will help identify specific skill gaps in areas such as phonics, fluency, and comprehension, particularly in the early grades where foundational skills are critical. In mathematics, curriculum-aligned assessments will be used to measure conceptual understanding and problem-solving ability at regular intervals.

These tools will be administered at key points during the year—beginning, middle, and end—as well as more frequently for students receiving targeted support. This allows the school to track growth over time rather than relying on a single measure of performance.

Assessment data will be reviewed collaboratively by teachers and instructional leaders. Regular data meetings will focus on identifying trends, grouping students based on need, and adjusting instruction accordingly. Teachers will use this information to refine lesson pacing, provide targeted small-group instruction, and design interventions where necessary.

For students requiring additional support, progress monitoring data will guide decisions within the Multi-Tiered System of Supports (MTSS), ensuring that interventions are responsive and effective. For students demonstrating advanced understanding, data will inform opportunities for enrichment and deeper learning.

Importantly, data will remain closely connected to classroom practice. Teachers will not only analyse results but will translate them into specific instructional actions, ensuring that assessment directly supports improved student outcomes. This approach ensures that assessment at MSWA is purposeful, responsive, and consistently used to strengthen teaching and learning.

Q218.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 provided to students.

MSWA will promote students based on clear evidence that they are progressing toward grade-level standards, with particular emphasis on literacy and mathematics as foundational skills. Promotion decisions will reflect a combination of academic performance, demonstrated growth, and readiness to engage with the next level of content.

Students will be evaluated using multiple measures, including classroom performance, formative and benchmark assessments, and, where applicable, state assessment results. No single test will determine promotion; instead, decisions will consider a student's overall progress across the year. This approach ensures fairness while maintaining high expectations.

For students who are not yet meeting grade-level expectations, the school will provide targeted support before promotion decisions are made. This may include additional small-group instruction, intervention plans, and, where appropriate, extended learning opportunities. The aim is to address gaps early and give students a genuine opportunity to meet expectations.

Students with disabilities will be considered in accordance with their Individualized Education Programs (IEPs) or Section 504 Plans. Promotion decisions will take into account each student's goals, accommodations, and documented progress, ensuring that expectations remain appropriate while still aligned with academic standards.

Promotion criteria will be clearly communicated to students and families at the start of the school year through handbooks, orientation sessions, and classroom discussions. Teachers will revisit these expectations throughout the year and provide regular updates on student progress, so families are aware of how students are performing well before end-of-year decisions.

When concerns arise, the school will engage families early and work collaboratively to develop a plan for improvement.

MSWA's approach ensures that promotion decisions are transparent, consistent, and focused on student readiness, while also providing the support necessary for all students to succeed.

Q219. 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. If serving high school, include plans for students at risk of dropping out.

Myrtis Simpson Walker Academy (MSWA) will define clear exit standards to ensure that students completing the school's final grade are academically prepared, confident, and ready for success in the next stage of their education. As a K-8 program, these standards will focus on readiness for high school, with a strong emphasis on literacy, mathematics, and independent learning skills.

By the end of eighth grade, students will demonstrate proficiency in reading, writing, and mathematical reasoning aligned with the North Carolina Standard Course of Study. In literacy, students will be able to read and analyse complex texts, write clearly and effectively for different purposes, and communicate ideas with confidence. In mathematics, students will demonstrate conceptual understanding, problem-solving ability, and the capacity to apply mathematical thinking in real-world contexts.

Beyond core academics, students will be expected to show critical thinking, collaboration, and self-management skills. Through project-based and interdisciplinary learning experiences, students will learn to plan, complete, and present extended work, manage their time effectively, and take ownership of their learning.

Students will also develop creative expression and communication skills, supported through music-integrated learning and opportunities to present ideas through performance, discussion, and collaborative projects. These experiences strengthen confidence and prepare students to engage actively in high school environments.

Readiness will be measured using a combination of classroom performance, benchmark assessments, and state assessment results, ensuring that students meet both internal expectations and external standards. Students who require additional support to meet these expectations will receive targeted interventions and guidance to ensure they are prepared for transition.

MSWA's exit standards are designed to ensure that students leave not only meeting academic benchmarks, but also equipped with the skills, discipline, and confidence needed to succeed in high school and beyond.

11.5. School Culture and Discipline

Q220. 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.

Myrtis Simpson Walker Academy (MSWA) will build a school culture that is purposeful, respectful, and academically focused—where students are known, challenged, and supported every day. The ethos of the school is grounded in the belief that high expectations and strong relationships must exist together for students to thrive.

From the first day, the school will establish clear, consistent routines that promote focus, responsibility, and respect for learning. Classrooms will be structured environments where students understand what is expected of them, feel safe to participate, and are encouraged to take pride in their work. Teachers will model these expectations and reinforce them through daily interactions, not just rules.

At the same time, MSWA will foster a sense of belonging. Students will be encouraged to express themselves, collaborate with peers, and engage in meaningful discussions. Music and creative expression will play an important role in this culture, giving students additional ways to communicate, build confidence, and connect with one another.

The school will also emphasize student ownership of learning. Through goal setting, reflection, and regular feedback, students will learn to take responsibility for their progress. They will understand not only what they are learning, but why it matters.

Social development will be supported through structured opportunities for collaboration, peer interaction, and community-building activities. Teachers will guide students in developing respect, empathy, and the ability to work productively with others.

Importantly, the culture will be consistent across classrooms. Staff will work together to ensure that expectations, support systems, and student experiences are aligned throughout the school.

Thus, this combination of high expectations, supportive relationships, and meaningful engagement will create an environment where students are motivated to learn, confident in their abilities, and prepared to succeed both academically and socially.

Q221. 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.

MSWA will establish its culture deliberately from before the first day of school, ensuring that expectations, routines, and relationships are clear, consistent, and shared by students, staff, and families.

Before opening, teachers and staff will participate in focused training on the school's instructional model, expectations for student behaviour, and approaches to building positive classroom environments. This preparation ensures that every classroom reflects the same standards for structure, respect, and engagement from day one.

The first weeks of school will be used intentionally to teach routines and expectations, not assume them. Students will be guided on how to participate in lessons, collaborate with peers, and take responsibility for their learning. These routines will be reinforced consistently across classrooms so that students experience a predictable and supportive environment.

For teachers and administrators, culture will be reinforced through regular collaboration, shared accountability, and ongoing professional development. Staff will meet consistently to align practices, review student progress, and ensure that expectations are implemented with consistency and clarity.

Families will be engaged early through orientation, clear communication of expectations, and ongoing updates about student progress and school activities. The school will make it easy for parents to understand how the school operates and how they can support their child's success.

Students who enter mid-year will be supported through a structured onboarding process. This will include an orientation to school routines, expectations, and academic structures, as well as check-ins with staff to ensure a smooth transition. Teachers will provide additional guidance and peer support to help new students integrate quickly into the classroom environment.

Through consistent expectations, strong communication, and intentional onboarding, MSWA will ensure that its culture is not only established early but sustained across the school community.

Q222. 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. 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.

MSWA will govern student conduct through a clear, consistent approach that balances high expectations with supportive, developmentally appropriate practices. Discipline will be aligned with the school's mission by promoting responsibility, respect, and a focused academic environment where all students can learn.

The school will emphasize proactive and restorative practices. Expectations will be explicitly taught, modelled, and reinforced across classrooms. Teachers will use consistent routines, positive reinforcement, and relationship-building to prevent behavioural issues before they escalate. When concerns arise, staff will address them through structured interventions, reflection, and guided problem-solving, helping students understand the impact of their actions and make better choices.

More serious behaviours will be addressed through a defined set of consequences. Offences that may result in suspension or expulsion will include, but are not limited to: repeated disruption of the learning environment, bullying or harassment, fighting or physical aggression, possession of prohibited items, and behaviour that threatens the safety of others. These definitions will be clearly outlined in the student handbook.

MSWA will ensure that the rights of students with disabilities are fully protected. Disciplinary decisions involving students with IEPs or Section 504 Plans will follow all applicable legal requirements, including consideration of whether behaviour is related to the student's disability. When required, manifestation determination reviews will be conducted, and appropriate supports or adjustments will be made.

The school will establish clear due process procedures for disciplinary actions. Families will be notified promptly of any suspension or expulsion, provided with a clear explanation of the incident, and informed of their right to appeal. Grievance procedures will be outlined in the student handbook and communicated during enrollment and orientation.

Overall, the approach ensures that discipline at MSWA supports both accountability and growth, reinforcing a safe, respectful, and academically focused school environment.

Q223.Exclusion or expulsion must abide by the due process required under 115C-218.60 and the Charter Agreement. If the school intends to utilize exclusion or expulsion, please explain how the school intends to utilize, how this will be communicated to parents, and how the school will ensure alignment with state law including Article 27.

- § 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.

MSWA will use exclusion or expulsion only in serious situations where student safety or the integrity of the learning environment is at risk. These actions will be applied carefully, consistently, and in full alignment with North Carolina law, including Article 27 of Chapter 115C and §115C-218.60.

Exclusion or expulsion will be considered only after other interventions have been attempted, unless the severity of the incident requires immediate action. Situations that may lead to these measures include serious threats to safety, repeated violent behaviour, possession of prohibited or dangerous items, or ongoing conduct that significantly disrupts the school environment.

When such action is necessary, MSWA will follow a clear due process procedure. Parents or guardians will be notified promptly, provided with a written explanation of the incident, and informed of their right to a hearing. The student will be given an opportunity to respond, and all decisions will be based on a careful review of the facts. The school will ensure that decisions are documented and consistent with both its policies and state requirements.

Families will be informed of these policies in advance through the student and parent handbook, enrollment materials, and orientation sessions. Expectations, consequences, and due process rights will be communicated clearly so that families understand both the standards and the procedures.

In cases where exclusion is applied, MSWA will coordinate with the local school administrative unit to support a smooth transition for the student, as required by law.

The school will also ensure that any disciplinary action involving students with disabilities complies with IDEA and Section 504 requirements, including manifestation determination where applicable. The approach ensures that exclusion and expulsion remain measures of last resort, used responsibly and in full compliance with legal and ethical obligations.

Q224. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q225. Explanation (optional).

The content in this subsection reflects the original work and thinking of the founding team of Myrtis Simpson Walker Academy (MSWA). It represents the school's specific mission, instructional design, and operational approach as proposed for the East Charlotte community.

While the application draws on established educational practices and complies with applicable laws and policies, the language and descriptions presented here are not copied, reproduced, or adapted from any other charter application. The content is unique to MSWA and accurately represents the school's vision and plan for implementation.

11.6. Certify

Q226. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q227. Explanation (optional):

The content in this subsection reflects the original work of the founding team of Myrtis Simpson Walker Academy (MSWA) and represents the school's distinct mission, instructional model, and operational plans. It has been prepared specifically to address the needs of the East Charlotte community and the requirements of this application.

While the subsection incorporates established educational practices and complies with applicable laws and policies, the narrative and descriptions are unique to MSWA and have not been copied, pasted, or reproduced from any other charter application

12. Operations

12.1. Transportation Plan

Q228. 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.

12.2. School Lunch Plan

Q229. 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.

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

Q230. 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

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.

Q231. 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

Logo



12.5. Start-Up Plan

Q232. 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://www.dpi.nc.gov/documents/fbs/charterschools/planning/sessions/1/rto-framework/open>

<https://www.dpi.nc.gov/students-families/alternative-choices/charter-schools/planning-year>

MSWA will use this 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.

Q233. 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.

Q234. 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, Nick Silivanch, who has worked diligently to provide building options. Mr. Silivanch has located a building in our projected area located at 10401 Monroe Road. We will continue to locate additional building options for our MSWA students.

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 Red Hook who will work with MSWA to provide us the start up funds to purchase a building that will work with our needs. We will work with an architect under the direction of Red Hook 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, 2028. 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.

Q235. 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 22 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 50,000 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.

Q236. 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.

Q237. 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 foot 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.

Q238. 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.

Q239. 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**Q240. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

Yes

No

Q241. Explanation (optional):

N/A

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.

Q242.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

N/A

Q243.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template](#) "Please be advised that Google Sheets is not supported for use with the NC charter budget template. 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

13.2. Budget Narrative

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

Q244.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.

Q245.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.

Q246. 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 is working with Red Hook to receive the funding for a building and will continue to work on additional funding for start up costs following charter approval. MSWA will apply for grants and funding from New Schools Fund and Self Help Credit Union.

Q247. Provide the student to teacher ratio that the budget is built on.

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

Q248. 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.

Q249. 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.

Q250.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 accounts-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.

Q251.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.

Q252. 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 our mission by maintaining small class sizes and personalized learning environments from the outset. All classrooms, from Kindergarten through eighth grade, will utilize a mixed-gender model designed to foster a collaborative community. This inclusive structure serves as the foundation for our unique curriculum, which integrates music and entrepreneurship to drive student engagement and creative problem-solving. By scaling our grade levels gradually, we ensure that staffing and facility growth remain aligned with enrollment, securing both financial sustainability and the high quality of our specialized educational programming."

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 rates 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.

Q253. 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.

Q254. 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

Q255. 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

Q256. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

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

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

Q257. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Currently, there are no known related party transactions.

Q258. 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

Q259. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
 No

Q260. Explanation (optional):

N/A

14. Other Forms

Q261. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

15. Third-party Application Preparation

Q262. Was this application prepared with the assistance of a third-party person or group?

Yes

No

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 24, 2026, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 24, 2026, 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.

Q265.*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, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.

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

Signature

Logo



17. Signature page

Q266. 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:** 5

Q267. Board chair, please digitally sign your application here.

Signature

Logo



Submitted: 5/26/2026

Status: Completed



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

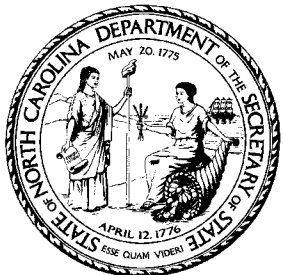
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

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 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.

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 8 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: _____

Myrtis Simpson Walker Academy will be a Non-Profit, 501 C-3, but has not applied for status yet.



Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Enrollment Summary Table

Academic School Year	Grade Levels
Year 1	K-5
Year 2	K-6
Year 3	K-7
Year 4	K-8
Year 5	K-8

e

Total Projected Student Enrollment
270
324
366
435
472

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5



Enrollment Demographics Table

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	3	1%
Asian	19	7%
Black or African American	96	35%
Hispanic	80	30%
Native HI or Pacific Islander	1	0%
Two or More Races	13	5%
White	59	22%
Total number of students:	271	
EDS Subgroups		
Economically Disadvantaged Students	162	60%
Students with Disabilities	32	12%
English Language Learners	54	20%
Students Experiencing Homelessness	8	3%
Total number of EDS subgroup students:	256	94%

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

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 228 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.

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.

The local school system meets my family's academic needs. / El sistema escolar local satisface las necesidades académicas de mi familia.

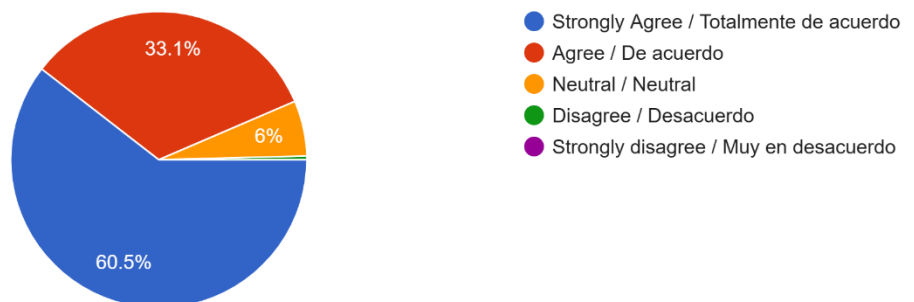
248 responses



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

I believe the area would benefit from having a tuition free charter school with musical arts and entrepreneurial focus . / Pienso que el área se be...ma con matrícula musicales y enfoque empresarial.

248 responses



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

What grade will your daughter or son be in 2026?

248 responses



- 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 musical arts and entrepreneurship instilled with drive to pursue their passions; persistence to achieve their goals; and empowerment to lead with integrity.

Information Sessions will be on the following dates and times and Locations:

- 30th, January Thursday, 6pm
The Independence Regional Library
6000 Conference Drive
Charlotte, NC 28222
- 3rd, April Thursday, 6pm
The Allegra Woodcock Regional Library
2400 Eastover Road, Suite 200B

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

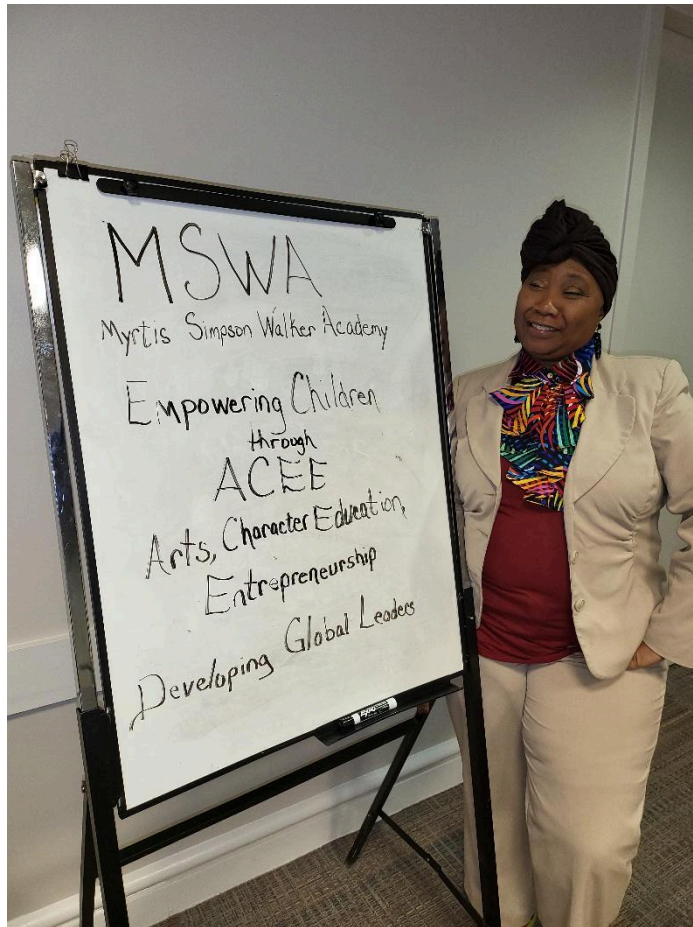
FOR MORE INFORMATION
+1 704-491-0176
mswyouthleadership@gmail.com

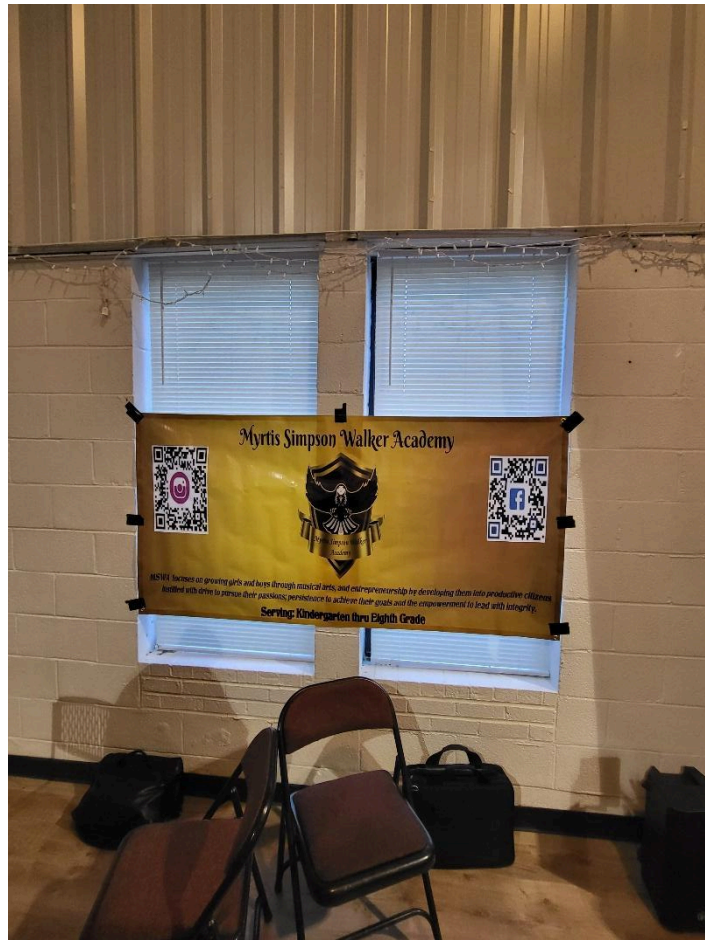
Myrtis Simpson Walker Academy
Focusing on music, Entrepreneurship, Character Education and Single Gender classrooms.
We are inviting you to learn more about MSWA!

OPEN 2027

SCAN







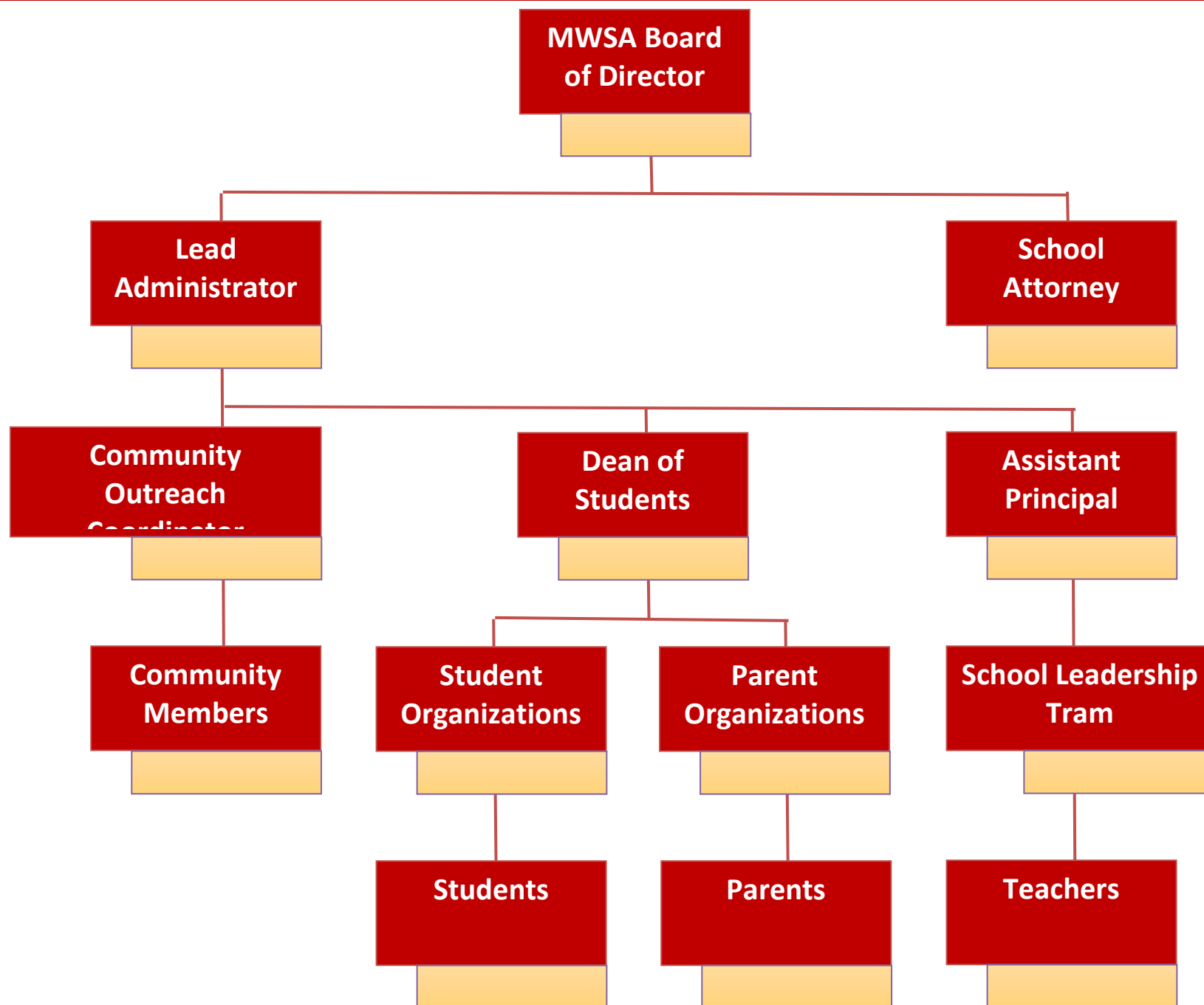
Photos and survey summaries provide visual proof of sustained and widespread interest. MSWA's consistent visibility and responsiveness in the community position it as a trusted and desired educational option.

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

In 2025 and 2026, MSWA Board continued to participate in Vendor events throughout the city to continue to gain support for our school focusing on music and entrepreneurship. We received support from 250 parents and guardians who are interested in MSWA and agreed that Charlotte would definitely benefit from a school of its focus. We will continue to generate support by organizing family friendly events in East Charlotte in 2026.

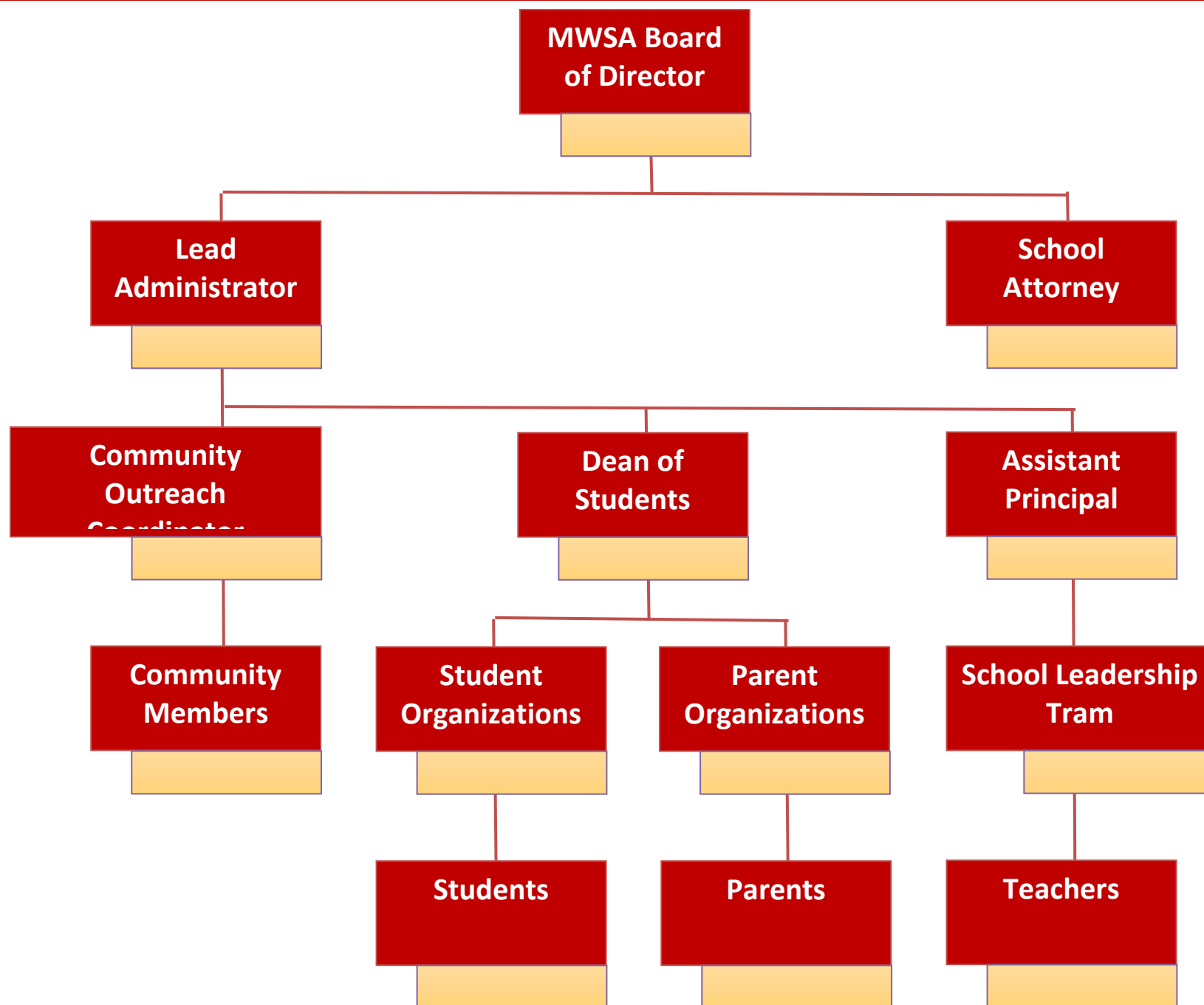


MSWA Organizational Chart





MSWA Organizational Chart



mswa2028



Can't decide...

MSWAcademy

73

posts

843

followers

46

following

Education

The Myrtis Simpson Walker Academy will be a Charter School focusing on music and entrepreneurship.

mswacademy.org

Professional dashboard

484 views in the last 30 days.

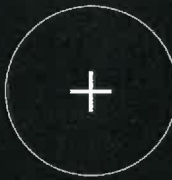
Edit profile

Share profile

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New



12:19



5G+

17

mswa2028



144



159



176



180



182



171





29



43



152



Navigation bar with icons: a grid of dots, a green phone icon, a blue and white speech bubble icon with a red badge '154', a Chrome icon with a red badge '17', a red speech bubble icon, a green WhatsApp icon with a red badge '999+', a blue speech bubble icon with a red badge '2', a hamburger menu icon, a white circle icon, and a white back arrow icon.

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17

mswa2028





Arkevious Armstrong
Step Up to Leadership
Charlotte, NC

April 18, 2026

To the North Carolina Charter Schools Advisory Board and Office of Charter Schools,

On behalf of **Step Up to Leadership**, I am writing to express my full and enthusiastic support for the charter application of **Myrtis Simpson Walker Academy (MSWA)**. Having worked closely with the youth of East Charlotte for years, I am confident that MSWA's focus on music and entrepreneurship will provide the specific inspiration and discipline our students need to thrive.

My support for this vision is rooted in direct experience. Through Step Up to Leadership, I have had the privilege of mentoring students within this community, specifically through our work with **all-male Hispanic middle school groups** and the **Rising Stars Boys Group**. In these programs, we focus on instilling core leadership values and providing young men with the confidence to navigate their futures.

I see MSWA as a vital extension of this mission. The academy's innovative curriculum will give the same students I mentor a place to apply their leadership skills in a professional, creative context. By blending the arts with business acumen, MSWA is not just teaching a curriculum; they are fostering the next generation of innovators and community leaders.

East Charlotte is a vibrant community that deserves specialized educational options that speak to the interests and identities of its residents. MSWA's commitment to culturally relevant and forward-thinking education aligns perfectly with our goals at Step Up to Leadership. I am eager to see how our organizations can continue to collaborate to provide a seamless support system for these young men and all future MSWA students.

I strongly urge the Board to approve this application and allow Myrtis Simpson Walker Academy to become a cornerstone of opportunity for the families of East Charlotte.

Sincerely,

Arkevious Armstrong
Founder/Executive Director
Step Up to Leadership

The Myrtis Simpson Walker Academy (MSWA)

2028-2029 Calendar

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

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

October '28						
Su	M	Tu	W	Th	F	S
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22	23	24	25	26	27	28
29	30	31				

November '28						
Su	M	Tu	W	Th	F	S
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5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27	28	29	30		

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

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

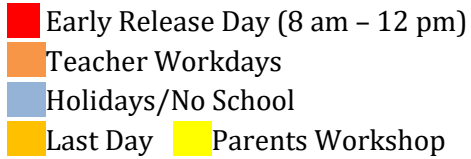
February '29						
Su	M	Tu	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March '29						
Su	M	Tu	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April '29						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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

First Day of School – August 28 Last Day of School – June 8 Inclement Weather Make Up days:	Quarter1 – Aug 28 – Oct 13 (Report Cards:) Quarter2 – Oct 16 – Jan 12 (Report Cards:) Quarter3 – Jan 16 – Mar 23 (Report Cards:) Quarter4 – March 26 – June 8 (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 1036 instructional hours (185 days)		

Appendix B: Curriculum Outline (ELA / Literacy)

Myrtis Simpson Walker Academy (MSWA)

Instructional Framework Overview

Literacy instruction at MSWA will be grounded in a structured, evidence-based approach aligned with the Science of Reading. The program will emphasize explicit instruction, guided practice, and application of skills through discussion, writing, and project-based learning. Across grade levels, instruction will incorporate:

- Structured literacy (phonics, fluency, comprehension)
- Small-group differentiated instruction
- Ongoing formative assessment
- Integration of music and oral language to support memory, fluency, and engagement
- Project-based learning to strengthen communication and critical thinking

This framework ensures that students build strong foundational skills while also developing the ability to analyze, communicate, and apply their learning.

Grade Span: K–5 (Elementary Literacy Progression)

Grade	Focus Areas	Skills Development	Instructional Methods
K	Phonemic Awareness, Letter Recognition	Sound identification, blending, early decoding	Explicit phonics instruction, guided practice, music-supported phonemic activities
1	Phonics, Fluency	Decoding, sentence reading, vocabulary development	Structured literacy blocks, small-group instruction, repeated reading
2	Fluency, Comprehension	Reading accuracy, summarizing, vocabulary expansion	Guided reading, comprehension modelling, differentiated instruction
3	Reading Comprehension	Text analysis, paragraph writing, inference	Close reading, discussion-based instruction, writing integration
4	Analytical Reading & Writing	Evidence-based responses, multi-paragraph writing	Text analysis, collaborative learning, project-based literacy tasks

5	Advanced Comprehension & Expression	Argument writing, interpretation, communication	Research-based writing, presentations, interdisciplinary projects
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Grade Span: 6–8 (Middle School Literacy Progression)

Grade	Focus Areas	Skills Development	Instructional Methods
6	Reading Analysis	Identifying themes, structured writing	Guided analysis, writing workshops, small-group differentiation
7	Critical Thinking	Argument development, text comparison	Debate, analytical writing, collaborative learning
8	Advanced Literacy	Synthesis, persuasive writing, research	Project-based learning, presentations, real-world application tasks

Myrtis Simpson Walker Academy (MSWA)

Daily and Weekly 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:

Mondays are intentionally structured to prioritise core academic instruction and targeted intervention. This allows instructional teams to address learning gaps early in the week and provide focused support to students based on ongoing assessment data.

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.

Myrtis Simpson Walker Academy (MSWA)

Daily and Weekly 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:

Mondays are intentionally structured to prioritise core academic instruction and targeted intervention. This allows instructional teams to address learning gaps early in the week and provide focused support to students based on ongoing assessment data.

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.

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Wednesday	PE	Travel Choir	Art
Thursday	Travel Choir	Art	Music
Friday	Rotation Repeat or Assembly/Make-up/Free Choice		

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

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

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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.

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

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

No: x

Yes:

Educational History

Doctor of Education (Ed.D.) in Educational Administration, Grand Canyon University, Phoenix, AZ
 Master of Science/Educational Specialist (MIS/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

Employment History

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?</p>	<p>Through a verbal discussion and request.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>To share my expertise as an experienced educator to assist with the opening of this specific school.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Through extensive verbal discussion and request.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>To share my expertise as an experienced educator to assist with the opening of this school.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>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.</p>
<p>School Mission and Program</p>	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>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.</p>

<p>What is your understanding of the school's proposed educational program?</p>	<p>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 NCDDPI.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>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.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>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.</p>
<p>Governance</p>	
<p>Describe the role that the board will play in the school's operation.</p>	<p>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.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>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.</p>
<p>How will you know at the end of five years of schools is successful?</p>	<p>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.</p>
<p>What specific steps will the school charter board need to take to ensure that the school is successful?</p>	<p>Quarterly meetings with the school's leadership team, parents and students. Make adjustments if needed and report back to the board with results.</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>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.</p>

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 4/22/26

**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
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Board Member's Information

Board Members	Full name: Kendra Lipscomb Carter
	Home Address: 2031 Solway Ln Charlotte, NC 28269
	Business Name & Address:
	Telephone No.: 704-807-0695
	E-mail address: kendradlipscomb@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

University of North Carolina at Greensboro
Masters Library and Information Studies, July 2011

Winston-Salem State University

B.S. Elementary Education, May, 2001

Minor: Psychology

Employment History

Media Coordinator- Charlotte-Mecklenburg Schools (2008-2014,
 2016-Present)

Media Coordinator-

Kindergarten Teacher- Charlotte-Mecklenburg Schools (2003-2008)

First Grade Teacher- Marietta City Schools, Marietta, Ga (2001-2003)

How were you recruited to join this Board of Directors?

I have worked with Cynthia Johnson for the last few years at an Elementary school in Charlotte. We have worked on a few school programs together and she asked me to become a board member.

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

Serving on the board of this proposed charter school will allow me the opportunity to help shape a bold new educational vision from the ground up. I will be able to play a vital role in ensuring strong academic outcomes, responsible stewardship of public resources, and a school culture rooted in equity, innovation, and community need. It is a chance to make a lasting impact by guiding a school's mission, supporting

	<p>effective leadership, and expanding high-quality educational opportunities for students and families.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>Public charter school board members serve as stewards of the school's mission and the public trust. Their role is to govern—setting vision, policy, and strategic direction—while holding leadership accountable for academic, financial, and organizational performance. Board members focus on oversight and long-term sustainability, not day-to-day operations, and act collectively to ensure compliance, integrity, and strong outcomes for all students.</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>My professional background in public education and school operations provides a strong foundation for effective service on a charter school governing board. I hold a Master's degree in Library and Information Studies and am licensed in North Carolina as a K–12 Media Coordinator, K–6 Elementary Educator, and Public Librarian, giving me a deep understanding of curriculum, instruction, and student learning across grade levels and content areas.</p> <p>I have over two decades of experience serving in Charlotte-Mecklenburg Schools and other public school systems as a Media Coordinator, Technology Teacher, and classroom teacher. In these roles, I collaborated closely with school leadership and instructional staff to support data-driven decision-making, instructional improvement, and equitable access to educational resources. My responsibilities included managing school-based budgets, ensuring compliance with district policies, selecting instructional materials aligned to school goals, and supporting professional learning for educators—experiences that directly align with a charter board's fiduciary, academic, and oversight responsibilities</p> <p>As a Media Coordinator, I also managed complex operational systems, including technology infrastructure, digital resources, inventory controls, and communications platforms, while maintaining compliance with governance and reporting expectations. This experience</p>

strengthens my ability to contribute to responsible board oversight, risk management, and long-term sustainability planning. Additionally, my work in magnet and language immersion school environments has reinforced the importance of mission-driven programming, family engagement, and serving diverse student populations. I am accustomed to working collaboratively, asking critical questions, reviewing data, and holding programs accountable to clear goals—skills that are essential for effective charter school governance. Together, these experiences position me to serve as a thoughtful, informed, and mission-focused board member dedicated to student success and organizational excellence.

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

I understand both the governance role of a board and the operational realities of schools. I am experienced in working within established policy frameworks rather than day-to-day management, and I value clarity of roles between board oversight and school leadership. My background equips me to ask informed, strategic questions related to academic programming, data use, technology integration, and resource allocation—without overstepping into administration.

Additionally, my work with diverse school communities—including schools that underwent closure—has strengthened my understanding of accountability, sustainability, and the importance of long-term planning. I approach leadership with collaboration, equity, and continuous improvement in mind, all of which are essential for responsible charter governance.

I am motivated to serve on a charter school board because I believe strong governance is critical to ensuring high-quality educational opportunities for students and families, and I am prepared to bring my professional expertise, ethical judgment, and commitment to public education to this role.

School Mission and Program

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

The school's mission statement describes how MSWA prepares students for the future by blending musical arts with entrepreneurship, helping them develop creativity, discipline, and real-world skills. Through this approach, students learn to pursue their passions with purpose, persist through challenges, and build the confidence to set and achieve meaningful goals. By emphasizing leadership, integrity, and self-empowerment, MSWA equips students to become productive citizens who are prepared to positively impact their communities and thrive in an ever-changing world.

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

The school's educational program integrates high-quality music education with entrepreneurship to develop students as creative, disciplined, and future-ready learners. Students receive structured instruction in music performance, theory, composition, and production while simultaneously building entrepreneurial skills such as critical thinking, financial literacy, collaboration, communication, and project management. Learning experiences emphasize real-world application, allowing students to design, execute, and reflect on artistic and entrepreneurial projects that foster innovation and problem-solving. The program intentionally cultivates perseverance, student agency, ethical leadership, and integrity, ensuring that graduates are prepared to pursue their passions, adapt to changing environments, and contribute productively to their communities, the workforce, and the broader economy.

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

A successful school is one where all students are learning, growing, and supported in a safe, inclusive environment that reflects a clear and shared mission. It demonstrates strong academic progress through high-quality instruction and effective use of data, is guided by purposeful leadership that fosters a positive school culture, and holds high expectations for both students and staff. Successful schools also

	<p>prioritize strong relationships, social-emotional well-being, and meaningful family and community partnerships, while maintaining responsible governance, ethical practices, and long-term sustainability.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>A school is succeeding in MSWA's mission when students demonstrate growth as artists, thinkers, and leaders—showing discipline in their musical development, creativity and problem-solving through entrepreneurial experiences, and the perseverance to overcome challenges. Success is evident when students can articulate their passions, take ownership of their learning, and demonstrate integrity and leadership in real-world settings. When graduates leave confident, goal-driven, and prepared to contribute positively to their communities, the mission is being fulfilled.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The charter school board plays a critical role in the school's operation by providing strong governance, strategic direction, and accountability while avoiding involvement in daily management. The board is responsible for upholding the school's mission, ensuring compliance with charter, legal, and financial requirements, approving policies and budgets, and monitoring academic and organizational performance. Through hiring, supporting, and evaluating the school leader, the board ensures the school is effectively operated while preserving leadership autonomy. By focusing on oversight rather than operations, the board safeguards the public trust and supports the long-term success and sustainability of the school.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>After its first year, a charter school in North Carolina is considered successful if students are learning and making progress, the school is well-run, and families want their children to attend. This means students are growing academically, the school is meeting state requirements,</p>

	<p>finances and safety practices are in place, and the school is following the mission it promised. Strong enrollment, high family satisfaction, and positive feedback from teachers and staff are also important signs that the school is off to a good start and building a strong foundation for the future.</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>At the end of five years, the charter school's success will be measured through its demonstrated academic, financial, operational, and governance performance as defined by North Carolina's Charter School Performance Framework and renewal criteria. The school will be considered successful if it has consistently met or exceeded state academic growth expectations, shown progress toward proficiency goals, and fulfilled the mission and educational model outlined in the approved charter. In addition, the school must demonstrate sound financial management, effective governance practices, and full compliance with state and federal requirements. Strong enrollment demand, positive family and staff engagement, and readiness for charter renewal further indicate that the school has established a sustainable, high-quality program positioned for long-term success.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The governing board will ensure the success of the charter school by maintaining a clear focus on accountability, mission alignment, and student outcomes. The board will hire, support, and evaluate the school leader; establish measurable academic and organizational goals; and regularly review data on student performance to ensure progress toward those goals. In addition, the board will provide strong financial and operational oversight, ensure compliance with all applicable state laws and accountability requirements, and uphold transparent governance practices. By maintaining clear boundaries between governance and day-to-day management, and by engaging in continuous monitoring and improvement, the board will create the conditions necessary for the school to operate effectively and achieve long-term success.</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?

If I believed that one or more members of the board were acting unethically or not in the best interests of the school, I would address the situation thoughtfully, professionally, and in accordance with North Carolina law and the school's governance policies. Charter boards in North Carolina are required to operate transparently, comply with Open Meetings and Public Records laws, and adopt formal conflict-of-interest and anti-nepotism policies, which provide a clear framework for addressing such concerns.

My first step would be to review the relevant facts and governing documents, including the school's bylaws, conflict-of-interest policy, and charter agreement, to ensure that concerns are grounded in established standards rather than perception alone. If appropriate, I would raise the concern respectfully with the board chair or through established board processes, such as requesting the issue be placed on the agenda for discussion in a properly noticed meeting, consistent with Open Meetings Law requirements.

If the issue involved a potential conflict of interest or governance violation, I would support disclosure and recusal where required and advocate for corrective action that protects the integrity of the board's decision-making. In situations where concerns could not be resolved internally, I would follow appropriate escalation procedures, which may include consultation with legal counsel or communication with the North Carolina Office of Charter Schools, recognizing that charter boards are accountable to the Charter Schools Review Board and the State for governance compliance.

Throughout the process, I would remain focused on the board's fiduciary duty to students, families, and the public by prioritizing transparency, ethical conduct, and adherence to law. Addressing concerns promptly and responsibly helps maintain public trust, supports sound governance, and ensures the school remains focused on its mission and long-term success.

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Certification

I, Kendra Lipscomb Cater 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 Myrtis Simpson Walker Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature 	Date 4-22-26
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**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
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Board Member's Information

Board Members	<p>Full name: Cynthia Johnson</p> <p>Home Address: 1443 Summer Coach Drive Charlotte, NC 28216</p> <p>Business Name & Address: Myrtis Simpson Walker Youth Leadership Foundation, Inc. Charlotte, NC</p> <p>Telephone, No.: 704-491-0176</p> <p>E-mail address: mswyouthleadership@gmail.com</p>
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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

Grand Canyon University: MA Educational Organization Leadership
 Hampton University: MA, Counseling
 Bethune Cookman University: BS, Psychology

Employment History

Charlotte Mecklenburg Schools: 2001 - Current
 Alamance Burlington Schools: 1999- 2001

How were you recruited to join this Board of Directors?

I am Chair and organizer for MSWA

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

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.

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.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I am the Chair and founder of the Myrtis Simpson Walker Academy.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Please see above.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>The Charter Board oversees the school and ensures that policies and procedures are being followed.</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 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.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>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.</p>
<p>School Mission and Program</p>	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>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.</p>

<p>What is your understanding of the school's proposed educational program?</p>	<p>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.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>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).</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Students are continuing to grow academically as music and entrepreneurship are a benefit to promote the whole child.</p>
<p>Governance</p>	
<p>Describe the role that the board will play in the school's operation.</p>	<p>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.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>The Academic Data, Parent and Community Support</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>We have continued to grow academically (data); Community Support has increased and we continue to grow the whole child.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<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.
<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>I would inform the Board Chair and include it as an agenda item on the next board meeting.</p>

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

4/22/22

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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
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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: uguidry@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 BA in Sociology/Minor in Non-Profit Management
 NC DPI Teaching License Media Coordinator and Computer Education
 Endorsement
 NC Public Librarian Certification

Employment History

Library Director Archivist & Barbara (Thousand College and Theological
 Seminary (November 2022 - Present)
 English for Speakers of Other Languages (ESOL) Instructor (Part Time)
 SPC (1 July 2021 - December 2023)
 Media/Tech Coordinator (Barbara Mecklenburg Schools (August 2017
 - Present)
 Learning Resource Center Manager Stayer 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.

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 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 Stonyvine Team and developed and implemented storytelling events in North and South Carolina.

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

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.

School Mission and Program

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

The mission highlights St. John's approach to education that goes beyond traditional academics to prepare students for the future in a dynamic and meaningful way.

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

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.

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

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.

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

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.

Governance

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

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.

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

Success Indicators:

- 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.

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

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.

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

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. Wilkins

Date

4/22/26

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 or list how the action was taken.)

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: 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 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>

<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

	<p>performance, social and emotional development, and staff satisfaction and retention.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>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.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<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.

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

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.

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?

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.

I would address the board with documentation and ask for investigation to see if the evidence warrant further attention.

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

4/22/26

Charter School Board Member Information Form

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School Information

Name of charter school	Myrtis Simpson Walker Academy
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Board Member's Information

Board Members	<table border="1" style="width: 100%;"> <tr> <td>Full name: Yvette Townsend-Ingram</td> </tr> <tr> <td>Home Address: 639 Wilderness Trail Drive</td> </tr> <tr> <td>Business Name & Address:</td> </tr> <tr> <td>Telephone No.: 704-576-2645</td> </tr> <tr> <td>E-mail address: bizdoc.yi@gmail.com</td> </tr> </table>	Full name: Yvette Townsend-Ingram	Home Address: 639 Wilderness Trail Drive	Business Name & Address:	Telephone No.: 704-576-2645	E-mail address: bizdoc.yi@gmail.com
Full name: Yvette Townsend-Ingram						
Home Address: 639 Wilderness Trail Drive						
Business Name & Address:						
Telephone No.: 704-576-2645						
E-mail address: bizdoc.yi@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
Doctor of Business Administration (ABD) - Walden University
Leadership

Click or tap here to enter text.

Master of Business Administration - Strayer University
Business Management

Bachelor of Science - West Virginia State University
Business Administration

Employment History

Please see resume attached.

How were you recruited to join this Board of Directors?

By the founder requesting a meeting.

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

As a life-long learner and educator who has taught in Charlotte Mecklenburg Schools and had two Black boys who matriculated through CMS, it is my desire and passion to advance the education of our scholars, especially our minority scholars because I believe education is the great equalizer. I believe a quality education for our scholars is currently being denied by the state of NC, as evidenced by the Leandro decision. For this reason, I want to be involved in solving the problem of the lack of funding and lack of quality schools/educators by advancing a different mission through MSWA.

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

My role as a public charter school board member is to consistently show up to meetings where we plan the effective strategy to move the mission and vision of the academy for the benefit of the scholars. We are to raise

	<p>funds for the academy and oversee long-term planning for the school administrators to carry out.</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 previously noted, I am a former public school teacher. I have an understanding of the daily operations of a public school as well as the basic needs of the administrative staff, the teaching staff, the support staff and the students/parents. As an elected county official, I have a better understanding than most of the statutory obligations to the public school system that includes charter schools. Additionally, I have served on the boards of non-profits previously, like the NC International Minority Coalition.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>As a former educator, I will bring my experiences of basic needs within a Title I school that others may not be privy to. As a mother who was intimately involved with all aspects of her children's education as they matriculated through CMS, I bring the knowledge and experience of a parent-volunteer. I will also bring the knowledge and experience of a community advocate who has been a member of NCAE; CMAE; Public School Strong; and as a founding member of the Westside Education Think Tank.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The mission of MSWA is to offer holistic learning experiences that are relatable to families in the service area. MSWA will offer a well-rounded curriculum in the Arts and STEM, including Business that will prepare scholars for the workforce; higher education and/or specialized training course/certification; or enlistment—in alignment with the mission of Charlotte Mecklenburg Schools (MCS).</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>MSWA will offer a well-rounded curriculum in the Arts and STEM, including Business that will prepare scholars for the workforce; higher education and/or specialized training course/certification; or enlistment—in alignment with the mission of Charlotte Mecklenburg Schools (MCS).</p>

<p>What do you believe to be the characteristics of a successful school?</p>	<p>The characteristic of a successful school are strong alignment with and understanding of the public school system (CMS) vision and mission for all students; a strong board that makes decisions consistently and collectively to give direction to the school principal and administrators; and a body that communicates clearly, often, and professionally with families for the success of all students.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>There will be goals, milestones, and timelines set for reaching those milestones and goals. They will be reviewed frequently as a new entity, and given recommendation for recourse often. If those goals are met according to the given timeline and the school experiences measurable, positive growth. I will know the school is succeeding.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The board should play a limited role in the school's operation. The board should act in a support role for recommendation of policy while the school's operators have full autonomy at execution.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>I will know if the school is successful at the end of the first year of operation because as a board we will create a set of goals, milestones, touchpoints and timelines that must be met. If we meet them, then we will have been successful. I would also express that success will exist on a spectrum, not an all or nothing set of accomplishments.</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>By the same criteria and process for the one year assessment, but with improvements from year to year.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Create and agree upon a strategy of execution, communication, with a clear definition of things like transparency and specific roles, those will be the first steps to ensure the schools success.</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>The ethics policy should be established in advance and agreed upon by each board member, with a signed affirmation of compliance. Once established, each member will be evaluated strictly by those guidelines and disciplined accordingly if violations occur.</p>

Certification

I, Yvette Townsend-Ingram, 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 Myrtis Simpson Walker Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature: *Yvette Townsend-Ingram*

Date: 4/13/2026

**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.

KENDRA L. CARTER

Charlotte, NC | 704-807-0695 | kendradlipscomb@gmail.com

PROFESSIONAL SUMMARY

Licensed K–12 Media Coordinator and Elementary Educator with over 20 years of experience. Expert in instructional technology integration, inquiry-based learning, and literacy and STEM alignment across diverse elementary school communities.

CERTIFICATIONS

NC K–12 Media Coordinator License | NC K–6 Elementary Education License | NC Public Library License

PROFESSIONAL EXPERIENCE

Media Coordinator | Charlotte-Mecklenburg Schools | 2011–Present

- Lead library programs supporting literacy, STEM, and inquiry-based instruction
- Collaborate with teachers to design standards-aligned, technology-rich lessons
- Manage digital and print collections, budgets, and circulation systems
- Provide professional development and instructional technology coaching
- Support school communications through websites, broadcasts, and digital platforms

Media Coordinator / Technology Teacher | CMS Lincoln Heights Elementary | 2007–2011

- Developed 21st-century learning environments and served as school technology contact
- Mentored media specialists and directed green-screen morning news broadcasts

Kindergarten Teacher | Charlotte-Mecklenburg Schools | 2003–2007

- Delivered standards-based, differentiated instruction and built strong family partnerships

First Grade Teacher | Marietta City Schools (GA) | 2001–2003

- Designed engaging, objective-driven lessons aligned to state standards

EDUCATION

M.L.I.S., Library & Information Studies – University of North Carolina at Greensboro

B.S. Elementary Education (Minor: Psychology) – Winston-Salem State University

George O. Hunt IV

1614 Meadowlark Landing Dr | Charlotte, NC 28216
(704) 277-3214 | tbpercussion1@gmail.com

Professional Experience

Phillip O’Berry Academy of Technology – Charlotte, NC

Substitute Teacher

August 2021 – Present

- Provided instructional support for grades 9–12.
- Long-term substitute for Earth Science and Spanish classes.
- Supported the CTE Intro to Adobe program.

NCMusic Company Percussion Instructor

August 2004 – Present

- Composed music for competitions and provided individual coaching.
- Prepared students for the NC State Music Assessment.

The Big Insurance Group LLC – Charlotte, NC

Founder and Owner

January 2021 – Present

- Recruited and managed staff.
- Provided tailored insurance solutions and managed marketing efforts.
- Maintained company website: www.thebiginsurancegroup.com.

Johnson C. Smith University – Charlotte, NC

Resident Artist

January 2007 – 2009

- Taught music fundamentals and prepared students for assessments.
-

Education

Norfolk State University – Norfolk, VA

August 1994 – May 2000

- Major: Music Education

CYNTHIA LEVESTA JOHNSON

1443 Summer Coach Drive, Charlotte, NC 28216 | H: 704-491-0176 | mswyouthleadership@gmail.com

Professional Summary

I am a Service-driven School Counselor who has the knowledge and expertise to provide numerous of services to children, families and anyone in need. Providing research based interventions to teachers and families to assist in working with children who have behavior challenges in the classroom and in the home. I feel it is imperative to connect families with community resources to help them strengthen the family unit.

Core Qualifications

- Providing Individual Counseling
- Providing Group Counseling
- Facilitating Parent Workshops
- Client Focused
- Teaching coping skills to students with behavior challenges.
- CPI Trained
- Computer Proficient
- Note Documentation
- Behavior Modification
- 504 Case Manager
- Facilitating parent and teacher meetings
- Mentoring boys and girls
- Providing research based interventions for children, families and teachers.

Experience

- Individual Counseling Group Counseling Parent Workshop Facilitator Feb 1753
Instructing Guidance Lessons Writing Lesson Plans Organizing School Programs
Conducting 504 meetings Mentoring Students Collaborating with community resources
for adults and children.
- Implementing Fundraising activities Providing resources for McKinney Vento Students
Facilitating Parent / Teacher Conferences Soliciting funds from local businesses
Facilitating meetings Reviewing student records Coordinating Children Programs
Writing case notes for adults and children Writing behavioral plans for children.
- Charlotte Book Fair Committee Member.

School Counselor Aug 2001 to Current
Charlotte Mecklenburg School System - Charlotte, NC

School Counselor Aug 1999 to Jun 2001
Alamance-Burlington School System - Burlington, NC

CNC- Hab Tech - Durham, NC Aug 1999 to Apr 2004

Education

Masters of Arts Degree, Educational Leadership 2010
Grand Canyon University
Educational Leadership

Masters of Arts Degree, Counseling 1998
Hampton University
Counseling

Bachelor of Science Degree, Psychology 1996
Bethune-Cookman College - Daytona Beach, FL
Psychology

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**

Salem College **BA in Sociology/Minor in Non-Profit Management**

NCDPI Teaching License **Media Coordinator and Computer Education Endorsement**

NC Public Librarian Certification

Yvette Townsend-Ingram

Address: Charlotte, NC 28214

Phone: 704-576-2645

Email: bizdoc.yi@gmail.com

LinkedIn: www.linkedin.com/in/yvette-townsend-ingram-mba-dba-abd-993b538

Professional Summary

Progressive strategic leader with proven expertise in analytics, reporting, project and people management, fundraising, and community advocacy. Demonstrates capability to secure funding, manage large-scale projects, and promote organizational growth through revenue generation and strategic development, prioritizing foundation relationships and corporate alliances.

Work Experience

- County Commissioner, At-Large, Mecklenburg County – 01/2024 - Present
- Director of Foundation Relations, Johnson C. Smith University – 04/2022 – 04/2024
- Grant Accountant (Contractual), Livingstone College – 6/2021 – 12/2021
- Director of Data Management (Contractual), Ward Circle Strategies – 07/2020 – 10/2020
- Operations Manager (Contractual), Lash Group – 10/2019 – 2/2020
- Business Teacher, Charlotte Mecklenburg Schools – 09/2017 – 05/2019

Education

Doctor of Business Administration (ABD), Leadership – Walden University, 2014

Master of Business Administration, Management – Strayer University, 2008

Bachelor of Science, Business Administration – WV State University, 1993

Skills

- Data Analysis
- Grant Writing & Fundraising
- Budget Preparation
- Non-profit Management
- Policy Development Cross-functional Team Management

Small Business Owner/Consultant 2019-Present

Concierge/Yvette4Meck Political Consulting

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

II. Selected Board Attorney

❖ 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.

No: Yes: Not yet identified:

Name of Selected Board Attorney:

Lisa Gordon Stella, Esq

Business/Law Firm Name: The Law Office of Lisa Gordon Stella

Business Address:

Telephone No.: 919-274-5719

E-mail address: Lisa@lgstellalaw.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.

No: Yes: Not yet identified:

Name of Selected Board Auditor: Click or tap here to enter text.
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.

No: Yes: Not yet identified:

Name of Selected Management Organization: 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







❖ 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. No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> X Not yet identified: <input type="checkbox"/>	Name of Selected Financial Management Service Provider: Samantha Amaral	
	Business Address: 3310 Croasbaile Drive, Suite 700; Durham, NC 27705	
	Telephone No.: 984-209-4388	
	Email address: Samantha@timevalueaccounting.com	

VI. Selected Infinite Campus Service Provider

❖ 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. No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> X Not yet identified: <input type="checkbox"/>	Name of Selected PS or IC Service Provider: Kent Willette (Infinite Campus)	
	Business Address: 4321 109 th Avenue, NE Blaine, MN 55449	
	Telephone No.: 651-631-0000	
	Email address: Kent.Willette@infinitecampus.com	


Blank lined area for additional signatures.

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, Click or tap here to enter text., 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 4/23/26
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<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Cynthia Johnson	Chair	704-491-0176	mswyouthleadership@gmail.com	Mecklenburg	School Counselor		No
George Hunt	Co-Chair	704-277-3214	tbpercussion1@gmail.com	Mecklenburg	Music Teacher		No
Mark Anderson, PhD	Treasurer	704-287-5994	flobabyboy1@gmail.com	Mecklenburg	Principal		No
Kendra Carter	Secretary	704-807-0695	KendraL.Carter@cms.k12.nc.us	Cabarrus	Media Specialist		No
Yvette Ingram Townsend	Member	704-576-2645	bizdocvi@gmail.com	Mecklenburg	County		No
Ursula Jacobs Guidry	Member	704-264-9249	ujguidry@gmail.com	Mecklenburg	Librarian		No

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 table.

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:

LEA #2:

LEA #3:

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 in the enrollment summary

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?	
---	--

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.

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	\$6,553.74	270	\$1,769,509.80	
Local Funds	\$3,974.00	270	\$1,072,980.00	
State EC Funds	\$5,593.34	32	\$181,224.22	
Federal EC Funds	\$1,514.35	32	\$49,064.94	
Total:			\$3,072,778.96	

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

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

Total:

\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on 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	\$ 1,769,510	\$ 2,123,412	\$ 2,398,669	\$ 2,850,877
Local Per Pupil Funds	\$ 1,072,980	\$ 1,287,576	\$ 1,454,484	\$ 1,728,690
State EC Funds	\$ 181,224	\$ 217,469	\$ 245,659	\$ 291,972
Federal EC Funds	-	\$ 49,065	\$ 66,510	\$ 79,049
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 3,023,714	\$ 3,677,522	\$ 4,165,323	\$ 4,950,588

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate questions from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the 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



in federal funding in

Year 5	
\$	3,093,365
\$	1,875,728
\$	316,807
\$	85,773
\$	5,371,673

Additional questions by
rating budget, please
these funds. If these

ix 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	\$ 80,000	\$ 80,000	1	\$ 80,000	\$ 80,000	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000
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	\$ 65,000	\$ 65,000	1	\$ 65,000	\$ 65,000	1	\$ 65,500	\$ 65,500	1	\$ 65,500	\$ 65,500	1	\$ 66,000	\$ 66,000
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	\$ 70,000	\$ 70,000	1	\$ 70,000	\$ 70,000	1	\$ 70,500	\$ 70,500	1	\$ 70,500	\$ 70,500	1	\$ 77,000	\$ 77,000
Stipends	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		\$ 390,500	23		\$ 503,000	24		\$ 514,500	24		\$ 515,500	24		\$ 524,500
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
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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		\$ 1,292,500	50		\$ 1,645,000	53		\$ 1,790,000	55		\$ 1,913,000.00	57		\$ 2,060,500

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	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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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		\$ 461,090	23		\$ 584,700	24		\$ 596,855	24		\$ 597,855.00	24		\$ 601,815
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		\$ 1,611,030	50		\$ 1,999,196	53		\$ 2,180,182	55		\$ 2,338,435	57		\$ 2,539,405

*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			
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
FC 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	\$ 10,000.00	\$ 11,000.00
Travel			
Other			
*** Insert rows and edit text as needed. ***			

Total Administrative & Support Operations: \$ 1,135,300.00 \$ 1,071,875.31 \$ 1,134,980.84

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classroom/Student Devices			
Software (LMS, SIS, etc.)	\$ 5,000.00	\$ 5,750.00	\$ 6,500.00
Hardware	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00
Other			
Instructional Contract			
Staff Development	\$ 20,000.00	\$ 23,333.33	\$ 26,666.66
Other	\$ 7,500.00	\$ 10,000.00	\$ 12,500.00
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 500.00	\$ 666.67	\$ 833.33
Curriculum/Texts	\$ 70,000.00	\$ 85,000.00	\$ 100,000.00
Copy Paper	\$ 5,000.00	\$ 6,666.50	\$ 8,333.13
Testing Supplies	\$ 2,000.00	\$ 2,666.60	\$ 3,333.25
Other			
Music Supplies	\$ 5,500.00	\$ 6,000.00	\$ 6,500.00
Total Instructional Operations:	\$ 120,500.00	\$ 150,083.10	\$ 174,666.37
TOTAL OPERATIONS:	\$ 1,255,800.00	\$ 1,221,958.41	\$ 1,309,647.21

**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
\$	1,000.00	\$	1,166.67
\$	115,000.00	\$	125,000.00
\$	9,999.75	\$	11,666.71
\$	3,999.90	\$	4,666.68
\$	7,000.00	\$	7,500.00
\$	199,249.64	\$	218,833.38
\$ 1,452,955.23		\$ 1,547,507.16	

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,611,030.00	\$ 1,999,196.00	\$ 2,180,182.00	\$ 2,338,435.00	\$ 2,539,405.00
Total Operations	M	\$ 1,255,800.00	\$ 1,221,958.41	\$ 1,309,647.21	\$ 1,452,955.23	\$ 1,547,507.16
Total Expenditures	N = J + M	\$ 2,866,830.00	\$ 3,221,154.41	\$ 3,489,829.21	\$ 3,791,390.23	\$ 4,086,912.16
Total Revenue	Z	\$ 3,023,714.02	\$ 3,677,521.76	\$ 4,165,322.58	\$ 4,950,588.32	\$ 5,371,672.84
Surplus / (Deficit)	= Z - N	\$ 156,884.02	\$ 456,367.35	\$ 675,493.38	\$ 1,159,198.09	\$ 1,284,760.68

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



SCHOOL INSURANCE
ADVISORS

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 (\$)
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	[] Specified Causes [X] 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>	\$	<i>2,900.00</i>
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



Signature Page

Myrtis Simpson Walker Academy

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

Print/Type Name: Cynthia Johnson
Board Position: Chairperson
Signature: Cynthia Johnson
Date: 4/20/26

Sworn to and subscribed before me this 20 day of April, 2026.

Notary Public: Carla Hill

My commission expires: 4/12, 2031.

