

THE M.E.C.C.A. BUSINESS LEARNING INSTITUTE

The M.E.C.C.A. Business Learning Institute (MBLI) is a proposed public charter school designed as a college preparatory and career academy for middle and high school students with a business education theme. The Institute plans to open Fall 2024 initially enrolling students in middle school grades 6 and 7 with annual grade expansion phases through high school grade 12.

*2022 Charter
School Petition
submitted to the
West Virginia
Professional
Charter School
Board*

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GENERAL INFORMATION

Name of Proposed School: The M.E.C.C.A. Business Learning Institute (MBLI)

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Charter School Type *(Select One)*

Start-up charter school—a public charter school that did not exist as a non-charter public school prior to becoming a public charter school.

Is your application for a virtual charter school? **No**

Will you hire an Education Service Provider? **No**

Enrollment

What student ages and grade levels will be served by the school? (§18-5G-8.b.14). **6-12**

What will be *the maximum student enrollment at capacity? (§18-5G-8.b.14). **875**

What are the planned minimum and maximum enrollment levels per grade, per year? (§18-5G-8.b.14). **See chart below.**

School Year	Grades Served	Planned Enrollment	
		Minimum	Maximum
2024-2025	6 – 7	250	350
2025-2026	6 – 8	375	475
2026-2027	6 – 9	500	600
2027-2028	6 – 10	625	725
2029-2030	6 – 11	750	850
2030-2031	6 – 12	875	975

ACKNOWLEDGEMENTS/ASSURANCES

- A charter school that is authorized by the Professional Charter School Board will be subject to the oversight of the Professional Charter School Board for operating in accordance with its approved charter contract and for meeting the terms and performance standards established in the charter contract.
- The charter school will not charge tuition and will only impose fees that are imposed by local non-charter public schools.
- The charter school will not, whether through the enrollment process or general operation of the school, put in place requirements or practices that would exclude from enrollment any child at the charter school who would not be excluded at a non-charter public school.
- The charter school's admission and enrollment processes are void of discriminatory practices, and admission materials will include a non-discrimination statement indicating that all applicants, including those with exceptionalities, are eligible to attend.
- Pursuant to W.Va. Code §18-5G-11(a)(6), the charter school shall not discriminate against any person on any basis which would be unlawful, under state or federal law, for non-charter public schools in the school district. Provided, this prohibition shall not be construed to limit a charter school from establishing any of the limited set of enrollment preferences allowed in W.Va. Code §18-5G-1 et seq.
- Pursuant to W.Va. Code §18-5G-11(a)(7), a charter school may establish certain enrollment preferences.
- Pursuant to W.Va. Code §18-5G-11(a)(8), if a school has excess capacity after enrolling students to whom an enrollment preference has been established, all remaining applicants will be chosen through a random selection lottery.
- Pursuant to W.Va. Code §18-5G-11(a)(1), a charter school's recruitment effort shall include all segments of the student populations served by non-charter public schools of comparable grade levels.
- The charter school will appropriately evaluate students and comply with all federal requirements, including, but not limited to, federal nutrition standards, the Civil Rights Act of 1964 (Pub.L. 88-352, 78 Stat. 241 (1964)); the McKinney Vento Homeless Assistance Act, U.S.C. 11431 et seq.; the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Pub.L. 108-446; the Americans with Disabilities Act of 1990 (ADA), Pub.L.101-336, 104 Stat. 328 (1990); and Section 504.

In accordance with Section 504 and the ADA, no otherwise qualified individual with an exceptionality seeking to engage in a major life activity shall, solely by reason of her or his exceptionality, be excluded from participation in, be denied the benefits of, or be subjected to discrimination by a charter school. Charter schools shall create, maintain, and implement a service plan and provide accommodations for each student determined to be eligible for such services.

The governing board and charter school will comply and respond to requests received pursuant to the Freedom of Information Act (W.Va. Code §29B-1-1 et seq.).

The governing board will conduct its business in compliance with The Open Governmental Meetings Act (W.Va. Code §6-9A-1 et seq.).

The charter school will adhere to the same immunization requirements that are applicable to non-charter public schools.

The charter school will adhere to the same compulsory school attendance requirements that are applicable to non-charter public schools.

Students attending the charter school will receive the same minimum number of days or an equivalent amount of instructional time per year as required of students attending non-charter public schools under W.Va. Code §18-5-45.

The charter school will comply with the West Virginia Student Data Accessibility, Transparency and Accountability Act as set forth in W.Va. Code §18-2-5h, the West Virginia Board of Education's Procedures for the Collection, Maintenance and Disclosure of Student Data (Policy 4350), and the Federal Educational Rights and Privacy Act (FERPA).

Pursuant to W.Va. Code §18-5G-3(c)(11), contractors and service providers, and employees of the same, will be prohibited from making direct contact with students, virtually or in person, and will not be permitted unaccompanied access to school grounds when students are present until it can be verified that such individuals have not previously been convicted of a qualifying offense pursuant to W.Va. Code §18-5-5(c).

Pursuant to W.Va. Code §18-5G-3(c)(8), the charter school will use the West Virginia Education Information System (WVEIS) to report all data required by statute or the charter contract.

Pursuant to W.Va. Code §18-5G-3(c)(10), the governing board and charter school will meet the same accounting and financial reporting requirements required of non-charter public schools, including, but not limited to, participation in the State Auditor's financial transparency website.

Pursuant to W.Va. Code §18-5G-3(c)(13), the charter school will adhere to the same building codes, regulations, and facility fees that apply to non-charter public schools under Chapter 18 of the W.Va. Code, including the West Virginia State Fire Marshal inspections and certificate of occupancy certificate requirements.

Pursuant to W.Va. Code §18-5G-3(c)(14), the charter school shall be subject to the same student transportation safety laws applicable to public schools when transportation is provided.

The charter school shall obtain all required occupation and operation certificates and licenses prior to the first instructional day for students.

The charter school shall assure that no elected official is receiving, or will receive, monetary compensation if the charter school proposed in the charter school application is authorized.

Every charter school teacher will be certified by the West Virginia Department of Education, or will satisfy each of the following requirements, as certified by the school:

- Is a citizen of the United States or otherwise holds a valid credential to be employed in the United States
- Is 18 years by the time the teacher begins instructional duties
- Is physically, mentally, emotionally, and morally qualified to perform the duties of a teacher, as determined by the charter school
- Meets the charter school's requirements for employment, including relevant academic or occupational qualification or experience that reasonably indicates the applicant will perform his or her instructional duties competently; and
- Passes a criminal history record check and fingerprinting requirements applicable to non-charter public schools in West Virginia.

The charter school will participate in the state accountability system and follow state guidelines and regulations for administering state tests and providing necessary data for state reporting.

Pursuant to W.Va. Code §18-5G-5(d), the charter school will remit an oversight fee to its authorizer, not to exceed one percent of the charter school's per-student funding in a single school year.

Members of a charter school governing board shall:

- Not be an employee of the charter school administered by the governing board
- Not be an employee of an education service provider that provides service to the charter schools; and
- File a disclosure report to the Professional Charter School Board identifying potential conflicts of interest, relationships with management organizations, and relationships with family members who are employed by the public charter school or have other business dealings with the school, the management organization of the school, or any other public charter school.
- Collectively possess expertise in leadership, curriculum and instruction, law, and finance; and
- Be considered an officer of a school district under the provisions of W.Va. Code §6-6-7, and removal from office shall be in accordance with the provisions of that section.

The governing board for the charter school will consist of no fewer than five members, including at least the following: Two parents/guardians of students attending the charter school operating under the governing board (these members may be identified after enrollment has occurred); and two members who reside in the community served by the charter school (who may also be the parent/guardian board members).

Pursuant to W.Va. Code §18-5G-11(d), each charter school will certify annually to the State Department of Education and to the county board of the school district in which the charter school is located its student enrollment, average daily attendance and student participation in the national school lunch program, special education, vocational education, gifted education, advanced placement and dual credit courses, and federal programs in the same manner as school districts.

EXECUTIVE SUMMARY

Proposed School Name: The M.E.C.C.A. Business Learning Institute (MBLI) Public Charter School

State of Education: West Virginia’s role in fueling the nation through coal, came at an immense cost to the health of local residents, both physical and mental, their environment, and their economy¹. Today, the states’ residents want increased technology access; federal support for local lenders; brownfield cleanup projects; as well as resources for high-quality housing and health clinics². These wants equate to reinvestments that will contribute to the state’s economic revival but fail to articulate any specific actions addressing the state’s low education achievement levels. According to the 2021 Education Rankings measure and published by US News, West Virginia currently ranks #41 in the US, in how well students are being educated.³ What this means is that the children of West Virginia are not being prepared in school to become the business savvy, cross-culturally competent citizens, who can lead the charge that the desired economic revival represents. To meet this expectation, West Virginia must offer integrated academic and career instructional opportunities in business education for all students. Research highlights the fact that business education courses have the capacity to provide a substantial contribution to the academic and career preparation of all students. Business courses prepare students to lead, collaborate, innovate, and contribute to the workforce. MBLI’s business learning curriculum makes a necessary contribution to the education of all students in West Virginia.

State Demographics: As a public charter school with an open attendance boundary students from across West Virginia can attend MBLI. However, it is expected that the majority of students will reside within the boundary of Berkeley County, where MBLI intends to locate. West Virginia State Department of Education (WVSDE) student demographic data for Berkeley County indicates it is representative of West Virginia Public Schools, with 8% of students identifying as Hispanic, 9% as Black, and 82% as White; 44% as economically disadvantaged; and 17% as having special needs⁴. WVSDE’s 2020-2021 statewide assessments data indicate that across the state, including Berkeley County, all students are failing to demonstrate learning and are not mastering West Virginia’s content standards⁵.

ACADEMIC PROFICIENCY RATES	READING PROFICIENCY	MATH PROFICIENCY	SCIENCE PROFICIENCY
State of West Virginia	27%	18%	19%
Berkeley County	25%	15%	17%

School Model: MBLI is designed as a college preparatory and career academy. The college preparatory component of the model will prepare students for future collegiate experiences through coursework, collaboration, and intrapersonal skill development, resulting in a smooth and successful transition to college. The career academy

¹ Retrieved from <https://www.history.com/topics/us-states/west-virginia>

² Retrieved from <https://www.nytimes.com/2021/02/08/upshot/west-virginia-manchin-stimulus.html>

³ Retrieved from <https://www.usnews.com/news/best-states/rankings/education>

⁴ Retrieved from <https://zoomwv.k12.wv.us/Dashboard/dashboard/7301>

⁵ Retrieved from <https://zoomwv.k12.wv.us/Dashboard/dashboard/7301>

component of the model operationalizes the recommended learning and school organization strategies that mitigate underachievement by emphasizing academic work through contextualized instruction and making school more meaningful through career focused studies.

Mission and Vision: The aim of MBLI is to educate middle through high school students on the fundamental theories and practices of business with a focus on leadership, entrepreneurship, and finance in an innovative, high-quality, academically challenging, but fulfilling, environment. The idea is to see students graduate MBLI, prepared to lead and or conduct business competently in a global society; function as responsible citizens; and realize their potential as productive contributors in the 21st century.

Academic Program: MBLI's expectations are challenging and reflective of a commitment to developing students while disseminating the knowledge, concepts, and tools which advance the understanding and practice of business. Students in all divisions take "**CORE**" academic classes in Math, Science, Reading/English/Language Arts, and Social Studies / History / Geography; and "**M-CORE**" academic classes in Business. Students also explore technology, languages other than English, physical education / health, art, and music through "**ENCORE**" academic classes. Programming also includes "**FLEX**" blocks for School Foundations, Advisory, Supplemental Instruction, Study Hall, and Talented and Gifted Seminars. Additionally, students in all grades will be engaged in service learning via community service.

Features:

- Summer Bridge Learning Program – to academically assess and strengthen students in preparation for entry into MBLI as well as provide the opportunity to review school culture and learning expectations.
- Free student uniforms – to aid students remaining focused on their education, not their clothes; as well as, saving parents money.
- Additional In-School Learning Hours – to unlock the range of subject's MBLI students' study versus the current school system practice of narrowing an overloaded school curriculum in to limited school time parameters.
- School Store – to provide students with the chance to apply classroom learned business concepts in a real-world setting as part of a skills building enterprise.
- Student Savings Program – to provide a free savings account for students through which they can apply skills learned regarding money management.
- Annual Business Symposium – to link students to the business community through a fast-paced business marketing event.
- Project Based learning underpins the curriculum, aids in delivering content aligned to State Standards, and supports meaningful connections across content areas

Plan for Improving Student Achievement: MBLI will aim to improve student achievement and significantly exceed the academic performance of existing public schools through the following:

- Student Learning Plans to personalize education
- Building academic vocabulary and comprehension skills
- Increasing the amount of assigned reading and writing
- Creating meaningful math engagement
- Maximizing the percentage of time students are engaged in content
- Providing time during the school day for academic support and enrichment
- Differentiating instruction
- Using performance assessments to ensure mastery and understanding
- Employing cooperative learning and other strategies to encourage students taking responsibility for their learning
- Giving guidelines for high-quality work
- Ensuring guidelines are based on local standards for academic achievement, address content and are sufficiently challenging
- Using guidelines diagnostically, not just to assign grades.

Opening and Projected Enrollment: MBLI plans to locate in Berkeley County, West Virginia, and open to students in September 2024 initially enrolling 250 six and seven grade students with annual grade expansion phases through high school grade 12 and maximum enrollment of 875 students in school year six.

About the Founding Team: MBLI’s founders, and school design team, have backgrounds in school system administration, executive and school leadership, school psychology, charter school founding, program management, curriculum development, and human capital, and are well positioned to deliver on the MBLI mission. Additionally, the group has a collective record of success as educators in schools serving lower-income communities and communities of color, in particular, supporting the social and emotional needs of students, and delivering exceptional academic results for all students, including English Learners and Students with Special Needs.

MISSION AND VISION

Provide a brief mission statement for the school. (§18-5G-8.b.1).

The mission of the M.E.C.C.A. Business Learning Institute (MBLI) is to educate middle through high school students on the fundamental theories and practices of business with a focus on leadership, entrepreneurship, and finance in an innovative, high-quality, academically challenging, but fulfilling, environment.

Provide a brief vision statement for the school. If the school will have a specialized academic focus, describe it here. (§18-5G-8.b.1).

The vision of the M.E.C.C.A. Business Learning Institute (MBLI) is see students graduate MBLI, prepared to lead and or conduct business competently in a global society; function as responsible citizens; and realize their potential as productive contributors in the 21st century...

EDUCATIONAL PROGRAM

Provide a detailed description of the school's educational program. (§18-5G-8.b.2).

The M.E.C.C.A. Business Learning Institute (MBLI) is designed to support student exploration of business, entrepreneurship, and leadership starting in middle school. MBLI intends to prepare students for either admission to college and/or for a career immediately after high school. MBLI will offer students a rigorous curriculum in core subject areas (reading, math, language arts, science, and social studies) that is infused with business topics including analytics, marketing, economics, financial accounting, ethics, and leadership. The activities and projects will immerse students in business challenges across a variety of industries; foster development of business intuition through interactive learning exercises; and prepares them to join a global business community. The MBLI curriculum will introduce and lay a foundation for careers, such as Accountants, Bookkeepers, Management Consultants, and Technology Support.

Each year MBLI students will:

- ✓ engage in discussions, projects, and other learning opportunities about business subjects, entrepreneurship, and leadership;
- ✓ attend presentations from business industry guest speakers and speak with successful leaders across the industries of finance, entrepreneurship, entertainment, real estate, retail, and more;

- ✓ receive coaching in organizing, studying, and communication;
- ✓ develop and enhance leadership skills through collaborative teamwork;
- ✓ work in teams to design and present an original business plan, evaluated by a panel of business professionals;
- ✓ participate in weekend and evening cultural and social activities; and,
- ✓ test their potential as future business professionals.

For MBLI, improving educational outcomes involves recognizing and understanding that student mindsets, such as motivation and self-belief, have significant impact on student performance and achievement. The business infused curriculum will support the expansion of student’s ability to solve problems in both conventional and innovative methods; communicate effectively; acquisition of financial literacy and business knowledge; effectively analyze arguments and opinions; and think critically as an individual and within groups. Students will be prepared to take initiative, be proactive, as well as prepared to find solutions to problems. The modern world has changed, and business forms a key part of many day-to-day activities. Helping students to understand key aspects of these practices will put them in good stead for the future.

SCHOOL DESIGN

The M.E.C.C.A. Business Learning Institute (MBLI) is the first charter school of its kind in the state of West Virginia designed to support student exploration of business, entrepreneurship, and leadership in middle school as part of the schools’ design and purpose.

MBLI believes that all students can meet their full potential and will provide students with the opportunity to explore interest in business and entrepreneurship while developing leadership skills.

Business education has transitioned from its beginnings in vocational education to now an essential part of curriculum programming. The value of teaching student’s elements of business has long been considered important and as of late has moved to the forefront of education concerns in many states⁶. Most researchers agree that there are many elements of business education that contribute to the overall economic well-being of students regardless of the occupation choice because all career choices are connected to business in one way or another⁷.

MBLI will offer students a rigorous continuous curriculum, from grade 6 through grade 12, that is infused with business topics including analytics, marketing, economics, financial accounting, ethics, and leadership;

⁶ Maheshkar, Chandan, and Vinod Sharma, eds. *Handbook of research on cross-cultural business education*. IGI Global, 2018.

⁷ Barclay, Allen C., Amber M. Mathem, and Natalie A. Barclay. "Business Education: Faculty Tips to Guide International and Domestic Student Interaction to Benefit Classroom Learning." In *RSEP CONFERENCES*, p. 10. 2019.

immerses them in real business challenges across a variety of industries; fosters development of business intuition through interactive learning exercises; and prepares them to join a global business community.

School Model

MBLI's school design as a career academy is directly connected to MBLI's core values, beliefs about learning; and 21st century learning expectations; and offers students a combination of academic and vocational curricula plus a career theme to integrate the two. MBLI aims to enhance the job prospects of students during as well as after high school without compromising academic goals and preparation for postsecondary education.

The career academy approach is one of the oldest and most widely established school reforms in the United States⁸. Career Academies have existed for more than 30 years and have been implemented in more than 1,500 high schools across the country⁹. The durability and broad appeal of the Career Academy approach can be attributed, in part, to the fact that its core features offer direct responses to several problems that have been identified in large comprehensive high schools¹⁰. Career Academies attempt to create more supportive and personalized learning environments¹¹. Their curricula combine academic and occupation-related course requirements that aim both to promote applied learning and to satisfy college entrance requirements¹². Career Academies establish partnerships with local employers to build sequences of career awareness and work-based learning opportunities for their students¹³.

The career academy school model has successfully countered underachievement for 40 years and operationalizes the recommended learning and school organization strategies that mitigate underachievement by emphasizing academic work via contextualized instruction and making school more meaningful through career focused studies¹⁴. Extensive research, conducted by prominent firms and universities including Manpower Demonstration Research Corporation, reflect that a career focus helps students gain early insight into promising opportunities that could both shape their college studies and motivate them to complete their college degree to pursue gainful employment¹⁵. Today there are an estimated 7,000 schools with career academies in operation that enroll over one million students each

⁸ Hackmann, Donald G., Joel R. Malin, and Donna Gilley. "Career Academies: Effective Structures to Promote College and Career Readiness." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 91, no. 4-5 (2018): 180-185.

⁹ Ibid, 180-185.

¹⁰ Ibid, 180-185.

¹¹ Shively, Julie, and Adam Weiss. "On the Path Toward College and Career Readiness: An Evaluation of the Implementation and Outcomes of the Career Academy Program in Birmingham, Alabama." (2017).

¹² Ibid, 180-185.

¹³ Ibid, 180-185.

¹⁴ Ibid, Ibid, 180-185.

¹⁵ Cohen, Tara M. *Using the Strong Interest Inventory to Predict High School Students' Career Academy Selections and Academic Success*. University of Hartford, 2017.

year¹⁶. The success of career academies over the years is attributed to the dual objective of college and career preparation, the broad cross section of students they serve, as well as use of data and research¹⁷.

Program Features

MBLI is designed as a college preparatory and career academy for middle and high school students with a business learning education theme. The goal of the MBLI school design is to motivate students to pursue collegiate business studies and aspire them to be future stewards of the business community. The MBLI education environment will have many key features, including the following:

- **Business, Entrepreneurship, and Leadership programming to impart life, professional, and enterprise skills** – MBLI students will benefit from a firsthand approach to learning about business, guided by teachers, entrepreneurs, and business leaders, to introduce students to business fundamentals including finance and accounting. Additionally, students will learn about entrepreneurship as well as corporate social responsibility while developing the leadership and teamwork skills necessary for success in life. MBLI will also teach students the proper ways to conduct themselves in professional work environments as a foundation for future career success.
- **Opportunities in high school to acquire recognized business industry certifications** – Through the pursuit of business industry certifications MBLI high school students will acquire essential college and career-readiness skills including focus, critical thinking, and organization. Students will have the opportunity to pursue professional certifications, while earning a high school diploma. This programming gives students the opportunity to embark on a career path while in high school and fully engage as a certified professional thereafter.
- **In-School Student Jobs and Student Banking opportunities for all students to encourage development of the fiscal discipline necessary for financial independence in adulthood** – MBLI will use school based jobs to instruct students about punctuality, follow-through, self-reliance, common sense, quality, dependability, and responsibility. MBLI's student banking programming represents an opportunity for students to take firsthand control of their financial future in-school.
- **Annual Business Symposiums to promote networking, new ideas and further understanding in business for all students**– MBLI's symposium serves two purposes. First as an event in which middle school students demonstrate new awareness of various aspects of business and high school students gain exposure to the processes associated with creating, developing, managing, and marketing a business idea. Second as an opportunity to focus on the benefits of teaching students about business within the public learning environments. The symposium will bring together academic, profit, and non-

¹⁶ Hoffman, Nancy, and Robert B. Schwartz. *Learning for careers: The pathways to prosperity network*. Harvard Education Press, 2020.

¹⁷ Lanford, M., & Maruco, T. (2019). Six conditions for successful career academies. *Phi Delta Kappan*, 100(5), 50-52.

profit corporate leaders, and explore ways for schools to effectively train students as future business leaders within the changing global economy.

M – Core

Business Education (M-Core) is the intended learning purpose of MBLI, and the curriculum is based on national standards developed by the National Business Education Association and Consortium for Entrepreneurship Education. MBLI business courses will provide a course of study pathway starting in grade 6 continuing through grade 12. Each course will have standards reflective of the skills and knowledge necessary for entry to and graduation from college; as well as, to pursue a career or entrepreneurial opportunity in business. M-Core is a socially responsible business curriculum which includes opportunities for students to gain insight on business, be introduced to accounting / finance and entrepreneurship; learn essential individual financial literacy skills; and receive guidance on planning for the future.

The middle school programming is designed to explore the nature of business via a micro economy and to study related careers. Emphasis is on typing and using the computer while studying applications in business related careers along with problem-solving and inquiry skills. The learning course culminates in the development of a research paper on a business leader or entrepreneur in sixth grade; development of a research paper on inventions and changes in the MBLI school environment in 7th grade; and development of a business and business plan in 8th grade. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies include classroom jobs and service learning. The MBLI annual business symposium, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

The high school programming is modeled after the small businesses that drive the American economy. At the high school level students learn what it takes to run a small business to introduce entrepreneurialism. Students will manage the day to day operations of MBLI's school store, learning how to manage purchases, returns and other transactions on a cash register; order and stock merchandise; track sales; manage inventory; applying pricing strategies using a break-even point; calculating return on investments; and speak / deal with customers, supervisors, and vendors appropriately. In the classroom instruction begins with economic utility, marketing, and other fundamentals before moving to advanced topics including business financing and merchandising. Students apply these concepts as they conduct market research, develop social media marketing campaigns and business plans. Firsthand training includes designing store displays, drafting print advertisements, and delivering sales pitches. On-the-job practice helps students develop their communication, customer service, leadership, and management skills. Using Microsoft Excel®, PowerPoint®, Publisher® and Word® to prepare everything from budgets and customer databases to resumes and business proposals are important elements of the program.

M-Core Instruction Tools

MBLI Student Jobs Program provides each student with a tangible way to contribute to the MBLI community, and to learn how membership in any community requires active citizenship, through application to certain vital responsibilities. Students earn and spend money in a simulated micro-economy. MBLI firmly believes that the lessons learned through the student jobs program are basic and necessary. Punctuality, follow-through, self-reliance, common sense, quality, dependability, responsibility, initiative, and investment in the community are the program's central goals.

MBLI Classrooms serve as the basis for teaching MBLI middle school students fundamental business learning components through student jobs. As the grade levels increase, MBLI incorporates additional financial concepts. Prior to the start of the school year, a teacher team composed of at least one teacher from each department will determine the MBLI jobs (tasks), bonuses, penalties, and other program components for the student jobs program. During the first month of school, students will be introduced to the program, the jobs (tasks) available in their classroom, and trained, as necessary, on how to complete their assigned jobs (tasks). Every month students earn paychecks (based on MBLI virtual currency). They will also pay bills including electricity and water; as well as pay rent for their desks and chairs. During tax seasons students will be assessed and pay a flat tax rate. Students will be able to spend earned money at the MBLI School Store to purchase items. Students will also be required to set-aside an amount of the choosing for deposit into their student savings account. MBLI will then convert the MBLI currency to the US Dollar and deposit the amount to the student's account. The students with the highest amount saved at the end of the year will receive prizes. Throughout the year, teachers will monitor the students' job performance, like an employee evaluation, and provide support and corrective guidance when necessary. The program has the same overall objectives for all grades to instill basic financial responsibility and teach the value of saving. Program oversight will come from faculty, Principal, Assistant Director, and Executive Director.

MBLI School Store presents an opportunity for high school students to utilize classroom business concepts in a real-world setting within an actual business. Students will perform tasks in merchandising, employee scheduling, inventory management, customer service, and cash management. As part of the MBLI employment skills learning component students will apply for available positions in the store and be interviewed. Students will be taught how to petition references / recommendations in support of their application for employment. Every month students earn paychecks (based on MBLI currency). They will also pay bills including electricity and water; as well as pay rent for their desks and chairs. During tax seasons students will be assessed and pay a flat tax rate. Students will be able to spend earned money at the MBLI School Store to purchase items. Students will also be required to set-aside an amount of the choosing for deposit into their student savings account. MBLI will then convert the MBLI currency to the US Dollar and

deposit the amount to the student's account. Students will receive bonuses and promotions same as they would on the job.

The MBLI School Store will have several benefits:

- Help students remain prepared for school. Forgotten pencils and notebooks will not be an issue as they will be sold in the store. Moreover, teachers that require a specific book or tool can make sure the MBLI School Store is stocked with quantities for student purchase;
- Help MBLI raise money for the school from within the school. Store revenue can be used to support school building needs, fields trips, special school occasions, and end of the year activity days; and,
- Promote school spirit. Students will develop a sense of pride in individuals as well as MBLI at large. As an additional layer the MBLI student body will have the opportunity to inform the use of the store profits.

Program oversight will come from the School Accountant, Principal, PTA President, Assistant Director, and Executive Director.

MBLI In-School Banking Program is an opportunity for students to take firsthand control of their financial future in-school. At the start of each school year, MBLI's banking partner will make a presentation to the MBLI school community and give students and staff packets with the savings program information. As part of the program, MBLI will initiate establishment of savings accounts for all enrolled students; as well as provide the initial funding deposits. During the school year students and their families will be encouraged to contribute financially to the savings account. MBLI bank partner(s) will visit MBLI on a periodic basis on "Banking Day" to fill out deposit tickets, collect deposits, and answer financial questions. Families will also be able to work with MBLI bank partner(s) to open any additional accounts deemed appropriate to address their particular financial management needs. To encourage learning to save for the future students will receive rewards for every six deposits made at or above a determined threshold. Account statements will be mailed to MBLI and a copy to the student's home by the Bank with the deposit records and current balance information. All matters outside of deposits, including withdrawals, will be managed offsite at a local bank branch office requiring the student and a parent/guardian be present to conduct business at the bank. Additionally, MBLI's programming includes electronic / mobile banking. MBLI will use an electronic / mobile banking platform to help students track their MBLI student savings account; as well as track the virtual currency earned through their student jobs. Use of the electronic / mobile banking platform serves as an additional MBLI tool for teaching students how to save, set goals, budget, and perform basic accounting. Program oversight will come from the School Accountant, Principal, Assistant Director, and Executive Director.

MBLI Student Leaders Programming

Student Mentors. The transition to middle school is a significant event in the life of a young person, and yet very few substantial strategies for support exist in most middle schools. Because entering middle school can be challenging and frightening, sixth graders often experience lowered academic achievement and struggle adjusting socially. And, because sixth graders are often scared in the new environment of middle school, they can easily become the subject of bullying. The MBLI Student Mentors Program is a middle school mentorship program created to support incoming 6th and 7th grade students and transfer students throughout their experience at MBLI. Built on the belief that students can help other students succeed, the program trains eighth grade students to be MBLI Student Mentors. As positive role models, MBLI Student Mentors serve as guides and support for fellow students. The goal of the program is to provide students with a structure through which they can make real connections with each other, support student achievement, enhance character development efforts and create an anti-bullying environment at MBLI. The MBLI Student Mentors training for eighth grade students occurs during the 1st week of school. The mentor training will teach students how to function as positive role models, strategies for being a good mentor, using good listening skills, and giving positive advice. MBLI Student Mentors are present during the 6th and 7th grade orientation days to personally welcome incoming students. Mentors spend the first day with the new students, providing a tour of the facilities, introducing students to faculty, and helping ensure students are fully acclimated to their new environment. Program oversight will come from faculty, Assistant Principal, and Principal.

Student Government. MBLI believes that all students have the capacity to become leaders and rise to the challenges their generation will face and that the best time to start developing essential skills is in middle school. Moreover, MBLI believes that students want to be positive change agents at school but need the structure and permission to do so. At the end of the school year between April and May students at each grade level, faculty, and administration vote on leadership positions for the following year. Under the program participating students are ranked by the MBLI community on the characteristics of fairness, dependability, initiative, and leadership. After each student is ranked, the votes will be tallied, and the highest rated students will be named to the student government team. Teams at each grade level will include the positions of student government president, Assistant Director, treasurer, and secretary. At the high school level positions will be expanded to include co-chairs of the job program, and co-chairs of the in-school banking program. High school student leaders oversee the MBLI student work teams; as well as assist with administration, scheduling, and communication. Specific student work teams include MBLI Campus Beautification Team, MBLI Events Team, MBLI Tech Support Team, MBLI Arts & Social Media Team, and MBLI PTA Support Team. Each team will have several student workers. Program oversight will come from faculty, Assistant Principal, and Principal.

Student Ambassadors. The mission of the Student Ambassador Program is to share MBLI with prospective students, their families, and the community. The objective is to connect MBLI's purpose with its values while addressing questions and concerns. As campus tour guides, Student Ambassadors, provide visitors with a realistic glimpse of the MBLI experience; as well as provide an overview and tour of school facilities, programs, and atmosphere. Student Ambassadors also join Guidance Counselors in representing MBLI at school fairs, on school visits, and at community events. They provide invaluable insight to prospective students and their parents and help them understand what it is to be a charter school student today. Student Ambassadors understand the benefits of both college education and career training and advocate the option for all throughout the surrounding community. Program oversight will come from the Principal, Assistant Director, and Executive Director.

M-Core Mastery Demonstration Tool

Annual Business Symposium. The symposium will be an annual, fast-paced event that students participate in each year to gain exposure to the processes associated with creating, developing, managing, and marketing a business idea. The purpose of the symposium is to build entrepreneurship awareness among MBLI students. Students will be able to be in groups or present individually. After selecting a business idea, each team will be given a conceptual budget to implement its idea. MBLI students will be tasked with creating radio, television and print advertising and campaigns. On the actual date of the symposium, students will be judged by a board made up of local business individuals and community partners. Awards will be made for the Most Innovative Business; Most Successful Business; Most Cooperative Group; Emerging Leader, and Best Presentation.

M-Core Career Qualifications Tool

Professional Business Certifications. In high school grade 11, MBLI students will have the opportunity to work toward professional certifications in Microsoft Office, QuickBooks, CompTIA, Test Out, Project Management, and Web Development while they are earning their high school diplomas. This programming gives students the opportunity to embark on a career right after high school. In many cases, these certifications can give students an advantage over other applicants in the job market.

Core Programming

Math. The MBLI math programming connects abstract concepts with students' everyday realities in ways that are engaging, motivating, and effective. Middle school students move from elementary arithmetic through increasingly powerful concepts and skills. High school students have learning options along the traditional math pathway (Algebra I, Algebra II, and Geometry). The high school

programming enables teachers to move all students from the concepts and skills they learned in middle school to the higher-order problem-solving and rigorous expectations of high school math.

Science. The MBLI science program is designed to use a constructive view of learning skills, sequences, and science knowledge with an inquiry based approach. The programming will utilize an experimental approach to expand the understanding of science. The goal is to teach students to become self-reliant, independent analytical people. MBLI believes that science empowers students to understand our world and how it works.

English. The MBLI English programming is dual purpose. First the programming is designed to help students at all grade levels use the reading process effectively, select and use pre-reading strategies that are appropriate to the text such as discussion, making predictions, brainstorming, generating questions, and previewing (to anticipate content, purpose, and organization of a reading selection). Second, the programming aims to guide students through the writing process, how to select and use appropriate pre-writing strategies including brainstorming, graphic organizers, and outlines. The students will be prepared to communicate effectively both orally and in writing and understand the nature and power of language.

Social Studies. The MBLI social studies programming includes the study of related knowledge and modes of inquiry selected from History (time, continuity, and change); Geography (people, places, and the environment); Civics and Government (government and citizens); and Economics (production, distribution, and consumption). Students will analyze events in history to correlate actions with outcomes and related impacts among civilizations in the modern world. The programming is structured to develop skills in analyzing historical evidence, using the evidence effectively, to identify bias in specific cultural resources and make empathetic arguments.

Encore Programming

Typing and Technology. Languages other than English. Physical Education / Health and Wellness. Art and Music. Research indicates that students who participate in elective classes retain higher grade point averages than their peers¹⁸. Students are more engaged in electives and tend to do better in these classes which helps to increase grades¹⁹. In addition, balancing an arduous college prep curriculum with elective classes can increase students' commitment to school overall²⁰. MBLI Encore courses are in place to encourage individual growth as well as support the emotional health of students. Today colleges and universities are interested in more than good grades from new students, they are

¹⁸ Winsler, Adam, Taylor V. Gara, Alenamie Alegrado, Sonia Castro, and Tanya Tavassolie. "Selection into, and academic benefits from, arts-related courses in middle school among low-income, ethnically diverse youth." *Psychology of Aesthetics, Creativity, and the Arts* (2019).

¹⁹ Ibid, 2019.

²⁰ Wai, Jonathan, and Jeff Allen. "Examining Predictors of Academic Growth in Secondary School among Academically-Advanced Youth across 21 Years. Working Paper 2018-2." *ACT, Inc.* (2018).

interested in students with well-rounded backgrounds and experiences. Students who engage in elective learning can communicate via their school transcripts that they are capable learners with varying curiosities to prospective schools. From typing and technology to foreign languages, physical education, health, and wellness; as well as, art and music, MBLI will provide students with a supportive environment to develop their passions and creative skills. MBLI's Encore courses allow students to explore their interests starting in the sixth grade and continue advancement and exploration through graduation.

Flex Programming

School Foundations. College Transitions. Advisory. Supplemental Instruction. Study Hall. TAG Seminars. Most schools are locked into their daily schedules²¹. Students and teachers follow the same schedule week after week, which may not be serving students the way they need²². Individual needs, extra help, or challenge opportunities are usually reserved for before or after school or do not happen at all²³. With the MBLI Flex programming students have built-in school-day time every day to get what they specifically need. The flex blocks set aside time in the school day to give students time for skills development (School Foundations / College Transition / Advisory); extra help (Supplemental Instruction / Study Hall); or, to pursue advanced learning topics (TAG Seminars).

Service Learning

Community service is a mandatory requirement at each grade level beginning in sixth grade. Service-learning involves engaging students in a variety of experiences that are purposed to benefit others and the community, while furthering the learning goals of the curriculum²⁴. At MBLI service learning is purposed to foster dependability, responsibility, and accountability and will consist of projects in the community including assisting seniors; cleaning up the community; supporting the food bank; feeding the homeless; peer / cross-grade tutoring; and more. Teacher teams from each grade will finalize the projects and integrate the projects into the curriculum(s). The teachers will assure that the selected activities are structured in ways that promote learning; serve as a monitor during activities; and facilitate students' reflection and analysis of their experiences after activities are completed.

What curriculum will be used for each grade level? Include textbooks, online materials, and other materials that will be used to deliver educational content.

²¹ Benner, Meg, and Lisette Partelow. "Reimagining the School Day: Innovative Schedules for Teaching and Learning." *Center for American Progress* (2017).

²² Ibid.

²³ Ibid.

²⁴ Hopper, James, Sheila Stowers, Christy J. Brinkley, Olivia Smith, and David Saarnio. "Developing Civic-Mindedness in Middle-and High-School Students Using Service-Learning." In *Interdisciplinary STEM Teaching & Learning Conference*, vol. 14. 2019.

MIDDLE SCHOOL CURRICULUM

Curricular Philosophy

MBLI understands that students make the transition from childhood to young adulthood while in middle school. As part of the MBLI Middle School programming, teachers will use a balance of structure and freedom to help students become self-sufficient and independent. MBLI middle school students will benefit from smaller average class sizes, an advisory system designed to provide guidance; as well as flex periods for supplemental instruction / tutoring and support. MBLI wants to stimulate the individual qualities that make each student unique while at the same time help students develop into responsible global citizens and effective future leaders. The MBLI middle school programming, structured in this way, is purposed to support a seamless transition between middle and high school.

Performance Standards

Middle schools are designed to meet the needs of young adolescents and bridge the gap between elementary and high school by providing students with an opportunity to learn in a safe, nurturing, and positive environment. According to the National Middle School Association characteristics of effective middle schools include courageous, collaborative leadership, a shared vision that guides decisions, high expectations for every member of the learning community, students and teachers engaged in active learning, and school community partnerships.

These characteristics are also found within the MBLI Education Program. MBLI is committed to introducing middle school students to career readiness opportunities. The MBLI curriculum includes national standards, West Virginia College and Career Readiness Dispositions and Standards for Student Success; West Virginia Learning Standards; West Virginia Career and Technical Education Standards; as well as; career development activities allowing students to make the connection between schoolwork and the workforce.

The MBLI Education Program includes essential and relevant performance standards for business, math, science, language arts, and social studies. MBLI's middle school courses reinforce reading across all content areas; technical writing and communication standards; entrepreneurship standards; and MBLI's 21st Century Knowledge expectations. CTAE middle school courses feature rigorous performance standards that students master to help prepare them for choosing a high school career pathway that interests them.

Core Programming

Reading / English / Language Arts (RELA). MBLI will use *myPerspectives*, an English language arts curriculum for Grades 6–12, developed by Savvas Learning Company, formerly known as Pearson K12

Learning. *myPerspectives* is aligned with the State Standards for English Language Arts. Through *myPerspectives* MBLI plans to develop a foundation for RELA instruction by engaging students in a learning environment that encourages them to develop language fluency, knowledge, and vocabulary / comprehension skills. Students that enjoy reading and read well develop into independent learners. It is important that students be taught how to read thoroughly, write passionately, and communicate clearly. MBLI's RELA instruction drives thoughtful engagement with meaningful texts across all subjects.

MBLI's middle school RELA programming emphasizes:

- reading and analyzing novels, short fiction, nonfiction, and poetry
- engaging in rich discussions about the big ideas in texts
- expressing ideas clearly, precisely, and authentically in creative, informative, and argumentative writing

Assignments and lessons are purposed to be motivational, realistic, and engaging while fostering understanding of literature and writing.

- In the first half of Grade 6, students will read and analyze informational texts including personal stories, instructional documents, film reviews, and persuasive letters. The reading selections will encourage understanding of explicit and implicit information, main ideas and details, arguments, and claims, along with other literary ideas and concepts. In the second half of Grade 6, students reading selections will include various genres, including novels, short stories, poems, and plays. These reading selections will encourage understanding of theme, characters, plot, poetic techniques, and figurative language.
- In the first half of Grade 7, students will read and analyze informational texts including biographies, personal accounts of events, presidential speeches, and persuasive letters. The reading selections will encourage understanding of explicit and implicit information, main ideas and details, arguments, and claims, along with other literary ideas and concepts. In the second half of Grade 7 students reading selections will include various genres, including novels, short stories, fairy tales, poems, and plays. These reading selections will encourage understanding of theme, characters, plot, poetic techniques, and figurative language.
- In the first half of Grade 8, students will read and analyze informational texts including short stories, novels, myths, poems, magazine articles, and autobiographies. The reading selections will encourage understanding of explicit and implicit information, main ideas and details, arguments, and claims, along with other literary ideas and concepts. In the second half of Grade 8 students reading selections will include novels, short stories, poems, articles, and political speeches. These

reading selections will encourage understanding of theme, characters, plot, poetic techniques, and figurative language.

Student Summer Reading. MBLI sustains student’s continued academic growth during summer break through a summer reading assignment that includes at least one book of the student’s choice from a thoroughly curated selection of grade-level books. The summer books will be a selection of titles that will both captivate and challenge the student. MBLI will provide copies of selected books to the student’s free of charge.

- **MBLI Community Summer Reading.** The summer reading program also includes a book that the entire MBLI community including students and staff will read and discuss when MBLI resumes in the fall.
- Additionally, everyone in the MBLI Community will receive a subscription for the summer months to Audible.com in an effort at encouraging the reading of additional books beyond the Summer Reading and Community Reading selections throughout the summer and to prevent learning loss during this time from lack of activity.

Students have 45 minutes of RELA instruction each day.

Course texts: Selection rationale: Best in class materials. Excellent alignment with state standards.

- “MyPerspectives – English Language Arts” published by Pearson Education.
- “Words Their Way” published by Pearson Education.
- “Calkins’ Units of Reading & Writing” published by Heinemann.
- “Time for Kids” by Time for Kids Inc.

Additional information on the MS ELA curriculum is available in Attachment 12.

Mathematics. MBLI will use *envisionMath*, a math curriculum for Grades 6–12, developed by Savvas Learning Company, formerly known as Pearson K12 Learning, to create a foundation for math instruction by ensuring that students understand math basics; as well as, how math concepts connect along with real world applications. *envisionMath* is aligned with State Standards. MBLI will provide students with math fluency, mental math, and fact power programming. With mental math skills, MBLI students will be able to solve challenging problems without complex algorithms or other paper strategies.

- In Grade 6, students will continue developing math skills and begin connecting ratios and rates to whole number multiplication and division, using these concepts to solve real-world problems.

Students also refine their understanding of division of fractions and extend it to the notion of rational numbers, including negative numbers. Students expand their geometry knowledge to include surface area of regular prisms. In solving real-world problems, students continue writing, interpreting, and using expressions and equations, which begins to develop an understanding of statistical thinking.

- In Grade 7, students take a broad look at computational and problem-solving skills while being introduced to the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean Theorem; and explain strategies for solving real-world problems.
- In Grade 8, students focus on the foundations of algebra through the exploration of the language of algebra and the nature of the real number system. Students analyze, manipulate, and express linear, non-linear, and polynomial functions numerically, graphically, and algebraically.

Students have 45 minutes of Math each day.

Course texts: Selection rationale: Best in class materials. Excellent alignment with State Standards. Rigorous, used for personalized remediation and extension.

- “enVision Math” products published by Pearson Education.
- “Singapore Math” products published by Marshall Cavendish Education Pte.
- “i-Ready,” online program, developed by Curriculum Associates.
- Achieve3000, online program, developed by Achieve3000 Inc.
- Compass Learning / Edgenuity, managed by Edgenuity Inc.

Additional information on the MS Math curriculum is available in Attachment 13.

Science. MBLI will use the *Full Option Science System* curriculum developed by the University of California Berkeley’s Lawrence Hall of Science to emphasize the use of scientific processes and skills through hands-on activities. The *Full Option Science System* is in alignment with the Next Generation Science Standards (NGSS)²⁵ and offers a sound, evidence-based curriculum using current scientific research. Science instruction at MBLI will provide students with opportunities to have direct experience with common objects, materials, and living things.

²⁵ <https://www.nextgenscience.org/>

- Grade 6 science concepts include the universe, solar system, planets, stars, and the Sun’s impact on the Earth. Students start with the Earth’s surface and the history of the surface. After moving below, the surface, students study the atmosphere. Afterwards, students move beyond the atmosphere into space.
- Grade 7 science concepts focus on cells and heredity, specifically on the processes of mitosis and meiosis, while integrating real-world projects based on DNA and genetics.
- Grade 8 science concepts focus on ecology. Students learn about the various ecosystems, the organisms that live in each, and the effect that these organisms have on the environment and vice versa.

Students have 45 minutes of Science each day.

Course texts: Selection rationale: Best in class material. Inquiry based. Rigorous, specific, and aligned to NGSS.

- “Full Option Science System – Next Generation,” published by Delta Education.

Social Studies. MBLI will use *myWorld*, a multifaceted social studies, history, and geography curriculum for Grades 6–12, developed by Savvas Learning Company, formerly known as Pearson K12 Learning, to develop informed and civic minded students who are prepared at graduation to actively participate in the democratic processes that govern the U.S. *myWorld* incorporates the revised national learning standards developed by the National Council for the Social Studies²⁶. While history forms the foundation for social studies at MBLI, concepts from other social sciences, ranging from geography to political science to sociology, are integrated throughout. The material will support the reading skills within the Reading-English-Language Arts curriculum. Students will also continue to build and enhance vocabulary, draw conclusions, and identify different sides of a debatable topic.

- In Grade 6 social studies the content focuses on ancient world history. Students compare, contrast, and critique the features of a civilization. Students analyze and evaluate a wide range of texts and develop a deeper understanding of the different ancient civilizations. Students display knowledge of the material by answering essential questions that allow them to craft a summative exposition for each civilization.
- In Grade 7 the social studies content focuses on American history. Students will study the political, economic, and social challenges that faced the U.S. after the Civil War. Historical content and literary study are merged to provide students the opportunity to see how the two connect in theme and meaning.

²⁶ Adler, Susan A. *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. Silver Spring, MD: NCSS, 2013.

- In Grade 8 the social studies content focuses on gaining understanding of the state of the current world. Students will analyze various social, political, religious, and cultural events in different countries and regions across the world to understand the varying perspectives of human rights. The major focus will be studying current events, including origins and causes, and creating solutions to the events as well as attempting to predict the outcome to the events.

Students have 45 minutes of Social Studies instruction each day.

Course texts: Selection rationale: Best in class materials. Inquiry based. Rigorous, specific, and aligned to State Standards.

- “myWorld” products, published by Pearson Education.

M-Core Programming

Business Education (M-Core). The MBLI Business Curriculum follows the *McGraw Hill Education* learning plan for students based on the National Standards for Business Education²⁷ developed by the National Business Education Association; as well as the JumpStart Coalition for Personal Financial Literacy's National Standards in K-12 Personal Finance Education²⁸. M-Core programming at the middle school level is purposed to provide students with an early start on an engaging, positive education experience, and foster earlier interest in business. The middle school M-Core program involves the introductory study of business through the simulation of real-world economic activity within the framework of a school based micro-economy with classroom based jobs and is modeled after the economics program created by Vanguard to aid in financial literacy instruction within public schools at all grades levels²⁹. MBLI's Micro-Economy (M²E) will be used to teach students about essential life skills; personal financial responsibility and decision-making; income and careers; long-term planning and money management; savings and investing; and, how the economic system within the U.S. works and is connected to the various components. M²E will support exploration of a range of consumer driven topics, including taxes, budgets, saving, investing, credit, debt, leadership, sales, and marketing. Students will also learn about important economic concepts including scarcity, opportunity cost, money, productivity, specialization, supply and demand, trade, profit, and inflation. M²E will serve, in effect, as a miniature economic system operating within the confines of the MBLI school building and classrooms. MBLI recognizes that success in business is founded on core math skills³⁰. As a result, MBLI designed the qualifications for the MBLI classroom based student jobs, at the middle school level, around the student (job applicants) demonstration of basic math skills, ranging from

²⁷ <https://www.nbea.org/newsite/curriculum/standards/index.html>

²⁸ <https://www.jumpstart.org/what-we-do/support-financial-education/standards/>

²⁹ <https://investor.vanguard.com/home>; <https://www.myclassroomeconomy.org/>

³⁰ Jones, Michael, Cindi Baldi, Carl Phillips, and Avinash Waikar. "The hard truth about soft skills: What recruiters look for in business graduates." *College Student Journal* 50, no. 3 (2017): 422-428.

addition to multiplication, percentage calculations to decimals. Connected to MBLI's Positive Behavior Intervention System (PBIS) programming, as students acquire additional skills or advance within the skill areas, their virtual pay rate is adjusted to reward acquisition of the new skills.

- In Grade 6, through classroom based jobs, students earn M²E currency and learn the value of earning a paycheck and have the option to either save money earned in their MBLI Student Savings Account or spend it at the MBLI School Store. Grade 6 students will earn dollar amounts of two to three digits directly correlated to their math skills. Students will receive instruction on how to maintain financial records including bank slips for deposits and withdrawals in an effort at emphasizing the importance of recordkeeping and attention to detail. Students will also learn how to create a budget for their earnings and the benefits of and importance in saving. There will also be lessons on understanding opportunity costs.
- In Grade 7, through classroom based jobs, students earn M²E currency and learn the value of earning a paycheck and have the option to either save money earned in their MBLI Student Savings Account or spend it at the MBLI School Store. Grade 7 students earn and spend dollar amounts of three to four digits directly correlated to their math skills and are introduced to advanced financial concepts. Students pay utilities, rent, and taxes. Students will also learn how to create a budget for their earnings and the benefits of and importance in saving. There will also be lessons on understanding opportunity costs.
- In Grade 8, through classroom based jobs, students earn M²E currency and learn the value of earning a paycheck and have the option to either save money earned in their MBLI Student Savings Account or spend it at the MBLI School Store. Grade 8 students earn and spend dollar amounts of four to five digits directly correlated to their math skills and explore advanced financial concepts. In addition to paying utilities, rent, and taxes, Grade 8 students will be introduced to loans, inflation, emergency funds, renters' insurance, and interest. Students will also learn how to create a budget for their earnings and the benefits of and importance in saving. There will also be lessons on understanding opportunity costs.

Jobs. Students will be required to complete a job application and a short interview for jobs in M²E. The application will direct students to name three jobs by attainment priority and specify what makes them the best person for the job. M²E jobs will range in difficulty and responsibility.

Rent. Students will be required to make monthly rent payments. Students that miss a payment will have a decision making conversation with the teacher to get back on track.

Bonuses. Students earn pay from jobs; as well as bonuses from academic performance, volunteer service, and extracurricular activities.

Fines. Students will be subject to fines as a method of instilling understanding of the costs and consequences of actions. Fines are not punishments. The actions that elicit fines will reflect MBLI behavior expectation standards for students and the at-large MBLI community.

EOY Reconciliation. At the end of each school year, in May, students will be permitted to pool earnings together and purchase a class reward including an end of year class party, movie day, game day, paint party, etc.

Through project-based learning students will build the critical skills for a firm foundation for high school and beyond. Students will use math skills to maintain savings and checking records, calculate taxes, recording spending, and other transactions. Language arts skills will be strengthened through the job application and interview processes. Vocabulary, spelling, and writing will also be connected to M²E activities. M²E provides the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

The middle school M-Core program culminates in the development of a research paper on a prominent business leader or entrepreneur in sixth grade; development of a business and business plan in 7th grade; and development of a research paper on potential inventions for and changes to the MBLI school environment in 8th grade.

Students have 45 minutes of Business instruction each day.

Course texts: Selection rationale: Best in class materials. Comprehensive curricular modules with assessments, tasks, rubrics, and practice sets. Rigorous, specific, and aligned to NBEA standards.

- “Economics Today and Tomorrow;” “Business and Personal Finance, Kid’s Kits – My Money: Money Talk for the Young & Savvy;” and “Business and Personal Finance, Kid’s Kits – Money Talk: Steps to Build Your Financial Future” published by McGraw-Hill Education.
- “Business Ethics and Etiquette for Students-You MUST Know These!;” “Essential Skills for the Real World of Work: Things EVERY Student Must Know!,” and “WOULD YOU HIRE THIS PERSON?: A Look at Getting Hired (or not!);” written by Carole Marsh.

See Attachment 3 for MBLI Business Curriculum.

Encore Programming

Typing and Technology. MBLI will use the typing and technology curriculum developed by *National Geographic Learning and Cengage* as the basis for instruction in this area as an encore subject. The MBLI

Business Learning Program includes an emphasis on typing skills development for students at all levels. MBLI recognizes that explicitly teaching typing skills is no longer the norm but understands that the need to be able to type fluently is still quite necessary. The goal of the MBLI typing course will be to teach students how to type at the same pace of their ideas and thoughts. To be well-educated citizens in a technology driven society and well prepared for careers in business, MBLI students will need an understanding of typing as well as computing fundamentals, key applications, and navigating the internet. MBLI has based the content in this subject area on the framework for innovation in education standards developed by the International Society for Technology in Education (ISTE)³¹.

- In the first half of Grade 6, students learn keyboarding using correct keying techniques including correct posture and finger placement. Instruction emphasis is placed on letters, numbers, symbols, numeric keypad, and basic word processing applications. In the second half of Grade 6, students extend their working knowledge of computer skills, typing, and applications. Students will explore safety precautions online, applications that enhance efficiency and explore a project of their choice that culminates in a class presentation.
- In the first half of Grade 7, students continue mastery of touch keyboarding using correct keying techniques including correct posture and finger placement. Students are introduced to speed and accuracy in keyboarding through drills and timed writings. Speed (WPM = words per minute) goal is 40 words per minute. Accuracy goal is 70 – 90%. In the second half of Grade 7, the students will explore computer components including hardware and software; various storage devices; printers and their components; and file management. Additionally, students will learn about formatting, tables, tabs, borders, and shading, sorting data, bullets and numbers, clip art and graphics. Students will explore use of the Microsoft Office suite while designing a business card and business brochure. Digital citizenship is emphasized throughout the course.
- In the first half of Grade 8, students continue mastery of touch keyboarding using correct keying techniques including correct posture and finger placement. Students continue to improve speed and accuracy. Speed (WPM = words per minute) goal is 50 words per minute. Accuracy goal is 80 – 100%. In the second half of Grade 8, students will be introduced to the field of computer science and the concepts of computational thinking through the creation of mobile apps to support business. Students will be challenged to be creative and innovative through the design and development of mobile solutions that address authentic gaps in the business needs. Students will experience the positive impact of and connection to the application of computer science to society as well as to business.

³¹ <https://www.iste.org/standards/for-students>

Course Texts: Selection rationale: Best in class materials. Aligned with ITEEA.

- “Century 21® Digital Information Management”, and “Microsoft Office 2013: Illustrated First Course” published by Cengage Education.
- “EduTyping Secondary” by EduTyping.

Foreign Language. MBLI students will explore the Mandarin Chinese language and culture. The MBLI foreign language program is based on *STARTALK* curricula developed by National Foreign Language Center at the University of Maryland. *STARTALK* follows The American Council on the Teaching of Foreign Language World Readiness Standards (ACTFL)³² which are aligned with the State Standards. MBLI students will learn Mandarin Chinese because foreign languages and cultural expertise are urgently needed to address global economic challenges and strengthen American businesses in an increasingly competitive international marketplace. China is an economic powerhouse that conducts business with the entirety of the world³³. Mandarin is spoken across China and is also referred to as Standard Chinese³⁴. Business in China is rooted in face-to-face communication and the building of friendships and relationships and learning to speak the language demonstrates respect for the nation and its culture³⁵. Foreign language instruction emphasizes aural proficiency to promote natural language acquisition through repetition of the basic phrases part of everyday situations³⁶.

- In Grade 6, students are introduced to listening, speaking, reading, and writing skills using Pinyin (Mandarin's phonetic alphabet) and simplified Chinese characters. Students learn various basic Mandarin sentence patterns and develop oral communication skills through tasks such as dialogues, questions and answers, and oral presentations. Students also learn Chinese characters and character formation.
- In Grade 7, in addition to the concepts in grade 6, the study of Chinese culture is integrated into the programming. Students explore traditions, customs, food, and the Chinese arts. Students will work to further understanding of Pinyin to support proper speech and intone Mandarin.
- In Grade 8, students will work to understand questions or instructions given in Mandarin by the teacher. Students will generate questions and work to become comfortable communicating,

³² *Standards for Foreign Language Learning in the 21st Century: Including Arabic, Chinese, Classical Languages, French, German, Italian, Japanese, Korean, Portuguese, Korean, Portuguese, Russian, Scandinavian Languages, and Spanish*. Yonkers, NY: National Standards in Foreign Language Education Project, 2015.

³³ Ibid, 2016.

³⁴ Ibid, 2016.

³⁵ Ibid, 2016.

³⁶ Fox, Rebecca, Olga Corretjer, and Kelley Webb. "Benefits of foreign language learning and bilingualism: An analysis of published empirical research 2012–2019." *Foreign Language Annals* 52, no. 4 (2019): 699-726.

both with native speakers and peers, in Mandarin. Students will endeavor to read and understand short articles.

MBLI may also consider offering German and Spanish – neither has been excluded from being offered and both remain viable language offerings. German was explored because Germany is another nation whose economic power is significant³⁷. Several business-central nations outside of Germany also utilize German as an official or de facto language, including Austria, Switzerland, Belgium, and Liechtenstein making it an excellent language to learn for conducting international business³⁸. MBLI explored offering Spanish because it is the official language of many Central and South American nations and a de facto tongue in the United States³⁹. Spanish is important in business to business relationships with the nations, but also to the local customer base in the United States⁴⁰. Learning Spanish can help to broaden business bases in the US and Canada⁴¹.

Course texts: Selection rationale: Best in class materials. Aligned with ACTFL.

- “Basic Mandarin Chinese - Reading & Writing Textbook: An Introduction to Written Chinese for Beginners” by Tuttle Publishing.

Creative Arts. MBLI will use the creative arts curriculum developed by *Nasco Education* to provide students with exposure to the arts, exploration of various cultures, and creative expression are important aspects of the MBLI education program. The programming is based on the National Coalition for Core Arts Standards (2014) National Core Arts Standards⁴² and the National Association for Music Education⁴³. All students in Grades 6, 7, and 8 take classes in art and music, while a variety of other learning experiences integrate creativity.

Art.

- In Grade 6 students will be introduced to the art elements and principles through activities incorporating color, space, form, line, texture, and value. Lessons will include exploration and experimentation with two and three-dimensional design using a variety of media. Art appreciation is an integral part of the course.

³⁷ Ibid, 2016.

³⁸ Ibid, 2016.

³⁹ Ibid, 2016.

⁴⁰ Ibid, 2016.

⁴¹ Ibid, 2016.

⁴² <https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

⁴³ <https://nafme.org/my-classroom/books/categorized-list-of-selected-nafme-books/>

- In Grade 7 students explore the basic elements of art and principles of design. Lessons include a variety of media with an emphasis on individual expression, creative thinking skills, visual awareness skills and fine motor development.
- In Grade 8 student assignments will reinforce and advance the techniques learned in sixth and seventh grade while allowing more freedom of expression and personal creativity. New concepts will be introduced with a higher priority placed on quality.

Course text: Selection rationale: Best in class materials. Aligned to NCAS.

- “Explorations in Art” and “Exploring Visual Design” by Davis Publication.

Music.

- In Grade 6 students explore musical knowledge and skills through singing, playing instruments, performing rhythms, responding to music with movement, composing, and improvising. Students explore music theory by reading and writing music notation, and they become familiar with a variety of musical styles and musical works from different periods of music history. Students demonstrate an understanding of music and its relationship to history, culture, and other fields of knowledge, and they become aware of the contributions of music to the quality of the human experience.
- In Grade 7 students build upon their musical knowledge and skills through increasingly complex experiences in singing, playing instruments, performing rhythms, responding to music with movement, composing, and improvising. Exploration of music theory continues as students read and write increasingly complex music notation. Students compare the functions of music and investigate the impact of musicians, music consumers, and music advocates on the community. Through musical experiences, students demonstrate an understanding of the relationship of music to history, culture, technology, and other fields of knowledge.
- In Grade 8 students use critical thinking skills to gain an understanding of music. Students perform a variety of music literature and create music in a variety of ensembles. Students increase their musical knowledge to become informed consumers and advocates of music. Through musical experiences, students make connections between the elements of music and other fields of knowledge. Students examine the cultural perspectives of music and the value of music in society.

Course text: Selection rationale: Best in class materials. Aligned to NAfME.

- “Middle School General Music: The Best Part of Your Day,” by Elizabeth Ann McAnally

Physical Education, Health, and Wellness. MBLI’S Physical Education, Health, and Wellness program follows the curriculum developed by *Shape America* as modeled after the National Standards for K–12 Physical Education⁴⁴, and is designed to motivate, and encourage active participation in developing life skills for optimal mental, social, and physical health. Each course is designed to include and challenge all students’ physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class. Classes may incorporate dance, yoga, sports, and movement programs, and health classes will enable students to engage in projects to build health knowledge and personal health skills. The goal is to provide students with the skills needed to make healthy choices in middle school and beyond.

- Grade 6 programming focuses on life skills such as self-image and self-improvement, decision making, communication, substance use and abuse, the role of media and advertising, managing anger, anxiety and stress and social skill development. Students learn more about human anatomy and physiology to further understanding of body system interdependence and making healthy choices for optimal living. Team sports and games allow students to extend their knowledge and level of fitness.
- Grade 7 programming explores game rules, scores, strategies, and safety practices. The focus includes developing psychomotor, cognitive, and affective learning experiences through basic movement skills, fitness, team sports, and lifetime activities. Students are asked to apply dietary guidelines to meet nutritional guidelines as well as gain knowledge of benefits associated with physical fitness, good personal health habits, health promotion, and disease prevention.
- Grade 8 programming encourages students to take an active role in maintaining and improving their physical, social, emotional, and intellectual health. Students are encouraged to acquire the knowledge and skills necessary to pursue a healthy lifestyle through physical fitness. Students are expected to become knowledgeable of game rules, scores, strategies, and safety practices. Advantages of avoiding substance abuse and skills to avoid substance abuse are also addressed.

Students have 90 minutes of daily Encore programming 2 to 3 times per week.

Course text: Selection rationale: Best in class materials. Aligned with NASPE.

- “Comprehensive Health Skills for Middle School” published by Goodheart-Willcox Co.

Flex Programming

⁴⁴ <https://www.shapeamerica.org/standards/>

MBLI recognizes the importance of executive function and self-regulation skills as key processes to help students plan and prioritize tasks while maintaining self-control in order to achieve goals⁴⁵. Executive function is a set of skills that depends on 3 types of brain function which includes: mental flexibility, working memory, and self-control⁴⁶. MBLI intends to support student development of executive function and self-regulation skills School Foundations and Advisory courses which will teach students how to recognize, understand, and support their individual learning styles. Both the sixth grade and ninth grade programming include instruction on time management, organization, goal setting, and study strategies. These sessions will aid in the development of a student learning plan which will chart students' performance and progress. Staff will conduct study skills workshops with all sixth graders and with new students; as well as provide targeted one-on-one and small-group support. Staff will work similarly with all ninth graders. MBLI feels that teaching students how to monitor their learning and being aware of how they learn, will help them connect with and capitalize on their strengths. Additionally, throughout the year students will be coached in the use of strategies that enhance learning in challenging content areas.

School Foundations. The transition to middle school is a significant event in the life of a young person, and yet very few substantial strategies for support exist in most middle schools⁴⁷. Because the move to middle school can be challenging and frightening, middle schoolers often experience lowered academic achievement and difficult social adjustments⁴⁸. And, because middle schoolers are often scared in the new environment of middle school, they can easily become the subject of bullying⁴⁹. However, MBLI does not intend to just stand by and allow this rite of passage to happen to MBLI middle schoolers unsupported. MBLI has developed intentional programming for middle school students to get support necessary to successfully navigate this transition and start their middle school experience on a positive note. MBL's School Foundation course addresses the expectations that middle school students need to meet to be successful academically at MBLI; differences between what is expected of middle school students versus elementary school students; and infuses the procedural, social, and academic changes that middle school students encounter when transitioning from elementary to middle school. Students have 45 minutes of School Foundations programming 2 to 3 times per week.

Course texts:

- "You're moving on to 6th Grade! Ways to Ease Your Transition into Middle School," by Cynthia Bohannon-Brown Ed M.

⁴⁵ Meltzer, Lynn, ed. *Executive function in education: From theory to practice*. Guilford Publications, 2018.

⁴⁶ Ibid, 2018.

⁴⁷ Nelemans, Stefanie A., William W. Hale, Susan JT Branje, Wim HJ Meeus, and Karen D. Rudolph. "Individual differences in anxiety trajectories from Grades 2 to 8: Impact of the middle school transition." *Development and psychopathology* 30, no. 4 (2018): 1487-1501.

⁴⁸ Fite, Paula, Andrew Frazer, Moneika DiPierro, and Madelaine Abel. "Youth Perceptions of What Is Helpful during the Middle School Transition and Correlates of Transition Difficulty." *Children & Schools* 41, no. 1 (2019): 55-64.

⁴⁹ Wang, Weijun, Heather Brittain, Patricia McDougall, and Tracy Vaillancourt. "Bullying and school transition: Context or development?." *Child Abuse & Neglect* 51 (2016): 237-248.

- “Student Stress at the Transition to Middle School: An A-to-Z Guide for Implementing an Emotional Health Check-up,” by Ann Vander Stoep and Kelly Thompson
- “Promoting a Successful Transition to Middle School,” by Christopher Lineberry, J. Allen Queen, and Patrick Akos
- “Turning Points in Middle Schools: Strategic Transitions for Educators,” by Mary Gallagher-Polite, Lela DeToye, John Fritsche, Nanci Grandone, Charlotte Keefe, Jacqueline Kuffel, Jodie Parker-Hughey

Advisory. MBLI’s advisory program is based on the *Second Step* curriculum and is designed to create a strong support system that students need to develop academically, socially, and emotionally⁵⁰. Advisory is meant to be proactive, creating a strong support system and safety net that students can turn to before something becomes a crisis⁵¹. Advisory groups are small communities within the larger MBLI community. MBLI teachers are advisors who serve as the primary contact between MBLI and a student’s family. Additionally, within the advisory program, along with staff, upper grade students serve as mentors to lower grade students. During Advisory, students complete academic work, plan, and participate in activities.

- **Academic Work.** Students maintain a portfolio of their academic work and overall involvement at MBLI. The portfolio is kept and graded in advisory. Students draw on the portfolio to prepare for their semester roundtables and division gateway exhibitions. Advisors conduct weekly grade checks with their students to monitor academic progress and coach students as needed.
- **Future Planning.** Students do a variety of activities related to future planning. Students complete goal-setting activities related to high school internships, college aspirations, and career paths in advisory. Students also assess high school graduation completion rate and select courses for the following year in advisory.
- **Activities.** MBLI advisories will host a variety of fun activities including birthday parties, advisory competitions, and community service projects.

Students have 45 minutes of Advisory programming 2 to 3 times per week.

Course texts:

- “Creating Connections: Middle School Advisory that Works,” by Erin Tobul and Ellen D’Amore
- “The Responsive Advisory Book: 150 Purposeful Plans for Middle School”, by Michelle Benson, Rio Clemente, Nicole Doner, Jeannie Holenko, Dana Januszka, and Amber Searles

⁵⁰ Bennett, Cory A., and Kathryn Martin. "Reclaiming advisory: Advocacy in action." *Middle School Journal* 49, no. 1 (2018): 32-37.

⁵¹ Adams, Christopher J. *The impact of a student advisory program on school climate at a suburban high school*. Drexel University, 2016.

Supplemental Instruction⁵². Tutored study halls and study skills workshops will be offered during Flex Periods at MBLI. Students will be provided time during the school day to complete assignments, and projects, as well as receive academic support and instruction in preparation for upcoming exams. At MBLI teaching study skills to students is an ideal way to demonstrate how students can own their learning. Students will learn how to make study guides, write questions to study from, quiz themselves, and prepare for tests. Students will also learn skills that are technically outside of studying but closely related including organization and time management. Students will receive strategies and materials to remain organized, avoid procrastination, and manage time wisely. Depending on the need, students have 45 minutes of Supplemental Instruction programming ranging from daily to 2 or 3 times per week.

Talented & Gifted Programming⁵³. MBLI provides a superior learning environment for gifted and talented students. The classroom teacher is the primary provider of advanced academic services to students. Classroom differentiation as well as flexible, accelerated learning is MBLI's best approach to programming for gifted students. Some of these TAG differentiation techniques include:

- Pull-out cluster grouping: students work together to complete a multidisciplinary unit or project.
- Advanced content: providing appropriate content that is above grade-level.
- Curriculum enrichment/extensions.
- High level critical thinking programming: asking students to apply information in new and creative ways.

In addition to the core classroom, a range of instructional settings will be available for specialized instruction that is integrated with the core curriculum and supportive of the intellectual, social, and emotional needs of gifted and talented students. TAG Seminar is educational enrichment for talented and gifted students that will provide opportunities for students to explore skills, passions, interests, and career pathways, while affirming the development of independent and self-directed learners who continuously question, analyze, synthesize, and evaluate information and ideas. TAG Seminar also supports students with group projects, activities, and lively discussions if an independent study is not of interest. Students in the TAG programming at the middle school level occurs as:

- Sixth grade – TAG lead teacher sees formally-identified students in rotating schedule.
- Seventh / Eighth grades – TAG lead teacher consults with core teachers and teaches TAG Seminar(s).

⁵² Nelson, Peter M., David C. Parker, and Ethan R. Van Norman. "Subskill mastery among elementary and middle school students at risk in mathematics." *Psychology in the Schools* 55, no. 6 (2018): 722-736.

⁵³ Kahraman, Süleyman, and Şenay Bulut Bedük. "Multiple intelligences and perfectionism in middle school gifted students." *Journal for the Education of Gifted Young Scientists* 4, no. 2 (2016): 1-13.

Community Service & Service Learning Programming

The Community Service and Service Learning program at MBLI is based on the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council⁵⁴. Every student at MBLI will participate in service learning. Service Learning programs provides volunteer power for community needs⁵⁵. Service projects in the surrounding community will include assisting seniors, cleaning up local parks, Potomac River clean-up, supporting the local food bank, community gardening, feeding the homeless, providing peer and cross-grade tutoring, and more. Schoolwide service is scheduled for once a month.

HIGH SCHOOL CURRICULUM

Curricular Philosophy

MBLI believes that high school students need a supportive learning environment that addresses the needs of the whole student while providing instruction. MBLI's project-based, issue-based, student-centered environment, will provide the opportunity for students to develop people skills and make real-world connections to academic learning. The MBLI high school curriculum aims to prepare students for life after high school and prepares students for college and career. Advisors support students as they grow and learn as well as facilitate communication between MBLI and the students' parents / guardians. Additionally, Advisor's guide students with service learning projects to develop responsible citizens. The MBLI Business Symposium allows students to demonstrate creativity through developing, managing, and marketing a business idea. The MBLI School Jobs Program fosters skills in leadership, cooperation, and responsibility, and the mentorship program provides opportunities to gain confidence and demonstrate leadership skills.

Curriculum Overview

The MBLI provides a pathway to college and career success by teaching students the fundamentals of business. Students explore being leaders while learning about sales and marketing, accounting and finance, human resources, entrepreneurship, and global business. This immersive experience prepares students for the challenges of college coursework in business and gives them a competitive advantage in the job market.

Core Programming

English.

⁵⁴ https://cdn.ymaws.com/www.nylc.org/resource/resmgr/resources/lift/standards_document_mar2015up.pdf

⁵⁵ Farber, Katy, and Penny Bishop. "Service learning in the middle grades: Learning by doing and caring." *RMLE Online* 41, no. 2 (2018): 1-15.

English 9 is designed to prepare students for success in English by enhancing fundamental literacy skills. Students will be exposed to high-interest literary and informational texts to improve their reading levels and motivation to read. Students will gain the skills and strategies necessary to comprehend and respond to a wide range of rigorous.

English 10 is designed to support developing and using reading, writing, and discussion skills. The goal is to provide students with skills that will help students in school and the world beyond school, in addition to supplementing their learning in global history.

English 11 is designed to introduce students to American Literature. Students will read American novels, short stories, and poetry. Students will learn how to apply critical literary lenses including historical, feminist, Marxist, and psychological to literature to view text from multiple perspectives and expand their readings of a text through dialogue and informal and formal writing.

English 12 is designed to prepare students for college level reading and writing. Students will read a variety of local and international texts including fiction and non-fiction. Students will learn the basics of academic research, author research papers, become experts on a topic and then turn their work into a multimodal presentation.

Honors English II is an intensive, fast-paced course designed to familiarize scholars with the classic and contemporary novels, plays, essays, and poems that comprise the United States' rich literary tradition. Students prepare for the next year's culminating assessment, the AP English Language and Composition exam, by reading thoughtfully and participating in spirited classroom discussions. Student's practice crafting lengthier, more complex, and more effective analytical and argumentative essays with clarity and eloquence, learning to incorporate the most legitimate textual evidence and the soundest organizational structures to support their original ideas. Increasing their precision and fluidity of expression through the study of vocabulary and grammar, scholars develop their singular voices as thinkers, readers, and writers.

Honors English III exposes' students to classic and contemporary literary works of varying genres from Europe and the post-colonial tradition in English translation. Students read comparatively across the texts, analyzing the historical contexts of the works, as well as significant literary techniques. This course provides scholars with opportunities to continue to develop as skilled, mature, and critical readers. Students practice writing as a process in contained, timed settings, both of which are imperative for their success on the grade 11 culminating AP English Literature and Composition exam and in college courses. In addition, students continue to build upon the grammar and vocabulary foundations of their previous years' study with targeted practice within the context of their written assignments.

Honors English IV is intended to challenge students to think and reason at a higher level. In the first semester, students study the worth of words, language structure, reading, research, how language is God's gift to man, and medieval English literature. The second semester includes studying Elizabethan literature, 17th and 18th century English literature, romantic and Victorian poetry, creative writing, and a final cumulative review section. In this course students read excerpts from Beowulf, Canterbury Tales, and Paradise Lost. Students also read 1984, Pride and Prejudice, Hamlet, and A Comedy of Errors.

Student Summer Reading. MBLI sustains student's continued academic growth during summer break through a summer reading assignment that includes at least one book of the student's choice from a thoroughly curated selection of grade-level books. The summer books will be a selection of titles that will both captivate and challenge the student. MBLI will provide copies of selected books to the student's free of charge.

- MBLI Community Summer Reading. The summer reading program also includes a book that the entire MBLI community including students and staff will read and discuss when school resumes in the fall.
- Additionally, everyone in the MBLI Community will receive a subscription for the summer months to Audible.com in an effort at encouraging the reading of additional books beyond the Summer Reading and Community Reading selections throughout the summer and to prevent learning loss during this time from lack of activity.

Mathematics.

Algebra I is the first course in a four-year sequence of college preparatory mathematics courses that continues through Calculus. Algebra I aim to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

Algebra II is the third course in the four-year sequence, and aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

Calculus is a problem driven course. Practical, real world problems considered from a geometrical, numerical, and algebraic point of view guide Calculus. Students study differential and integral calculus. Calculators, data collection devices, computers and other current technology are used on a regular basis in this class to help students to think mathematically and to connect concepts to the real world.

Business Math focuses on mathematical functions using whole numbers, fractions, decimals, and percent's that are required to function in today's business world as well as to manage personal finance. The ability to estimate and approximate answers in solving financial problems will be emphasized. Students will work with computer spreadsheets and learn to create and interpret graphic representations of numerical data. Business topics that will be covered include interest rates, job costing, merchandising, payroll, credit, taxes, insurance, and global business. Satisfactory completion of this course satisfies one math credit for graduation.

Business Statistics involves the fundamentals of managerial statistics. Topics may include descriptive statistics, random variables, probability distributions, estimation, hypothesis testing, regression, and correlation analysis. Statistical software is used to assist in the analysis of these problems. This purpose of this course is to provide students with statistical tools needed by managers. The course emphasizes understanding the process associated with statistical decisions, defining, and formulating problems, analyzing the data, and using the results in decision making.

Geometry is the second course in the four-year sequence and aims to formalize and extend the geometry that students have learned in previous courses. This is accomplished by focusing on establishing triangle congruence criteria using rigid motions and formal constructions, while building a formal understanding of similarity based on dilations and proportional reasoning. This also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships, and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

Integrated Math I / II / III In this course, students use math to solve real-world problems—and real-world problems to solidify their understanding of key mathematical topics. Data analysis, and math modeling are key themes in this course. Specific topics of study include statistics, probability, and graphs of statistical data, regression, finance, and budgeting. In addition, students learn how to use several mathematical models involving algebra and geometry to solve problems. Units focused on projects allow students to apply and extend their math skills in real-world cases.

Precalculus with Trigonometry is the fourth course in the four-year sequence. In addition to covering all the key concepts found in traditional trigonometry, pre-calculus emphasizes several big ideas that form a foundation for calculus.

Science.

In Biology, students connect their mathematics study to the field of biology, doing several firsthand labs that require them to collect data, make conjectures, and draw conclusions. Students undertake a lab- and inquiry-based study of cells, genetics, genes and DNA, plants, and animals. Discovery labs give students the opportunity to gain experience about each of these organisms, and projects are developed to connect the material to the world around them. Skills emphasized include laboratory safety; collecting, analyzing, and interpreting data; thinking critically; and comparing viewpoints, perspectives, and information.

In Chemistry, students explore a lab-enhanced study of essential chemical principles. The course emphasizes atomic structure, nomenclature, chemical bonding, basic stoichiometry, and states of matter. Students write and conduct S.T.E.M. labs for in-depth analysis of topics. Skills include collecting, analyzing, and interpreting data; applying the Scientific Method; thinking critically about chemistry in their lives; and comparing viewpoints, perspectives, and information.

In Physics, students explore a lab-enhanced study of essential physical principles. The course emphasizes motion, forces and interactions, energy, and waves. Students write and conduct S.T.E.M. labs for in-depth analysis of topics. Skills include collecting, analyzing, and interpreting data; applying the Scientific Method; thinking critically about where physical principles are seen in their lives; and comparing viewpoints, perspectives, and information.

Genetics The course is designed to expand upon the genetics introduced in the Biology course and to connect the importance of Genetics in the understanding of human development. The goal is to make students aware of the complexity involved in the design of the human body and to demonstrate both the fragility and sturdiness of the materials that make up human genomes.

Social Studies (History and Geography).

Social Studies I involves the study of the civilizations in Africa, Asia, and Europe. Students work to compare the global human rights among these civilizations and analyze the progression of these human rights. Students interpret historical documents and consider the impact of the written word on the development of government and identify historical trends and apply them to current events.

Social Studies II reinforces the study of culture and perspective throughout world history. Students work toward a definition and an understanding of commonalities and differences among human cultures from around the world. Students further their understanding of global human rights and recognize the progression of these human rights by integrating topics from modern world history. Students continue to interpret historical documents and consider the impact of the written word on the development of government, recognize the different political systems and how these systems affect society, identify historical trends, and apply them to current events, and distinguish the role of the individual as an agent of change throughout history.

Social Studies III integrates American literature, history, and government as students study the major cultural events of the twentieth century. Students investigate the evolution of America’s unique literary tradition and how it reflects the changing attitudes of the U.S. Students continue to analyze the value of “authentic” sources as they evaluate the development of society in terms of political, social, and economic terms. To incorporate a comprehensive understanding of the operation of American national government and politics, students study the Constitution, American political culture, political institutions, and policy making, and civil liberties. Students explore the rights and responsibilities of an American citizen within the world community and compare global human rights.

Social Studies IV involves an increasing level of rigor focused on college and career readiness. Students will continue to develop their reading, writing, and speaking and listening skills to understand, analyze, and respond to complex informational and literary texts in a variety of genres that explore aspects of the human condition.

M-Core Programming

The MBLI Business Curriculum follows the *McGraw Hill Education* learning plan for students based on based on the National Standards for Business Education⁵⁶ developed by the National Business Education Association; National Academy of Finance; as well as the JumpStart Coalition for Personal Financial Literacy’s National Standards in K-12 Personal Finance Education⁵⁷. The following Business Education (M-Core) courses focus on providing students with multiple career opportunities in business, requisite professional skills for the global business environment, and subject content for success in a college level business program. Some M-Core courses provide the training for attainment NAFTRACK and other professional certifications.

⁵⁶ <https://www.nbea.org/newsite/curriculum/standards/index.html>

⁵⁷ <https://www.jumpstart.org/what-we-do/support-financial-education/standards/>

Applied Finance/ Financial Planning This course introduces students to an overview of the job of a financial planner. Students learn to consider how all aspects of financial planning might affect a potential client and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit, and all types of insurance, and covers various types of investments. Students also examine careers in financial planning. The second half of this course delves into the financial concepts introduced in Principles of Finance. Students learn to identify the legal forms of business organization. Students will gain a deeper understanding of the important aspects of finance; including such concepts as profit, sales, the risk-return tradeoff, and the time-value of money. Students learn the three most common methods by which businesses raise capital (stocks, bonds, and short-term financing).

Advanced Accounting This course is designed to be the second of two sequential accounting courses of the completer requirement for students enrolled in the Finance and Accounting Program of Study. This course provides students with accounting knowledge that will prepare them for post-high school levels of education and entry-level positions in the workforce. Focus will be on accounting procedures necessary to address long and short-term assets and investments, long and short-term liabilities, inventory management and accounting ratios used in the decision-making process. A comprehensive study of the accounting procedures used in establishing corporations, declaring, and paying dividends, the formation and dissolution of partnerships, distribution of net income and owners' equity statements is included in this course. Career paths for accounting will be examined and the use of accounting knowledge in a variety of career clusters is also explored. Awareness of ethical issues and application of ethical decision-making models will be reinforced throughout the course.

Advanced Business Management This course is designed to be the second of two sequential Business Management courses of the completer requirement for students enrolled in the Business Management Program of Study. This course provides students with the knowledge that will prepare them for post-high school levels of education and entry-level positions in the workforce. Focus will be on the role of business in society, the changing nature of contemporary business practice, major management concepts and theories, the processes of management (functional, operational, human relations), business law and ethics, and business communications. Career paths will be examined and the use of business management knowledge in a variety of career clusters is also explored. Awareness of ethical issues and application of ethical decision-making models will be reinforced throughout the course.

Advanced Marketing This course is designed to be the second of two sequential marketing courses of the completer requirement for students enrolled in the Marketing Program of Study. The Advanced course builds on the concepts studied in Introduction to Marketing by giving students in-depth, comprehensive project-based learning opportunities. Students will apply their understanding of consumer buying behavior

and relationships, the tools and techniques used by organizations that identify the factors that influence marketing strategy decisions, market segmentation and target marketing, and other considerations to create a written professional marketing plan. Throughout the course, students will use strong people skills and incorporate technologies when conducting primary and secondary research. Students will integrate their knowledge of legal issues, ethics, and social responsibilities in developing their marketing plan.

Business and Banking This course is designed to challenge the student with real banking and financial situations through a partnership with a local financial institution that would bring resources of mentors, seminars, and firsthand experience with day-to-day operations. Completion of this course will provide students with a basis for continuing education in finance and business administration specializing in job skills in banking and financial institutions.

Business Communications This course is designed to teach students how to communicate effectively, solve problems, work collaboratively, and present themselves professionally. These soft skills are critical to a student's success. Students who can demonstrate strong soft skills have a huge competitive advantage in today's workforce. Students will engage in firsthand activities that integrate a wide range of skills including team building, listening, public speaking, preparing business correspondence, and applying appropriate business etiquette.

Business Capstone This course will allow students to apply the knowledge and skills acquired in previous business pathway courses through the completion of a final capstone project. The capstone project is a personally designed, independently conducted activity which will enable the student to further their knowledge/skills in an approved end-of-course final project. The capstone project will involve intense problem-solving in their chosen business pathway and offer the student the opportunity to think critically about a subject of profound interest to them.

Business Economics This course provides students with an introduction to the key concepts of business economics including supply, demand, profit, costs, and markets and differentiates microeconomics from macroeconomics. The course describes forms of business ownership and discusses the relationship of labor and business, then provides a broad overview of the global economy. Finally, because economics affects every business job, students get a chance to examine careers in business, both as an employee and as a business owner.

Business Ethics and Etiquette This course offers an introduction into the concept of values, morality, as well as cultural beliefs and upbringing in all areas of business, from consumer rights to corporate social responsibility. Decisions made by shift managers or corporate presidents may affect thousands of individuals or entire communities. Consumers today expect and demand integrity, honesty, and

transparency in all levels of their environment. Understanding those expectations is the key to communicating core values and behavior not only to employees, but society in general.

Business in a Global Economy This course introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. They explore starting a business and learn about the operational issues and financial risks that new businesses face. Students examine ethical issues and develop a framework for managing them. The second half of the course focuses on providing students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses.

Business Law This course offers students an understanding of business and personal law as it applies to consumers, citizens, and employees/employers. The study of criminal law, courts, procedures, torts, contracts, business ethics, and other legal situations encountered in daily endeavors are covered. Students engage in collaborative learning experiences when analyzing law-related current events, preparing for, and conducting debates, mock trials, and mock town hall meetings.

Business Marketing This introductory course allows students the opportunity to explore the world of marketing. This course is designed to provide a broad based foundation for the field of marketing and the marketing mix. Students will have opportunities to work creatively with numerous forms of technology while collaborating with others. Areas of emphasis include product promotion, product development, pricing, selling, and consumer behavior.

Business Technologies This course will give students a foundation in 21st Century technology skills crucial to effective communication. Students will spend half the course working with Microsoft® Word and Excel learning techniques to manage, format, chart, and analyze data. The second half will examine Access and PowerPoint; these more advanced skills will be in creating queries, forms, reports, and presentations with a focus on proper business applications. Students will increase understanding of the capabilities of Cloud applications for data, collaboration, virtual meetings, images, and graphics in the classroom and beyond. While developing computer competency, students work through task oriented applications around a business theme.

Entrepreneurship This course introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. Students apply the procedures and techniques of owning and running a business through a student start-up business and a business simulation. This course is designed to provide students

with an opportunity to recognize and develop their entrepreneurial attitudes, skills, and values, and to make a connection to the world of work. Business terminology, basic entrepreneurship concepts, and fundamental operating principles are emphasized. Students will link their classroom experience, which centers on project-based learning, to studying successful entrepreneurs, past and present, and the culminating project of creating a successful business plan.

Forensic Accounting This course will give students insight into the role of forensic accounting in economic decision-making, financial reporting, disputes, and investigations. The study of forensic accounting is important for any business major, but it has added importance for students interested in accounting careers. Forensic accounting considerations are frequently intertwined with other fundamental areas of accounting including taxation, financial reporting, transaction advisory, internal audit, and information systems.

Graphic Design for Business This course provides a firsthand introduction to the technical and creative skills of a professional graphic designer. First, students learn the distinguishing features of communicating visually through graphic design. Next, they gain technical skills in Adobe Photoshop to equip them for graphic design work. From there, students master the basic principles of graphic design, and then delve into the elements of graphic design, such as color, typography, and images.

Insurance This course introduces students to the insurance industry and to its critical role in the financial services sector and in society. It covers common types of insurance, including life, health and disability, property, liability, and forms of commercial insurance. Students examine the business model underlying the industry and how underwriting, actuarial science, and investment practices affect an insurance company's financial success. Finally, they explore career opportunities, including broker, underwriter, actuary, and claims adjuster.

Introduction to Business This introductory business course explores units in Marketing, Business Law, Economics & Personal Finance, Accounting, International Business, Management, and Entrepreneurship based on the National Standards for Business Education.

IT Networking for Business I and II This course provides students with a basic understanding of how a network function. Students will explore topics in network topologies, the OSI model, network cabling, and system designs. Various projects and firsthand lab experiences will help students understand current and emerging technologies that will empower them to continue their education and training in this career. Students will also have the opportunity to work on obtaining CompTIA certification or TestOut certification credentials.

MBLI School Store This course combines the study of business, marketing, to operate the MBLI School Store. Students will perform tasks in merchandising, employee scheduling, inventory management, customer service, and cash management. As part of the MBLI employment skills learning component students will apply for available positions in the store and be interviewed. Students will be taught how to petition references / recommendations in support of their application for employment. Every month students earn paychecks (based on MBLI currency). They will also pay bills including electricity and water; as well as pay rent for their desks and chairs. During tax seasons students will be assessed and pay a flat tax rate. Students will be able to spend earned money at the MBLI School Store to purchase items. Students will also be required to set-aside an amount of the choosing for deposit into their student savings account. MBLI will then convert the MBLI currency to the US Dollar and deposit the amount to the student's account. Students will receive bonuses and promotions same as they would on the job.

MBLI Yearbook This course combines the study of business, computer applications, English and design to produce the MBLI Yearbook. Students will take pictures, research, interview, write and develop print worthy spreads. Yearbook students must be able to work independently and meet deadlines. Students are expected to work before, during and after school to meet deadlines.

Principles of Accounting / Managerial Accounting This course introduces students to the language of business, accounting, and explains how accounting provides the financial knowledge and analytical skills needed by both businesses and individuals. The second half of this course introduces the fundamentals of management accounting, including manufacturing and cost accounting, budgeting, accounting for managerial decision-making, and financial statement analysis. Students learn how to use accounting information for internal decision-making and planning and control. Students also examine career opportunities and the professional designations earned by individuals in the accounting profession. Students will also have the opportunity to obtain the QuickBooks Certified User credential.

Principles of Finance / Financial Services This course gives students a thorough introduction to the concepts, tools, and institutions of the financial world and serves as a foundation for the core courses offered by the Academy of Finance. Students begin by learning the basics of financial literacy and the function of finance in society. The second half of this course provides students with an introduction to an overview of banks and other financial services. It introduces students to the origins of money and banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Finally, students examine careers in financial services.

Principles of Information Technology This course provides an overview of information technology (IT) today and introduces students to the basics of hardware and software. Students examine hardware components including peripherals, connectors, and memory. Students explore common operating systems, software applications, and programming languages. Students learn about types of networks and network topology, and they set up an email client/server connection. Students also consider contemporary issues such as security, privacy, and technological inequality. Finally, students explore career opportunities in IT.

Web Design for Business Using today's web standard for coding (HTML) students will master a variety of web design concepts to create powerful websites. Students will format websites using cascading style sheets (CSS), tables, forms, and JavaScript. Students will design websites that are practical to the business world. Students will also have the opportunity to obtain the Certified Web Developer credential.

See Attachment 3 for MBLI Business Curriculum.

Encore Programming

Mandarin – Chinese. In the 21st Century, the ability to communicate in more than one language is an essential skill for all students. Developing multiple perspectives and understanding other cultures are critical skills students need to be prepared for the real world. Through the progression of the Mandarin – Chinese courses, students engage in conversations, understand, and interpret written and spoken language, and present information and ideas in Mandarin – Chinese. Additionally, they examine the perspectives and relationships between other cultures and their own.

Mandarin I build on the foundation from previous years as students are introduced to the essential grammatical structures, lexicon, and phonetics of the Chinese language. Mandarin – Chinese I introduce students to the culture and customs of the Chinese-speaking world and focuses on the development of the four pivotal skills: listening comprehension, speaking, reading, and writing. This course is designed to provide a strong foundation in the target language to promote future success.

Mandarin II is a continuation of Mandarin – Chinese and is designed to further promote proficiency in the target language. This class focuses on giving the language learner the necessary tools to decipher, process, and produce the language spontaneously. The students can express themselves in the present, past and future tenses. The learners are introduced to more complex grammatical structures and continue to expand on vocabulary. Mandarin – Chinese II continues to focus on the four pivotal skills: listening comprehension, speaking, reading, and writing. The culture and customs of the Chinese-speaking world are presented using media, games, and authentic materials.

While only two courses of Mandarin – Chinese are required, students who choose to extend to Mandarin III will experience a continuation of Mandarin – Chinese II at a more advanced level of study. This course is designed to increase students' proficiency in the language, challenge the student in all language skills previously learned, and prepare for college study by increasing the amount of class time in which Mandarin – Chinese I is used exclusively. Speaking, listening, reading, and writing skills are strengthened, and accuracy increases as students develop a better understanding of the structure of the language. A major goal is to develop greater oral proficiency by focusing on extemporaneous speech. Emphasis is placed on the acquisition of extensive, practical vocabulary and idiomatic usage. The culture of the countries studied is integrated with listening and reading activities as literature is introduced at this level.

Students can extend their study and continue to Mandarin IV. This course is designed to challenge the student in all language skills previously learned. Advanced vocabulary topics, as well as the finer points of grammar, are studied and continue to be perfected. Students read and analyze literary selections to enhance their interpretive skills. Students must speak only Mandarin – Chinese I in class, and oral proficiency continues to be stressed as students engage in extended conversations and interact appropriately in Mandarin – Chinese I in a variety of real-life situations. Written composition is also emphasized through the creation of in-depth written reports on research-based topics.

Creative & Fine Arts. Within the education plans for MBLI high school students, the Creative and Fine Arts are not only integrated into all the subjects within the curriculum, but it is also offered as its own course. The objective of the program is to allow students to discover their creativity and experience the rigorous cognition necessary to create the many forms of art. The curriculum expects students to participate in the creative processes at the core of each art's discipline including creating, critiquing, refining, performing, and presenting. Utilizing an integrated approach to the arts in ninth and tenth grades, students focus on the inherent characteristics and expressive features of arts, including the historical and cultural contexts. Course selections, available to students at each grade level, will include:

- Choir
- Band
- Music Technology
- Music Theory
- Art

Physical Education, Health & Wellness.

Grade 9. The subjects of health and physical education are combined into one course whose objective is to integrate classroom information with activities experienced in the physical education setting. This course

provides the opportunity for students to develop optimal levels of physical fitness as well as an understanding of the application of fitness concepts for personal improvement. In addition to the focus on fitness, other key elements of wellness include nutrition, disease prevention, stress management, substance abuse and health-related decision making.

Grades 10-12. The physical education program at this level focuses on skills and knowledge needed for successful participation in leisure activities after high school and to reinforce the desire to retain the healthy feeling associated with fitness and exercise. Course content includes units in golf, base running activities, invasion games, recreational activities, archery, aerobic dance and movement, strength training, personal fitness and conditioning, indoor/outdoor net and wall games, and yoga.

Flex Programming

Strategies for Academic Success. This course is a first-year seminar that offers students a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages students to take control of their learning through various strategies for success. The course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

College Preparations & Planning. This seminar will layout the student's senior year, highlighting specific dates and processes which will be important as your student prepares for graduation. Scholarships, SAT, College and Career Search and other important topics will be discussed. Explore scholarships and financial aid. Learn how to identify scholarships that will benefit your student. Counselors will explain how to locate, isolate, and fill out applications as well as provide tips on creating successful scholarship and financial aid applications.

Advisory. The MBLI Advisory program promotes meaningful relationships between staff and students while providing academic support to students. Through meetings with their advisor, students will experience a more personalized learning environment with a structure and set of practices for monitoring and encouraging academic progress and college and career readiness throughout high school. Each student, along with his/her guidance counselor and advisor, develops a Student Learning Plan to plot their educational path as well as set academic and personal goals.

Tutored Study Halls. During the Enrichment Periods MBLI students are provided time during the school day to complete assignments, and projects, as well as receive academic support and instruction in preparation for upcoming exams.

SAT and ACT Test Preparation. MBLI will offer free, comprehensive preparation for the PSAT, SAT, and AP exams. Building this essential prep into the schedule means that students do not need to seek out costly external tutoring. Students take the SAT in November and March of grade 11 and October of grade 12. In preparation for each exam, students take a nine-week course, covering foundational topics for the verbal and math sections of the exam, including practice exams.

Honors and Advanced Placement Programming. The Honors and Advanced Placement (AP) Program challenges students with a rigorous curriculum taught by teachers who introduce students to all their subject areas they have to offer, from classical foundations to the most contemporary research. Honors Program students have the exclusive opportunity to graduate from MBLI with the highly regarded Honors Diploma.

Community Service & Service Learning Programming

The Community Service and Service Learning program at MBLI is based on the K-12 Service Learning curriculum developed by RMC Research Corporation for Learn and Serve America's National Service-Learning Clearinghouse. Every student at MBLI will participate in service learning. The Service Learning program provides volunteer power for community needs. Schoolwide service is scheduled for once a month. Students must complete at least 80 hours of approved Student Service Learning activities to graduate MBLI.

In April, National Volunteer Month, MBLI students will engage in social studies education and apply their knowledge to theme based service-learning projects. As part of the project, students will be required to research issues and then outline and present a realistic approach to helping combat the issue identified.

- **9th Grade Service Week.** Freshman Service Week focuses on the environment and the responsibility to care for and maintain it. Students study the earth and learn about its resources through an environmental-related service project and learning experience. The week ends with presentations, reflections, and service awards.
- **10th Grade Service Week.** Sophomore Service Week focuses on poverty. Students learn about the systemic forces that limit opportunities and engage in service to a food bank or community food pantry, to provide direct help. The week ends with presentations, reflections, and service awards.
- **11th Grade Service Week.** Junior Service Week focuses on aid. Students learn about the organizations, public and private, that provide aid. Students engage in service to a hospital, nursing home, shelter, second chance facility, etc. The week ends with presentations, reflections, and service awards.

- **12th Grade Service Week.** Senior Service Week focuses on human rights. Students learn about the organizations, public and private, that respond to various issues of human rights worldwide. The week ends with presentations, reflections, and service awards.

Presidential Volunteer Service Award. In 2003, the President’s Council on Service and Civic Participation founded the President’s Volunteer Service Award to recognize the important role of volunteers in America’s strength and national identity⁵⁸. This award honors individuals whose service positively impacts communities in every corner of the nation and inspires those around them to act, too. The PVSA has continued under each administration, honoring the volunteers who are using their time and talents to solve some of the toughest challenges facing our nation. Led by the Corporation for National and Community Service and managed in partnership with Points of Light, this program allows Certifying Organizations to recognize their most exceptional volunteers. The President’s Volunteer Service Award recognizes individuals, families and groups who have completed a certain number of hours over a 12-month period. MBLI will be a certifying organization for the PVSA. Students that complete fifty or more service hours during the school year will receive an official medallion, personalized certificate of achievement, and a congratulatory letter from the President of the United States.

CURRICULUM ALIGNMENT WITH WEST VIRGINIA STATE STANDARDS

MBLI believes that successful student learning and achievement occurs when schools use a logical curriculum, one that is sequentially structured, adding knowledge and skills year after year. MBLI integrates excellent, research supported curricula to create a grades 6 to 12 program of study that will be instrumental in students meeting the State Standards reflected in the West Virginia College and Career Readiness Dispositions and Standards for Student Success; West Virginia Learning Standards; and West Virginia Career and Technical Education Standards. MBLI views the state standards as the framework of the MBLI curriculum. MBLI will focus on mastery of foundational content knowledge as an essential component for student achievement.

Core Knowledge Sequence⁵⁹. The Core Knowledge Sequence is a knowledge-based, sequential curriculum framework in language arts, history and geography, visual arts, music, and mathematics, as well as science and health. Created in 1986 by Dr. E.D. the Hirsch Jr. CKS is based on Dr. Hirsch’s belief that learning difficulties were caused by a lack of context. Hirsch posited that when students receive background knowledge on a subject they learn better. MBLI will use the Core Knowledge Sequence to provide students with a solid foundation in core content areas (English, Math, Science, Social Studies, Health, Technology, Art, and Music). Through comprehensive understanding of each core subject, MBLI

⁵⁸ <https://presidentalserviceawards.org/>

⁵⁹ Hirsch Jr, E. D. "Core knowledge sequence." *Charlottesville, VA: Core Knowledge Foundation* (1995).

students will understand, instead of merely memorizing, foundational concepts that support their studies through high school and beyond.

Business Education⁶⁰ courses make a significant and vital contribution to the academic and career preparation of all students by providing rigorous and relevant courses of study aligned with the State Standards. Business instruction contributes to the learning in the areas of analytical, computation, language arts/ communication, research, and reading comprehension. A career ready person capitalizes on personal strengths, talents, education, and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics, and responsible behavior. A career ready person has explored various career options and is cognizant of the skills and education required. A student that possesses essential life skills has sound personal finance and money management skills; understands the economic conditions that contribute to a sound economy and what it means to be globally competitive; understands and appreciates the free enterprise system; can use technology efficiently and effectively for personal and career use; and can apply skills learned to various personal and professional situations. Business is an essential area of study to help students understand, to make informed decisions, and to compete in today's global economy. Additional information on the standards is contained in Attachment 3.

Accounting instruction⁶¹ contributes to learning in the areas of strategic and critical thinking; risk analysis; problem solving and decision making; communication; calculation, computation, analysis, interpretation of data, and teamwork and leadership. Accounting focuses on the importance of being able to understand, interpret, and use accounting information to make financial decisions. It is the language of business. In particular, Accounting focuses on the ability to: (1) read, interpret, and analyze financial information; (2) apply accepted accounting principles; (3) understand how the accounting system provides business information; (4) recognize the various users of accounting information; and (5) understand the dynamic nature of the business environment in which accounting information is used.

Project Management instruction underwrites the learning through research and exploration, personal assessment of skills and aptitudes, reading skills, and personal and professional reflection. Project Management is the process of using organizational resources effectively and efficiently to achieve organizational goals through planning, organizing, leading/directing, and evaluating/controlling. Project Management education helps students understand and analyze various management theories and apply them to the workplace. Project Management education also helps students understand basic management functions, their interrelationships, and the organization's competitive niche.

⁶⁰ Force, Business Education Task. "Teaching Basic Skills in Business Education. California State Dept. of Education, Sacramento."; Rojewski, Jay W. "A conceptual framework for technical and vocational education and training." In *International handbook of education for the changing world of work*, pp. 19-39. Springer, Dordrecht, 2009.

⁶¹ Hardern, Geoff. "The development of standards of competence in accounting." *Accounting Education* 4, no. 1 (1995): 17-27.

Entrepreneurship instruction⁶² contributes to the learning in the areas of problem solving, research, analytical thinking, planning, assessment of complex ideas and information, computation, and language arts/communication. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. All students benefit from developing an appreciation for and understanding of Entrepreneurship in our economy: most of the jobs (both professional and technical) created in recent years have been in the small business sector. Forecasts indicate that this trend will continue.

Financial Literacy instruction⁶³ supports learning instruction via calculation, computation, analysis, and decision making. The growing emphasis on financial literacy has highlighted the need for students to learn how to navigate the financial decisions they must make and how to make informed decisions related to managing finances and budgeting, saving, and investing, living independently, earning, and reporting income, buying goods and services, using credit, banking, and protecting against risk. Knowing, understanding, and applying these personal finance concepts offer the necessary analytical tools for addressing economic issues, both personal and societal. Understanding economic principles and developing sound financial literacy skills provide the basis for responsible citizenship, financial solvency, and career success.

Career Planning⁶⁴ backs the learning through the engagement of students in an enormous variety of subjects pertinent to business, incorporating academic, creative, and technical skills, with the specific goal, not universally represented in traditional education, of preparing students for adult life. Career planning education helps prevent dropouts from high school; it also improves math scores and improves the chances of going onto postsecondary education.

English Language Arts. MBLI plans to develop a foundation for RELA instruction by engaging students in a learning environment that encourages them to develop language fluency, knowledge, and vocabulary / comprehension skills. In alignment with, the state of West Virginia's other prominent school systems and LEAs, MBLI will adopt the State Standards for English Language Arts. MBLI decided to adopt the state English Language Arts standards because the standards are purposed to foster the development of higher order thinking and communication skills; as well as effectively prepare students for college and career success which are pivotal to MBLI's mission. Because English Language Arts skills are essential for student success, MBLI has integrated English Language Arts standards into other core academic content areas.

⁶² Carland, JoAnn C., and James W. Carland. "Entrepreneurship education: building for the future." *Journal of Business and Entrepreneurship* 22, no. 2 (2010): 40.

⁶³ Heath, J.A., 2016. Youth Financial Literacy in the United States: A Patchwork Approach. In *International Handbook of Financial Literacy* (pp. 369-380). Springer, Singapore.

⁶⁴ Kelly, Cheryl. "LET'S START WITH THE CHILDREN: A Developmental Approach to Career Planning for 9th-12th Graders." *Career Planning and Adult Development Journal* 32, no. 4 (2016): 96.

Math. MBLI intends to create a foundation for math instruction by ensuring that students understand math basics, as well as, how math concepts connect and their real world applications. MBLI will adopt the State Standards. MBLI will provide students with math fluency, mental math, and fact power programming. In mental math, MBLI students will solve challenging problems without the aid of complex algorithms or other paper-based strategies. Mental math develops the number sense that helps students to complete math assignments efficiently and logically. Fact power involves the memorization of facts to promote automaticity. MBLI students will learn basic math facts to address problem solving tasks, logic, and mental math. Math fluency aids in the ability to focus on more complicated math problems. MBLI students will receive rigorous coursework in geometry, algebra, probability, and statistics.

Science⁶⁵. MBLI science program's goal is to emphasize the use of scientific processes and skills through firsthand activities. In alignment with the state of West Virginia, MBLI will use the Next Generation Science Standards (NGSS) to provide a sound, evidence-based curriculum using current scientific research. The NGSS are internationally benchmarked and were designed in coordination with the state literacy and mathematics standards. Under this framework, students apply science and engineering practices and crosscutting concepts to a range of disciplinary core contexts. Science instruction at MBLI will provide students with opportunities to have direct experience with common objects, materials, and living things. MBLI selected NGSS standards because those standards require students to have the skills necessary to pose questions, analyze information, and solve problems to apply processes in real-life situations and keep up with scientific advancements. These skills are essential for preparing students for college and career success, pillars of MBLI's mission.

Social Studies⁶⁶. MBLI's social studies program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation's democratic ideals. The program builds on the learning expectations of the state of West Virginia; as well as incorporates the revised national learning standards developed by the National Council for the Social Studies as reflected in the State Standards. History forms the foundation for social studies at MBLI, with concepts from other social sciences, including geography, political science, economics, psychology, sociology, and anthropology, integrated throughout the subject matter. Students will learn by doing, as active participants in the educational process, examining primary and secondary data, debating, role-playing, identifying, and considering critical questions and drawing their own conclusions through a process of critical thought.

Technology. MBLI will require technology, including typing, as a core subject area. To be well-educated citizens in a technology driven society and well prepared for careers in business, MBLI students will need an

⁶⁵ <https://www.nextgenscience.org/standards/standards>

⁶⁶ <https://www.socialstudies.org/standards/introduction>

understanding of computing fundamentals, key applications, and navigating the World Wide Web. MBLI will adopt the state of West Virginia Technology Education Standards which incorporates the standards developed by International Technology and Engineering Educators Association. These standards delineate a core set of learning objectives designed to provide the foundation for a complete technology curriculum and its implementation. The West Virginia Technology Education Standards correspond with Partnership for the 21st Century Skills for Success, Partnership for the 21st Century Essential Skills, and STEM Cluster Topics. MBLI chose these standards because they encourage instruction that prepares students to compete in the global workforce and provides a strong foundation for technological literacy.

Foreign Language⁶⁷. For its foreign language standards, MBLI will adopt The American Council on the Teaching of Foreign Language Standards (ACTFL). The ACTFL standards were developed to provide an integrated experience for students learning foreign languages and focus on developing students' communication proficiency and to promote insight into other cultures. The five goal areas of the standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities. MBLI students will take Mandarin / Chinese because foreign Languages and cultural expertise are urgently needed to address global economic challenges and strengthen American businesses in an increasingly competitive international marketplace. Additionally, minority students, students from economically disadvantaged households, as well as English Language Learners make the greatest proportionate achievement gains from foreign language study .

Fine Arts. MBLI is committed to ensuring that its students receive a demanding college preparatory experience, including rigorous fine arts exposure. MBLI students will benefit from discovering materials, developing skills, and inventing new ways to create. MBLI teachers will employ field-tested, effective techniques, inspired by familiar artists and master teachers to help students connect to concepts across the curriculum. Students at all grade levels will receive instruction in art and music. MBLI will adopt the state of West Virginia Fine Arts standards which incorporates the National Core Arts Standards.

Physical Education, Health, and Wellness⁶⁸. MBLI'S Physical Education, Health, and Wellness program is based on the curriculum developed by Society of Health and Physical Educators (SHAPE) an organization dedicated to creating, implementing programs that promote lifelong wellness in students and school staff members. Aligned with the National Association of Sport and Physical Education and state content and performance standards, each unit is designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class. Classes may incorporate dance, yoga, sports, and movement programs, and health classes will enable students to engage

⁶⁷ <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>

⁶⁸ <https://www.shapeamerica.org/standards/default.aspx>

in projects (growing, preparing, and eating food from the school garden, for example) to build health knowledge and personal health skills. These standards provide students with the skills they need to make healthy choices in middle school and beyond.

Service Learning⁶⁹. MBLI's Service Learning program connects to learning through the Five Stages of Service which are learning, investigating, preparing, action, reflection, and demonstration. In 2008, the service-learning field released evidence-based standards and accompanying indicators for schools to use to ensure high-quality service-learning practice. Service Learning is an opportunity for students to develop 21st century skills (Collaboration, Communication, Creativity, and Critical Thinking/Problem Solving) through project preparation and development, execution, and reflection. Service learning helps students meet high-level academic standards and provides practical opportunities for students to develop character by working together to apply their learning for the common good of their school, local, and/or global community.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS SELECTION CRITERIA

The instructional materials for each subject have been selected with careful consideration both for their alignment with the relevant standards and for their suitability in meeting the needs of the widest range of student abilities. In selecting instructional resources, MBLI reviewed a variety of textbook, supplemental resources, and learning solutions. When evaluating potential resources, MBLI endeavors to identify materials that aligned with the business education learning theme and connected with MBLI instructional methods. When evaluating instructional resources for core subject areas, MBLI seeks materials that emphasize literacy, numeracy, and business processing skills across the curriculum.

MBLI's textbooks and other instructional materials analysis procedure involves the following five steps:

- **Identify specific learning goals to serve as the academic basis for the analysis.** This is done before beginning to examine any materials. The sources for the goals are national standards or benchmark documents, state or local standards and curriculum frameworks.
- **Make a preliminary inspection of the curriculum materials to see whether they are likely to address the targeted learning goals.** If there appears to be little or no connection, the materials are rejected without further analysis. If the outlook is positive, then an overview of the content is completed.
- **Analyze the curriculum materials for alignment between content and the selected learning goals.** The purpose is to determine whether the content in the material matches specific

⁶⁹ <https://www.nylc.org/page/standards>

learning goals not just whether the topic headings were similar. If the result of this analysis is positive, then an alignment review is done.

- **Examine the curriculum materials for alignment between instruction and the selected learning goals.** This involves estimating the degree to which the materials reflect what is known about student learning and effective teaching and, more importantly, the degree to which they support student learning of the specific knowledge and skills for which a content match has been found.
- **Summarize the relationship between the curriculum materials being evaluated and the selected learning goals.** The summary is completed in the form of a profile against the selected goals in terms of the content and instruction criteria with strengths and weaknesses.

Selecting additional and terminating unsuccessful materials. MBLI understands that schools, both public and charter, routinely add / remove materials, reassess the effectiveness of existing materials, and supplement core instructional materials. Once MBLI is open, decisions about instructional resources will be delegated to grade level teams and subject experts; however, MBLI Leadership (Principal and Executive Director) will retain veto power over decisions. In assessing materials, MBLI will initially review student assessment data. If there is consistent evidence of underperformance in a particular area, MBLI will consider changing or terminating instructional materials. Additionally, MBLI leadership will utilize teacher observation data. If there are consistent issues implementing certain instructional materials, the MBLI leadership team will review the data with teachers and determine whether the challenges are connected to the materials or the teaching standards. Moreover, at the end of the school year, MBLI leadership and staff will have a final meeting to assess the effectiveness of materials.

INSTRUCTION METHODS

Research shows that high quality instruction, which successfully merges teacher and student centered approaches to learning, while effectively using technology, is vital for student achievement⁷⁰. At MBLI, teachers will inevitably improve student outcomes through:

- **Personalized Instruction (High Tech)⁷¹** – MBLI will personalize instruction through Student Learning Plans developed specifically on a students' interests and skill level(s). Additionally, MBLI will use competency-based progression, so that students can move onto the next standard or topic after mastering the current topic. MBLI's personalized instruction environment affords room for an emphasis on college and career readiness. Students who do not require tutoring or remediation can

⁷⁰ Baeten, Marlies, Katrien Struyven, and Filip Dochy. "Student-centred teaching methods: Can they optimise students' approaches to learning in professional higher education?" *Studies in Educational Evaluation* 39, no. 1 (2013): 14-22.

⁷¹ Basham, James D., Tracey E. Hall, Richard A. Carter Jr, and William M. Stahl. "An operationalized understanding of personalized learning." *Journal of Special Education Technology* 31, no. 3 (2016): 126-136.

instead work with Advisors to nurture social skills and other or 21st-century skills lessons as well as receive mentoring.

- **Direct Instruction**⁷² – MBLI teachers may use the direct instruction method via lectures and demonstrations to activate students' prior knowledge; present new material; practice concepts; offer correction and feedback; and collect and review student data to determine whether the lesson needs to be retaught.
- **Differentiated Instruction**⁷³ – MBLI teachers may differentiate instruction in an effort of tailoring instruction to meet individual student needs through adjustments to content, process and products, regular assessments, and flexible grouping.
- **Kinesthetic Instruction**⁷⁴ – MBLI teachers may use kinesthetic instruction which is based on Gardner's idea of multiple intelligences. This type of instruction emphasizes 'doing' as a form of learning and processing information. Students will actively and creatively 'do' tasks using body and hand movements to learn concepts and/or complete hands-on science technology engineering art and math activities.
- **Inquiry-based Instruction (High Tech)**⁷⁵ – MBLI teachers may use inquiry-based instruction as a teaching method to encourage students to ask questions and engage in detailed study of issues that impact the community and world.
- **Project-based Instruction (High Tech)**⁷⁶ – MBLI teachers may involve students in exploration of multiple content areas to examine the impact of problems in the real world and develop solutions that can actively be implemented.
- **Game-based Instruction (High Tech)**⁷⁷ – MBLI teachers may use game-based instruction or gamification to engage students in active learning in the classroom and to encourage a knowledge mindset by working on 'game like' quests to accomplish learning objectives.
- **Flipped Classrooms (High Tech)**⁷⁸ – MBLI considers the flipped classroom a useful option that is structured around students encountering necessary background information before class, thereby freeing class time for activities that involve higher order thinking and problem solving.

⁷² Engelmann, Siegfried. "The benefits of direct instruction: Affirmative action for at-risk students." *Educational Leadership* 57, no. 1 (1999): 77-79.

⁷³ Smale-Jacobse, Annemieke E., Anna Meijer, Michelle Helms-Lorenz, and Ridwan Maulana. "Differentiated instruction in secondary education: A systematic review of research evidence." *Frontiers in psychology* (2019): 2366.

⁷⁴ Culp, Brian, Mia Oberlton, and Kandice Porter. "Developing kinesthetic classrooms to promote active learning." *Journal of Physical Education, Recreation & Dance* 91, no. 6 (2020): 10-15.

⁷⁵ Barron, Brigid, and Linda Darling-Hammond. "Teaching for Meaningful Learning: A Review of Research on Inquiry-Based and Cooperative Learning. Book Excerpt." *George Lucas Educational Foundation* (2008).

⁷⁶ Riordan, Meg, and Emily J. Klein. "Environmental education in action: How expeditionary learning schools support classroom teachers in tackling issues of sustainability." *Teacher Education Quarterly* 37, no. 4 (2010): 119-137.

⁷⁷ Chen, Yen-Chun. "Empirical study on the effect of digital game-based instruction on students' learning motivation and achievement." *Eurasia Journal of Mathematics, Science and Technology Education* 13, no. 7 (2017): 3177-3187.

⁷⁸ Wong, Kenneth, and David WK Chu. "Is the flipped classroom model effective in the perspectives of students' perceptions and benefits?." In *International Conference on Hybrid Learning and Continuing Education*, pp. 93-104. Springer, Cham, 2014.

INSTRUCTION STRATEGIES⁷⁹.

MBLI's instructional resources are purposed to create an atmosphere of learning where all students' needs are met. The curriculum, activities, and supplements lend themselves to the differentiation of teaching within the classroom. Students who enter MBLI below grade level will be nurtured in an atmosphere of academic rigor where a teacher meets them at their academic level and creates structures for them to grow through the implementation of data-driven targeted supports. The following instructional strategies and methods will aid MBLI with accommodating a wide variety of learning styles and needs⁸⁰:

STRATEGY	DESCRIPTION
Vocabulary⁸¹	Understanding academic vocabulary and language helps students to understand oral directions and classroom instructional dialogue and to comprehend texts across different content areas, including math, science, and social studies/history. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners. Vocabulary is categorized into three tiers: (1) Basic vocabulary or words most children will know, including high-frequency words that usually are not multiple meaning words. (2) Less familiar, yet useful vocabulary found in written text and shared between the teacher and student in conversation and referred as "general academic words." Also called "rich vocabulary," these words are more precise or subtle forms of familiar words and include descriptive and multiple meaning words. Instead of walk, for example, saunter might be more descriptive. (3) The third tier of words is called "domain specific" and refers to words that carry specific concepts of the subject matter or processes taught in schools. They have low frequency use and are limited to specific knowledge domains (e.g., isotope, peninsula, or mitosis), which are best learned with content lessons and are common in informational texts.
Assignment Analysis⁸²	Analysis of student work may be (1) a feature of a lesson conducted by a teacher or (2) individual feedback provided to students from a teacher; (3) a discussion among a small group of students who are providing feedback to one another; (4) a discussion among teachers of the aspects of student work; and/or (5) a mode of formally assessing a skill, such as writing. For any of the foregoing purposes, some protocol describing the attributes and levels of quality for the learning task is required as the basis of an analysis. When used in formal assessment situations, anonymous student exemplars that illustrate various responses and levels of quality plus an analysis of inter-rater reliability promote consistency and validity.
Close Read⁸³	Close reading refers to approaching a variety of texts of sufficient complexity through a methodical examination (often used in poetry explication) to uncover layers of meaning that lead to deeper comprehension. How a text is written is as important as the content itself in understanding the author's meaning. Deriving meaning from a close reading of a text requires attention to how the text makes meaning through imagery, word choices, and sentence structure as well as how the central

⁷⁹ Almekhlafi, Abdurrahman Ghaleb, Sadiq Abdulwahed Ismail, and Abdelmoniem Ahmed Hassan. "Teachers' Reported Use of Marzano's Instructional Strategies in United Arab Emirates K-12 Schools." *International Journal of Instruction* 13, no. 1 (2020).

⁸⁰ Gregory, Gayle H., and Carolyn Chapman. *Differentiated instructional strategies: One size doesn't fit all*. Corwin press, 2012.

⁸¹ Ara, Arjumand, and Sadia Afrin Shorna. "THE ROLE OF INSTRUCTIONAL STRATEGIES IN VOCABULARY TEACHING: A COMPARATIVE STUDY OF THREE STRATEGIES." *LANGUAGE & COMMUNICATION* 6 (2019): 119.

⁸² Jenkins, Amelia, and Patricia Sheehy. "A checklist for implementing service-learning in higher education." *Journal of Community Engagement and Scholarship* 4, no. 2 (2019): 6.

⁸³ Wilcox, Kristen Campbell. "Instructional Adaptation." *Innovation in Odds-Beating Schools: Exemplars for Getting Better at Getting Better* (2017): 93.

	idea, tone, and voice are revealed through the choices of detail and language. Emphases on close reading of complex texts reflect priorities of the learning.
Student and Teacher Conferences⁸⁴	A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference--engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability.
Current Events⁸⁵	Content material taken from current news and information can be used as an occasional or regular teaching strategy to add relevance to a lesson topic or content. Benefits include helping to develop reading/viewing habits, build skills in analysis/critique, and learn presentation skills. Common in social studies, connections to current events help students see relevance in any subject area.
Debate⁸⁶	Debate is a structured form of argumentations that requires participants to engage in research, develop listening and oratory skills, and think critically. Debating can be employed as an instructional strategy wherever the learning material and circumstances are open to opposing points of view. Debates may be viewed or read to contribute additional perspectives on a classroom topic.
Direct Instruction⁸⁷	General usage of the term "direct instruction" refers to instructional approaches that are structured, sequenced, and led by teachers and/or present academic content through teacher lecture or demonstration. Many components of direct instruction are basic to effective teaching, including identifying learning goals, organizing, and sequencing lessons to strengthen understanding, modeling a process, providing descriptions and illustrations, checking for understanding, and providing feedback.
Document-Based Questions⁸⁸	A document-based question (DBQ) is an essay question or series of short-answer questions on an examination where students are asked to construct a response using one's own knowledge together with an analysis of provided documents. The documents provided can be from text but can also include primary and secondary sources, pictures, political cartoons, maps, graphs, or charts. Often, the sources are selected to provide different perspectives or views. Document based questions were developed for the Advanced Placement History years ago but have migrated to other content areas and are explicitly taught in AP classes.
Grouping⁸⁹	Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the

⁸⁴ Conley, Laura. "An Exploration of Informed Student Goal Setting on Achievement in a Midwest Middle School." PhD diss., Lindenwood University, 2016.

⁸⁵ Jenkins, Daniel M., and Scott J. Allen. "Aligning Instructional Strategies with Learning Outcomes and Leadership Competencies." *A Competency-Based Approach for Student Leadership Development: New Directions for Student Leadership, Number 156* (2017): 43.

⁸⁶ Wade, W. Patrick. "Critical Thinking through Debate: Skills, Dispositions, and Teaching Strategies." In *Using Debate in the Classroom*, pp. 109-120. Routledge, 2016.

⁸⁷ Tichá, Renáta, Brian H. Abery, Kristen McMaster, Armenuhi Avagyan, Siranush Karapetyan, and Zhanna Paylozyan. "Instructional Strategies for Inclusive Classrooms: PALS, Cooperative Learning, Direct Instruction and Play-based Strategies." *Inclusive Education Strategies: A Textbook* (2018): 105.

⁸⁸ Johnson, Kimberly Haynes. "A Program Evaluation of the Document-Based Question Project." (2016).

⁸⁹ Park, Vicki, and Amanda Datnow. "Ability grouping and differentiated instruction in an era of data-driven decision making." *American Journal of Education* 123, no. 2 (2017): 000-000.

	<p>most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms but share a common feature—the students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.</p>
Formative Assessments⁹⁰	<p>"Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection, and attainment of curricular learning targets/goals". Formative assessment processes build students' metacognition, increases students' motivation, resulting in self-regulated, lifelong learners. Some common classroom formative assessments include summaries, quick-writes, reflections, checklists, charts, graphic organizers, visual representations, and short quizzes. In recent years, many districts and schools have implemented common formative assessments based on content standards.</p>
Guest Speakers⁹¹	<p>Like field trips, guest speakers extend learning beyond the classroom. The sources for guest speakers range and can include such resources as local civic and business leaders, civil servants, hobbyists, industry professionals, parents, or even former students. As with any activity, students benefit most when the purpose is clear, and they know how the speaker's topic relates to what they are studying. Preparing critical questions ahead of time will ease a Q and A session for everyone.</p>
Homework⁹²	<p>Two staples of education, homework and practice are ways of extending learning time for mastering a skill. Designing activity for classroom practice and homework should aim to help students refine and extend their learning. Research shows that the purpose of the work should be clear and when completed should be commented on. The amount of homework should be different from elementary to high school, and it should be independent practice so parent involvement should be minimal. The concept of the "flipped classroom" is changing the landscape of homework and practice activity.</p>
Compare and Contrast⁹³	<p>Comparing or contrasting two or more items (e.g., poems, characters, processes, animals, artists, historical figures, or events) requires students to think at the analysis level of Bloom's Taxonomy. Applicable to all content areas, teachers facilitate critical thinking by providing strategic comparisons, requiring students to justify their comparisons, and allowing for a full range of comparisons—including beyond what the teacher may have expected from students. Research points to this as a high-leverage strategy.</p>
Journaling⁹⁴	<p>Journals are a staple of writers, artists, and scientists for whom regular observations, data collection, and documentation are essential. Since learning any subject is enhanced through the discipline of writing, teachers use notebook and journal assignments in many content areas. Students who keep journals are actively engaged in their own learning and could clarify and reflect upon their thinking.</p>

⁹⁰ Graham-Day, Kristall J., Carolyn Shemwell Kaplan, Cheryl Irish, and Francis J. Troyan. "Using Formative Instructional Practices to Support the Needs of All Students." *Inclusive Education: A Systematic Perspective* (2020): 135.

⁹¹ Janakiraman, Shamila, William R. Watson, Sunnie L. Watson, and Papia Bawa. "Instructional Design and Strategies for Multicultural Education: A Qualitative Case Study." *Journal of Educational Research and Practice* 9, no. 1 (2019): 21.

⁹² Rosário, Pedro, José Carlos Núñez, Guillermo Vallejo, Tânia Nunes, Jennifer Cunha, Sonia Fuentes, and Antonio Valle. "Homework purposes, homework behaviors, and academic achievement. Examining the mediating role of students' perceived homework quality." *Contemporary Educational Psychology* 53 (2018): 168-180.

⁹³ Roehling, Julia V., Michael Hebert, J. Ron Nelson, and Janet J. Bohaty. "Text structure strategies for improving expository reading comprehension." *The Reading Teacher* 71, no. 1 (2017): 71-82.

⁹⁴ Khanmohammad, Hajar, and Arman Eilaghi. "The effect of self-reflective journaling on long-term self-efficacy of EFL student teachers." *Proceedings of AC* (2017): 547-561.

Number Talks⁹⁵	Number talks are usually short, ongoing daily routines that engage students in “mental math” by grappling with interesting math problems and provide students with meaningful ongoing practice. A number talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Number talks should be structured as short sessions alongside (but not necessarily directly related to) the ongoing math curriculum. It is important to keep number talks short, as they are not intended to replace the current curriculum or take up the majority of the time spent on mathematics.
Realia⁹⁶	Realia refers to real life objects used in classroom instruction to improve students' understanding of other cultures and real life situations. Teachers of English language learners and foreign languages employ Realia to strengthen associations between words and the objects themselves. Realia are also used to connect learners with the point of a lesson by providing tactile and multidimensional connections between learned material and the object of the lesson. Primary objectives of this strategy include increasing comprehensible input, using language in context, and promoting verbal interaction and active involvement
Praise and Reward⁹⁷	Students may attribute success at a task to ability, effort, other people, or luck, but three of these four attributions may be self-defeating. Teachers can influence student beliefs about the relationship between their efforts and accomplishment by helping them track and evaluate their efforts and accomplishments. Providing recognition in the form of praise and reward is fundamental to behavioral learning theory and may be undervalued in relation to intrinsic rewards, but research indicates praise is effective when it is expressly connected to a performance standard and that it is more motivating than tangible rewards.
Setting Goals⁹⁸	Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.
Self-Assessments⁹⁹	Student self-assessment may refer to inventories/surveys that students respond to, such as interests, learning preferences, or college and career diagnostics. It may also refer to academic assessment tools, often a rubric, which describes a learning task or skill by its attributes and level of quality, which students use to assess their own progress and performance. These tools may also be used individually or in teacher or peer conferences and tutorials.

⁹⁵ Bouck, Emily C., Jiyeon Park, Mary Bouck, Jim Alspaugh, Stacey Spitzley, and Angela Buckland. "Supporting Middle School Students in Tier 2 Math Labs: Instructional Strategies." *Current Issues in Middle Level Education* 24, no. 2 (2019): 18-32.

⁹⁶ Bizhigitova, Elzira. "IMPROVING STUDENTS"SECOND LANGUAGE ACQUISITION THROUGH INSTRUCTIONAL SCAFFOLDING." In *International Scientific and Practical Conference World science*, vol. 3, no. 7, pp. 27-29. ROST, 2017.

⁹⁷ Redfern, Andrew. *The Essential Guide to Classroom Practice: 200+ strategies for outstanding teaching and learning*. Routledge, 2018.

⁹⁸ Snyder, Christine M., and Holly P. Delgado. "Unlocking the Potential of Data-Driven Coaching: Child Assessment Evidence as a Guide for Informing Instructional Practices." *YC Young Children* 74, no. 3 (2019): 44-53.

⁹⁹ Davenport, Jodi L., Yvonne S. Kao, Bryan J. Matlen, and Steven A. Schneider. "Cognition Research in Practice: Engineering and Evaluating a Middle School Math Curriculum." *The Journal of Experimental Education* (2019): 1-20.

Feedback¹⁰⁰	Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.
Word Walls¹⁰¹	A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. Due to the flexible nature of word walls and their potential to "grow" alongside the students, they are used in classrooms ranging from preschool through high school. Word walls are interactive and collaborative tools since they are student-created and student-centered artifacts. Many variations of the word wall are currently in use, including those featuring illustrations of the words and color-coded lists. They teach children to recognize and spell high frequency words, see patterns and relationships, apply phonics rules, and provide reference support during reading and writing activities. Students gain independence by using a word wall in daily activities.

INSTRUCTION SUPPORTS

Student Learning Plans (SLP). SLPs represent an emerging practice in how public schools across the country are supporting the development of students' readiness skills¹⁰². MBLI SLPs, are education roadmaps, purposed to assist students in connecting to areas of study that are aligned with high school graduation requirements, personal interests, and individually defined career goals. MBLI SLPs are dynamic documents that will be updated regularly as students' educational and career goals materialize. The plans, which will be developed collaboratively by students, parents, and school staff, including teachers and guidance counselors, will incorporate the results from diagnostic assessments; learning and organizational strategies; as well as in-school provided enrichment and supports. Students will use their SLPs to reflect upon and document their skills, hobbies, accomplishments, academic record, personal goals, career interests and other information relevant to them as individuals. SLPs will also include portfolio development and assessment of student progress toward defined SMART goals and objectives.

MBLI SLP's will:

- Support student motivation and engagement
- Improve students' understanding of postsecondary options

¹⁰⁰ Koenka, Alison C., and Eric M. Anderman. "Personalized feedback as a strategy for improving motivation and performance among middle school students." *Middle School Journal* 50, no. 5 (2019): 15-22.

¹⁰¹ Sartika, Ratu. "Implementing word wall strategy in teaching writing descriptive text for junior high school students." *Journal of English and Education* 5, no. 2 (2017): 179-186.

¹⁰² SLPs are known by many different names in the literature, including individual learning plans (ILP); individual graduation plans (IGP); personal plans of study (PPS); personal learning plans (PLP); and, individual academic and career plans (IACP). For this brief, we use the term student learning plans (SLPs) to refer to documents that assist students in creating courses of study that are aligned with high school graduation requirements, personal interests, and individually-defined career goals.

- Encourage and facilitate awareness of the importance of long-term planning
- improve school-family communication
- Foster family involvement in academic and career planning
- Increase student awareness of strengths and weaknesses
- Aid students in selecting areas of study relevant to career goals

MBLI SLPs are required for all enrolled students, middle and high. Annually, SLP's are developed at the beginning of the school year, reviewed during progress and report card reporting; as well as prior to the end of the school year. The SLP will include a schedule and protocol for communicating student progress to parents. MBLI will provide students and parents with a copy of the SLP, either in hard copy, online or both. In addition to the SLP, MBLI will also provide parents with online access to student assignments, rubrics, grades, and assessment scores via MBLI's student information system.

Tutoring Center. Tutoring is a common form of learning support and academic assistance¹⁰³. MBLI intends to establish a Tutoring Center for students. The Tutoring Center is created with the purpose of positively impacting student learning outcomes in both curriculum and coursework. The Tutoring Center will provide students one-on-one help on a drop-in basis or by appointment. During school hours, MBLI faculty will staff the Tutoring Center, the schedules of which will be determined by the Principal based on the Flex component of teacher schedules. During Flex, all teachers are afforded an hour daily to accommodate a range of school wide duties including Student Appointments in the Tutoring Center, Class Observations, Department Meetings, and Guardian Contact / Family Meetings.

- Peer-to-Peer Tutors. MBLI's Peer-to-Peer Tutoring Program is a student driven resource. Student Tutors at the Tutoring Center will help fellow students with assignments ranging from homework to proofreading essays. The Peer-to-Peer Tutoring Program will be available during specified times coordinated through the Tutoring Center.

Learning Teams¹⁰⁴ MBLI will convene Learning Teams (LTs) who will follow a structured process to match instructional resources to individual student needs in development of the Student Learning Plan. 'Core' class teachers, grade level guidance counselor, an administrative leadership team member will comprise the LT as primary members that reviews and analyzes diagnostic data and learning inventory results to determine supplemental instructional options to support remediation (at risk) or enrichment (TAG), and recommendations for at home support. Student performance will be reviewed two times per quarter

¹⁰³ Vick, Nicholas, Rebecca A. Robles-Piña, Nara M. Martirosyan, and Valerie Kite. "The effectiveness of tutoring on developmental English grades." *The Community College Enterprise* 21, no. 1 (2015): 11.

¹⁰⁴ McLeskey, James, Council for Exceptional Children, and Collaboration for Effective Educator Development, Accountability and Reform. *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children, 2017.

(progress reports and report cards). If students are demonstrating deficits, the LT will incorporate additional members through the MBLI Exceptional Populations Office to support.

School Services Team¹⁰⁵. An MBLI School Services Team (SST), a group that will include Teaching & Learning Specialists, Guidance Counselors, the School Psychologist, and Assistant Principal(s), will be the lead on connecting and integrating school based support services for faculty, students, and parents. The SST will meet regularly to monitor school-wide instructional goals and develop action plans to correct educational deficiencies both in teaching and learning. The results of these reviews will inform curricular decisions as well as identify professional development, training, and supports needed by teachers. Instances of inadequate progress will be analyzed to determine first whether the curriculum and instructional materials are being implemented with fidelity. If not, the team will work with the teacher(s) to identify what needs to occur to resolve the problem. If so, revisions to the materials will be considered.

LEARNING MEASUREMENTS

Baseline Assessments. All students at MBLI will complete a series of academic assessments during the summer prior to the start of the school year. Students will take a reading assessment, to gauge general reading level and vocabulary knowledge, along with a test of oral reading fluency and reading comprehension. Baseline data prior to students' entrance to MBLI will help determine the materials that need to be taught to incoming students and will inform student placement decisions. Additionally, students' initial performance on these assessments will be compared against year-end results, enabling academic achievement measurement. These comparative results will also be used to improve instruction for the next school year.

Interim Assessments. In addition to baseline assessments, MBLI will use standardized, embedded interim assessments to evaluate student progress relative to both baseline assessment data, and achieving end of year standards. These exams will provide detailed data on student mastery of content. This data will be analyzed and will support prompt identification of students who require additional assistance as well as to determine content standards that need to be revisited.

Department Assessments. MBLI teachers will use department assessments to determine student progress against standards on an ongoing basis. The assessments will not be standardized and will be deployed on an ongoing basis at the discretion of the departments. Department developed assessments will be used for both accountability purposes, as well as, to inform daily instruction, and include homework, reading logs, quizzes, projects, essays, and reports. Student performance on department assessments will

¹⁰⁵ McLeskey, James, Council for Exceptional Children, and Collaboration for Effective Educator Development, Accountability and Reform. *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children, 2017.

be evaluated using department developed rubrics. Departments will be encouraged to collaborate with other departments in the development of assignment rubrics.

Each student who does not achieve proficiency on the state assessments in ELA and/or Mathematics, during the prior year will be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic support to improve the student’s performance.

TECHNOLOGY PLANS

The SAMR (Substitution, Augmentation, Modification, Redefinition) model¹⁰⁶ guides the process of reflecting on how MBLI will integrate technology into classrooms.

	Redefinition	TRANSFORMATION
	Modification	
ENHANCEMENT	Augmentation	
	Substitution	

Popularized by Dr. Ruben Puentedura, the SAMR model supports and enables teachers to create and implement digital learning experiences that utilize technology, for students at all levels of instruction¹⁰⁷. The goal of the model is to transform learning experiences, so they result in higher levels of achievement for students. Many of the student activities and products outlined in the MBLI curriculum will be accomplished using digital technology. Additionally, MBLI has identified a menu of digital applications that will be integrated into the curriculum. MBLI has also identified the SAMR level of the student activities/products. MBLI teachers will be encouraged to explore opportunities for areas where the tools can enhance, modify, or redefine traditional tasks.

MBLI is committed to use technology in the classroom as an effective and efficient tool for instruction. With computers in each classroom, students will develop a variety of basic typing and computer skills. MBLI will encourage students to become digital learners and to enhance good instructional learning practices. Technology use is a 21st Century essential skill in alignment to the ISTE (International Society for Technology in Education) and state level College and Career Readiness Standards. MBLI teachers and staff will continually develop innovative uses of technology to enhance the learning environment and efficiently manage the school

¹⁰⁶ Hamilton, Erica R., Joshua M. Rosenberg, and Mete Akcaoglu. "The substitution augmentation modification redefinition (SAMR) model: A critical review and suggestions for its use." *TechTrends* 60, no. 5 (2016): 433-441.

¹⁰⁷ *Ibid*, 2016.

1:1 Computer Initiative for All Grades. MBLI's laptop program is designed to cultivate and support learning that reflects contemporary exchanges and interactions. With access to a laptop and the ability to connect via a wireless environment, students and teachers will actively participate in the consumption and production of media, build, and contribute towards social networks, and be active participants in developing ideas that can be utilized to solve complex problems. Each student and teacher are provided a laptop. In creating 1:1 environments, the integration of technology mirrors authentic and contemporary applications of technology. Computer Lab. The computer lab is integrated into the curriculum as an extension of the classroom. Each class attends computer lab for a scheduled period. Students are given assignments that are planned to coincide with current classroom studies and are taught keyboarding skills, use of Microsoft Office 365, Digital Citizenship, Internet Safety, and Research skills.

Online Programming

Type to Learn. Students at MBLI use this program to learn how to type efficiently improving speed and accuracy. This software is cloud-based which allows students to practice their typing skills from any computer at school or at home.

Computer Science For All. MBLI will introduce computer science to all students. Throughout this program, students learn, explore and practice computer programming using code.org and unplugged activities.

CURRICULUM REVIEW AND EVALUATION

MBLI's Curriculum Review and Evaluation Plan provides a process for MBLI to develop and revise written curriculum, instructional programs, and assessment plans which are congruent with the state's mission. It also articulates a process for ongoing program evaluation. Through this process curriculum and instruction will be reviewed, written, implemented, monitored, evaluated, and revised regularly. Revisions will be based upon curriculum effectiveness, student and community needs, state and Federal requirements, and national standards. The process provides a systematic methodology for curricular articulation through the grade levels to assure continuity of learning, practice, reinforcement, and extension of knowledge, skills, and competencies. The cycle allows for timely updating of the curriculum guides and instructional materials and practices. All curriculum areas will be reviewed annually. Additionally, an intensive review will be completed prior to each charter agreement renewal.

STAFFING PLAN

The staff structure of the M.E.C.C.A. Business Learning Institute (MBLI) will develop and expand as the

school reaches its enrollment capacity. Additional teachers and support staff will be added to support enrollment demands and student needs. The organizational model represents fiscal conservatism, and decisions around the allocation of resources are based solely on the school’s mission. Growth or retraction in funding will adjust the staffing levels of MBLI as needed, as approved by the Board of Trustees. In each new year of operation, MBLI has adjusted staff levels in order to maintain alignment to the mission, which includes continuing to provide intensive instructional support to students and preserving a strong school culture. During the pre-operating year, the Board of Trustees, Executive Director, and Assistant Director, will ensure all necessary components are in place for opening the school. The Executive Director will hire the Principal and Assistant Principals, following charter approval. The Principal will hire leadership and instructional staff for the school opening.

Plan

Considering the MBLI school design, current research in best practices, input from the MBLI Design Team and Advisory Board members and other variables, the primary objectives in the MBLI Staffing Plan are to equitably distribute available human resources in support of the most effective and efficient instructional setting possible. The Principal, as instructional leader of the school, implements the MBLI school staffing plan ensuring that the plan meets student academic, social, emotional, and vocational needs. Once the plan is implemented, it is the Principal's responsibility to re-allocate these human resources yearly as needed to best support the identified MBLI goals.

Instructional Staffing Ratios

Secondary School Teachers

Grade	Target Ratio	Max Ratio
6th - 8th	20/1	25/1

High School Teachers

Grade	Target Ratio	Max Ratio
9 th – 12 th	20/1	25/1

Allocation Ratios

School Administration

Position	Middle School FTE	High School FTE	Total FTE (at full enrollment in year 6)
Principal	1.0		1.0
Assistant Principal	1.0	1.0	2.0

School Office

Position	Total FTE
School Secretary	1.0
Payroll & Accounting Clerk	1.0

Education Support

Position	Middle School FTE	High School FTE	Total FTE (at full enrollment in year 6)
Guidance Counselor	3.0	4.0	7.0
School Psychologist	1.0	1.0	2.0
Counseling Secretary/Registrar	1.0	1.0	2.0
Social Worker	1.0	1.0	2.0
Attendance & Truancy Clerk	1.0	1.0	2.0
Student Data and Assessment Specialist	1.0	1.0	2.0
Information Resource /Library Media	1.0	1.0	2.0

Teachers - Allocation Factors by Program

General Education

Position	Middle School FTE	High School FTE	Total FTE (at full enrollment in year 6)
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Math	6.0	8.0	14.0
Science	3.0	4.0	7.0
Social Studies / History	3.0	4.0	7.0
Reading / English / Language Arts	6.0	8.0	14.0

Specialty

Position	Middle School FTE	High School FTE	Total FTE (at full enrollment in year 6)
Business Education	6.0	8.0	14.0
Foreign Language	2.0	2.0	4.0
Physical Education / Health & Wellness	1.0	1.0	2.0
Music Education	1.0	1.0	2.0
Art Education	1.0	1.0	2.0
Technology Education	1.0	1.0	2.0

Exceptional Populations*

Position	Middle School FTE	High School FTE	Total FTE (at full enrollment in year 6)
Coordinator	1.0		1.0
Resource Teacher	1.0	1.0	2.0
ESOL Teacher	1.0	1.0	2.0
Paraprofessional	1.0	1.0	2.0
Interpreter	1.0	1.0	2.0
Administrative Assistant	1.0		1.0

- **Note regarding Exceptional Populations:** FTE allocations will be reallocated based on the actualized needs of the enrolled students as determined by the IEP, 504, ELL, or other disability identification process.

Operations

Position	Total FTE (at full enrollment in year 6)
Management	5.0
Transportation	18.0
Nurse	2.0
Cafeteria	5.0
IT Tech	4.0
Building Services	4.0
Security	4.0

- **Note regarding Operations:** FTE allocations will be reallocated based on the actualized school needs including administrative, transportation, food services, and facility management requirements.

PROFESSIONAL DEVELOPMENT

Staff Onboarding and Orientation

Annually during the summer and as necessary during the school year, The M.E.C.C.A. Business Learning Institute (MBLI) will conduct formal onboarding of all newly hired staff, as a process of welcoming newcomers into MBLI, within the framework of an informational and hospitable experience based on MBLI's mission, values, and culture. The design of the MBLI onboarding program includes elements of formal mentoring, practice-based learning, and employee socialization. MBLI utilized Malcolm Knowles' Adult Learning Theory to inform all components of the onboarding program . The design includes four primary components: (1) Welcome, (2) MBLI Experience, (3) On the Job Training and (4) Mentorship.

Additionally, as part the experience, MBLI will also:

- **Provide a clear training path.** MBLI will outline for new employees what they should expect regarding learning what they need to know. MBLI will cover what, who, when, and where: What will be covered? Who will be responsible for training? When and where will this occur?
- **Cover the bases.** MBLI will discuss the expectations for staff as outlined in the staff handbook and other formal, written policies that govern MBLI employees. MBLI will also address the unspoken rules implicit in the culture of MBLI.
- **Give a tour of the facilities.** MBLI will give a guided tour and point out all the need-to-know areas so new employees feel comfortable and oriented.

- **Teach the tech.** MBLI will use various technology tools, ranging from attendance and grade collection system, an emergency alert system, a class website system, an email system, etc. Administrators and other non-teaching roles may require the use of even more specialized systems and equipment. MBLI will ensure new staff are given plenty of training on utilizing the programs and tools at their disposal, particularly those they will be required to use.
- **Extend the opportunity for questioning.** MBLI will express to staff the ability is available to ask questions if anything is unclear; as well as go over the organizational hierarchy. MBLI Leadership will be present at all sessions to allow new employees to put faces to names. Further, MBLI will provide new staff with the contact information and the tools they need to solicit assistance after orientation and onboarding concludes.
- **Build buy-in.** As part of onboarding, MBLI will aim to have new staff extend their reach at MBLI by getting new hires involved in extracurricular involvement, such as clubs, sports, and fundraisers.
- **Support authentic strengths.** MBLI will allow new staff to use their professional capabilities from day one of employment in an effort of supporting overall job satisfaction and deriving meaning from work.
- **Follow up.** MBLI will check in with new staff after 90 days of employment to solicit their feedback. Additionally, MBLI will schedule 1-on-1 meetings to extend the employee the opportunity to reflect prior to undertaking their job at MBLI. Further, MBLI will use surveys and facilitate discussions with staff in group sessions about ways to improve the onboarding program. MBLI will gather retention and job satisfaction data to determine if improvements made on staff suggestions are having an effect.

This onboarding plan ensures that MBLI is able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one.

Staff Development and Training

The Principal and/or Assistant Principal(s) are responsible for ensuring MBLI's professional development programming is properly aligned with the evaluation standards of teachers; educational philosophy of MBLI; required measures necessary to elevate scholar achievement; as well as West Virginia Department of Education staff evaluation, development, training requirements for staff. MBLI anticipates hiring a highly qualified school leader to serve as the Principal. Based on the incoming qualifications of the candidate Principal, MBLI will support the Principal, as appropriate, with pursuing professional development and training from leading education and academic institutions associated with MBLI's goals, in order to ensure the candidate Principal is thoroughly trained and prepared to lead MBLI. Teachers at MBLI will be

encouraged to focus on developing a thorough understanding of MBLI's academic programming plans. MBLI's development objectives will include:

- MBLI's academic programming;
- MBLI desired school culture and values;
- Instructional strategies;
- Using data to differentiate instruction; and,
- Best practices of high performing schools.

MBLI intends to partner with professional development organizations and institutions of higher education to lead training in high need / focus areas. MBLI will constantly reflect on student achievement and instructional needs in order to enhance the professional development programming. MBLI has budgeted funding for the annual professional development and training of each member of its staff, including the Principal. Lastly, MBLI's staff will also attend county and/or state professional development opportunities as deemed appropriate.

Picture of Instructional Excellence and Professional Growth Plan

The core of MBLI's professional development is the Picture of Instructional Excellence and Professional Growth Plan. The Picture of Instructional Excellence reflects MBLI's understanding of what successful teaching is within the MBLI framework. For beginning educators and experienced teachers new to MBLI, MBLI has developed the MBLI Top Ten which outlines the most foundational teaching practices in the areas of instructional planning and classroom management and culture necessary for success at MBLI. MBLI believes that reaching proficiency in these ten areas helps teachers develop the necessary skills and experiences to then tackle more advanced teaching practices and to integrate fully into the MBLI school community. The Picture of Instructional Excellence captures the ideal student outcomes that MBLI teachers strive to achieve with their students, the student evidence that tells our teachers when they are on the right track towards reaching these outcomes, and the instructional best practices they will need to employ to reach this vision.

Picture of Instructional Excellence

The Picture of Instructional Excellence is divided into two main domains of teacher practice which are further divided into a series of pillars and discrete teacher actions. The culture of achievement domain consists of four main pillars of teacher work: investing students in vision and goals, establishing rigorous classroom expectations and routines, creating a student focused learning environment, and investing in MBLI families and the community. The rigorous instruction and mastery domain consists of two pillars of

teacher work: facilitating rigorous instruction and employing an outcome driven approach. Each of these components has been strategically decided upon and created based upon other teacher development tools including the Teaching as Leadership framework developed by Teach for America, Charlotte Danielson's Framework for Teaching, and others. In addition, the subcomponents of each section have been decided upon and based upon proven pedagogical practices such as Lemus's Taxonomy, Lee Canter, Project GLAD (Guided Language Acquisition Design) and others.

Professional Growth Plan

The Professional Growth Plan (PGP) is a coaching tool that captures a teacher's year-long and short-term student achievement SMART goals, professional development priorities and performance against the MBLI Core Characteristics. The PGP is revisited at the start of every student data cycle to ensure that teachers and their coaches are making data-driven decisions that will have the greatest positive impact on student achievement. Every teacher at MBLI will have a Professional Growth Plan that is focused on their professional growth and development as a teacher and is individualized to their needs. The PGP is initially introduced at the beginning of the school year after a teacher's primary coach has the opportunity to observe the teacher multiple times and after the results of our beginning of year diagnostic assessments are available. The two sources begin to indicate the professional development priorities for each teacher. The teacher's coach then meets with the teacher in a one to one (1:1) meeting during which the coach and teacher collaboratively determine professional development priorities based on the menu of teacher actions in the Picture of Instructional Excellence. They will also set short-term SMART goals and determine focus students for the upcoming data cycle in this meeting. Finally, coaches and teachers determine their next steps to address these priorities and record them in the PGP tool. Following several coaching cycles and the results of the subsequent interim assessments, these priorities may shift as teachers meet their previous professional development goals.

Development Plan for New Teachers

At MBLI, beginning teacher support is viewed as a continuum, which begins with personal and emotional support, expands to include problem solving aid and stretches further to support development of self-reflection. Each element of support serves a different purpose:

- Pairing a beginning teacher with a veteran teacher is the hallmark of MBLI's new teacher induction plan.
- Where possible MBLI will aim to reduce the number of students in a beginner teacher classroom, refrain from assigning them the most challenging students, and minimize their extracurricular and committee assignments.

- Ensure that new teachers’ course schedules require as few separate preparation efforts as possible.
- MBLI’s School Leaders (Principals / Assistant Principals) will be responsible for helping new teachers prioritize their time spent in professional development.
- MBLI will have grade-level teams that coordinate instructional planning to provide structure and support for new teachers.
- Offering mini courses to address common teaching challenges.
- Providing release time to attend seminars, work with support providers to analyze their students’ work and the instruction it reflects, or to observe other teachers for a specific purpose.

What are the school’s student achievement goals? (§18-5G-8.b.3).

MBLI’s goals and objectives include outcomes which address increases in student academic achievement schoolwide. The student outcomes align with the state of West Virginia education priorities that apply for grades 6 through 12. The way students’ progress in meeting the outcomes is also identified. To the extent practicable, the method for measuring student outcomes will be consistent with the way information is reported on the school accountability report card.

GOAL: FOSTER “CORE” KNOWLEDGE ACQUISITION AND SKILLS DEVELOPMENT
OBJECTIVE: MBLI students will acquire, integrate, and be able to use, foundational skills and knowledge in the core learning areas of Reading – English – Language Arts (RELA), Math, Science, and Social Studies; exhibit growth in academic achievement; and demonstrate college and career readiness by high school graduation.
SPECIFIC ACTIONS TO ACHIEVE GOALS
<ul style="list-style-type: none"> • Hire instructional staff with dedication to the academic achievement and betterment of all students. • Share the “MBLI Vision of Success” schoolwide to establish agreement with the school goals and ideal student achievement outcomes as well as connection to the school mission and priorities of learning. • Create grading scales / rubrics for learning goals in student-friendly language. • Expose students to units of study in Math, RELA, Science and Social Studies. • Ensure core learning is rigorous, tiered, and differentiated to address a variety of learning capabilities. • Implement curriculum mapping. • Have students identify individual learning goals. • Ensure that all students identified as needing Reading Remediation have an instructional technology component in their remediation plan. • Offer professional development programming that builds the capacity of instructional staff. • Ensure that appraisal of student performance is consistent with West Virginia standards for student achievement. • Use research based textbooks that cover the West Virginia Standards in RELA, Mathematics, Science and Social Studies. • Provide intervention opportunities for students identified as at risk of not meeting the acceptable achievement levels. • Utilize technology to enhance acceleration of student performance and progress monitoring of all students.

<ul style="list-style-type: none"> Offer dual enrollment, advanced placement, and Pre-AP courses during the school day as possible and support student participation. 	
EXPECTED MEASURABLE OUTCOMES	
As the result of attending MBLI, MBLI students (including statistically significant subgroups) will acquire and/or further develop strong foundations in RELA and math; be able to conduct inquiries using the scientific method; and understand the effects of the political, cultural, and geographic forces that affect society.	
TOOLS / METHODS / METRICS FOR MEASURING	
<ul style="list-style-type: none"> Lesson plans, homework, and problem sets Research projects In-class participation Tests, quizzes, and other graded course activities Assessment scores, on English Language Arts, Math, Science and Social Studies tests as measured by West Virginia Assessments 	
APPLICABLE STUDENT GROUPS	
All MBLI students schoolwide (including statistically significant subgroups)	
SCHOOL YEAR	STUDENT PERFORMANCE GOALS
All students will demonstrate: <ul style="list-style-type: none"> At least one year's growth in academic achievement. Reading and writing proficiency in all core learning areas. Conceptual understanding, fluency, and the ability to generalize in mathematics. 	
School Year 1	Establish Baseline Rates
School Year 2	Establish Baseline Rates
School Year 3	Establish Baseline Rates
School Year 4	<ul style="list-style-type: none"> The score of MBLI students' school wide taking state exams in English, math, science, and social studies (comparable assessments for students with special needs) will reflect a 10% growth over state and/or national averages. 100% of MBLI students will demonstrate progress toward college and/or career readiness. <p>Establish Baseline Rates</p> <ul style="list-style-type: none"> # of students participating in, and passing, Advanced Placement courses.
School Year 5	<ul style="list-style-type: none"> The mean score of MBLI students' schoolwide and all significant subgroups taking state exams in ELA, math, science, and social studies will meet or exceed the targets set by the state (comparable assessments for students with special needs) and/or show growth annually. % of students demonstrating progress toward college and/or career readiness, will remain at one hundred. % of students participating in, and passing, Advanced Placement courses will increase annually.

School Year 6	<ul style="list-style-type: none"> • At least 90% graduation rate in 2029.
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GOAL: FOSTER MBLI CONTENT (M-CORE) SPECIFIC KNOWLEDGE ACQUISITION AND SKILLS DEVELOPMENT
<p>Objective: MBLI students will be competent in Business, demonstrate knowledge of Business disciplines and related opportunities, and have awareness of the multifaceted Global Business Environment.</p>
SPECIFIC ACTIONS TO ACHIEVE GOALS
<ul style="list-style-type: none"> • Hire instructional staff, with expressed dedication to the academic achievement and betterment of all students. • Share the “MBLI Vision of Success” schoolwide to establish agreement with the school goals and ideal student achievement outcomes as well as connection to the school mission and priorities of learning. • Create grading scales / rubrics for learning goals in student-friendly language. • Expose students to Business topics, including the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. • Create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career. • Ensure Business programming is rigorous, tiered, and differentiated to address a variety of learning capabilities. • Have students identify individual learning goals. • Offer professional development programming that builds the business knowledge capacity and best practices awareness of instructional staff. • Testing instruments used to measure student performance will be aligned with the National Business Education Association, Council for Economic Education, and West Virginia Standards. • Provide guidance personnel to individually coordinate student career goals, academic histories, and four-year planners with appropriate course work. • Develop and maintain articulation agreements with post-secondary schools that specify coursework needed for specific programs, support dual enrollment coursework, offer the opportunity to earn college credit by examination, and offer industry certification tests aligned to appropriate courses. • Develop and implement career orientation/explorations goals • Enlist corporate business and academia partners in evaluation and improvement of business learning program • Utilize technology to enhance acceleration of student performance and progress monitoring.
EXPECTED MEASURABLE OUTCOMES
<p>As the result of attending MBLI, all MBLI students (including statistically significant subgroups), will demonstrate content-specific knowledge in the functional areas of business for continued business studies at a post-secondary institution, entrance into the corporate environment, and/or to launch their own business.</p>
TOOLS / METHODS / METRICS FOR MEASURING
<ul style="list-style-type: none"> • Lesson plans, homework, and problem sets • Research projects • In-class participation • Tests, quizzes, and other graded course activities • Mid-year student survey

<ul style="list-style-type: none"> • Completion scores for Junior Achievement Finance Park participation (grade 8 only) • Rubric scores for Business Symposium participation • Business industry certification scores 	
APPLICABLE STUDENT GROUPS	
All MBLI students schoolwide (including statistically significant subgroups)	
SCHOOL YEAR	STUDENT PERFORMANCE GOALS
<p>All students will be:</p> <ul style="list-style-type: none"> • Introduced to and demonstrates understanding of the essential elements necessary to establish and manage a business (modified as appropriate for students with special needs). • Able to research and develop solutions for business problems impacting the community (modified as appropriate for students with special needs). • Aware of their entrepreneurial aptitudes; able to assess how their entrepreneurial qualities complement various corporate structures; and identify viable funding mechanisms for their entrepreneurial ventures (modified as appropriate for students with special needs). • Fiscally disciplined and prepared for financial independence in adulthood. • Trained in business etiquette and its role in collaborative and civilized corporate behavior. • Provided the opportunity to participate in an annual business symposium promoting networking, new ideas and understanding. <p>Able to acquire business industry certifications.</p>	
School Year 1	<p>Establish Baseline Rates</p> <ul style="list-style-type: none"> • At least 50% of MBLI students' school wide will participate in the MBLI Business Symposium. • 100% of students will participate in a career study (participation modified as appropriate for students with special needs). • All students will receive, and at least 50% of students will complete and return, Mid-Year Student Survey (comparable survey for students with special needs).
School Year 2	<ul style="list-style-type: none"> • # of students participating in MBLI Business Symposium (participation modified as appropriate for students with special needs), will increase annually. • # of students participating in a career study (participation modified as appropriate for students with special needs), will remain at one hundred. • # of students completing and returning, Mid-Year Student Survey (comparable survey for students with special needs), will increase annually.
School Year 3	
School Year 4 School Year 5 School Year 6	<ul style="list-style-type: none"> • # of students participating in MBLI Business Symposium (participation modified as appropriate for students with special needs), will increase annually. • # of students participating in a career study (participation modified as appropriate for students with special needs), will remain at one hundred. • # of students completing, and % of students returning, Mid-Year Student Survey (comparable survey for students with special needs), will increase annually.

GOAL: FOSTER "ENCORE" KNOWLEDGE ACQUISITION AND SKILLS DEVELOPMENT
OBJECTIVE: MBLI students will be introduced to languages other than English; recognize the importance of Physical Education, Health, and Wellness; and appreciate the Visual, Creative, and Performing Arts.

SPECIFIC ACTIONS TO ACHIEVE GOALS	
<ul style="list-style-type: none"> • Hire instructional staff with dedication to the academic achievement and betterment of all students. • Share the “MBLI Vision of Success” schoolwide to establish agreement with the school goals and ideal student achievement outcomes as well as connection to the school mission and priorities of learning. • Create grading scales / rubrics for learning goals in student-friendly language. • Expose students to units of study in languages other than English; Physical Education, Health, and Wellness; and Visual, Creative, and Performing Arts. • Implement curriculum mapping. • Implement classroom walk through. • Have students identify individual learning goals. • Offer professional development programming that builds the capacity of instructional staff. • Ensure that appraisal of student performance is consistent with West Virginia standards for student achievement. • Provide intervention opportunities for students identified as at risk of not meeting the acceptable achievement levels. 	
EXPECTED MEASURABLE OUTCOMES	
As the result of attending MBLI, MBLI students (including statistically significant subgroups) will be introduced to languages other than English; possess understanding and applicability of the essential skills necessary for a healthy, safe, and physically fit life; and will cultivate an informed appreciation of the arts and participate in their creation.	
TOOLS / METHODS / METRICS FOR MEASURING	
<ul style="list-style-type: none"> • Lesson plans, homework, and problem sets • Projects • In-class participation • Tests, quizzes, and other graded course activities 	
APPLICABLE STUDENT GROUPS	
All MBLI students (including statistically significant subgroups)	
SCHOOL YEAR	STUDENT PERFORMANCE GOALS
School Year 1	Establish Baseline Rates <ul style="list-style-type: none"> • 100% of students will receive instruction in a language other than English • 100% of students will learn the value of activity for health, recreation, social interaction through physical education, health, and wellness programming • 100% of students will be afforded various opportunities to explore the creative, visual, and performing arts
School Year 2	<ul style="list-style-type: none"> • At least 10% of students will transition from No Proficiency to Elementary Proficiency levels in the language(s) as demonstrated by the ACTFL proficiency assessment • At least 50% of students will acquire basic proficiency in new skill or sport • At least 50% of students will develop basic proficiency in an area of instruction.
School Year 3	<ul style="list-style-type: none"> • % of students that develop expanded proficiency levels in the language(s) as demonstrated by the ACTFL proficiency assessment will increase annually
School Year 4	
School Year 5	

School Year 6	<ul style="list-style-type: none"> • % of students that develop proficiency in an area of instruction will increase annually
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GOAL: PREPARE STUDENTS TO IDENTIFY, FIND, EVALUATE, AND USE INFORMATION EFFECTIVELY.	
OBJECTIVE: MBLI students will responsibly use technology to obtain and evaluate the quality, credibility, and validity of information; as well as are able to give proper credit to content creators.	
SPECIFIC ACTIONS TO ACHIEVE GOALS	
<ul style="list-style-type: none"> • Hire instructional staff with dedication to the academic achievement and betterment of all students. • Share the “MBLI Vision of Success” schoolwide to establish agreement with the school goals and ideal student achievement outcomes as well as connection to the school mission and priorities of learning. • Create grading scales / rubrics for learning goals in student-friendly language. • Use The Big6™ information gathering model to teach students how to use information. • Provide examples of trustworthy and untrustworthy information. • Explain what makes online sources trustworthy. • Teach 21st century skills within real-world context. • Encourage critical thinking. • Provide opportunities and materials for compiling information. • Utilize technology to enhance acceleration of student performance and progress monitoring. 	
EXPECTED MEASURABLE OUTCOMES	
As the result of attending MBLI, MBLI students (including statistically significant subgroups) will demonstrate that they can effectively use appropriate technology; as well as identify and synthesize needed information.	
TOOLS / METHODS / METRICS FOR MEASURING	
<ul style="list-style-type: none"> • Prose, document, and quantitative literacy assignments • Assessment scores, on English Language Arts/Literacy test as measured by the West Virginia Assessments 	
APPLICABLE STUDENT GROUPS	
All MBLI students (including statistically significant subgroups)	
SCHOOL YEAR	STUDENT PERFORMANCE GOALS
School Year 1	Establish Baseline Rates
School Year 2	The score of MBLI students’ school wide taking state exams in English (comparable assessments for students with special needs) will reflect a 10% growth over state and/or national averages.
School Year 3	% of students reflecting a 10% growth over state and/or national averages on the state exams in English (comparable assessments for students with special needs) will increase annually.
School Year 4	
School Year 5	
School Year 6	

GOAL: INSTILL THE QUALITIES OF INTEGRITY, CIVILITY, FRIENDSHIP, EMPATHY, KINDNESS, SUPPORTIVENESS, AND PERSONAL, SOCIAL AND CIVIC RESPONSIBILITY.	
OBJECTIVE: MBLI students will be personally and socially responsible citizens with the capability of understanding their own as well as other cultures and societies; as well as possess the capacity to make educated and principled decisions.	
SPECIFIC ACTIONS TO ACHIEVE GOALS	
<ul style="list-style-type: none"> ● Hire instructional staff with dedication to the academic achievement and betterment of all students. ● Share the “MBLI Vision of Success” schoolwide to establish agreement with the school goals and ideal student achievement outcomes as well as connection to the school mission and priorities of learning. ● Create grading scales / rubrics for learning goals in student-friendly language. ● Teach students how to engage, with integrity and intelligence, in life as consumers, and in business as professionals, within the global business environment. ● Teach students how to be responsible through increased levels of accountability and by apportioning elements of school decision-making to them. ● Empower students to assume responsibility for their actions and lives as well as teach them to be concerned about the rights, feelings, and needs of the greater school community. ● Emphasize the connection between effort and self-direction to achievement. ● Underscore the need for respecting rights and feelings of others, as a demonstration of social well-being. ● Utilize instructional strategies associated with the development of responsibility including experience, choice, and awareness, self-reflection, problem-solving, mentoring and counseling. ● Utilize technology to enhance acceleration of student performance and progress monitoring. 	
EXPECTED MEASURABLE OUTCOMES	
As the result of attending MBLI, MBLI students (including statistically significant subgroups) will demonstrate that they understand the global environment of business; the importance of ethical and legal responsibility; and can contribute as productive members of a team.	
TOOLS / METHODS / METRICS FOR MEASURING	
<ul style="list-style-type: none"> ● Professional and Life skills development / training ● Service learning program participation, including number of volunteer hours and project ● Peer-to-peer and individual mentoring ● Counseling groups ● Student Government ● Community meetings ● Strengths and Difficulties Questionnaire (SDQ)© ● Student Attendance, Behavior, and Incident Reports ● truancy intervention specialist who meets with students prior to the student becoming habitually truant ● Attendance secretary uses state software to track and monitor students’ attendance. ● truancy intervention team meets with the student and creates a plan, (with) a parent included on the team 	
APPLICABLE STUDENT GROUPS	
All MBLI students (including statistically significant subgroups)	
SCHOOL YEAR	STUDENT PERFORMANCE GOALS

School Year 1	<p>Establish Baseline</p> <ul style="list-style-type: none"> At least 50% of students' schoolwide will complete the prescribed number of hours in service learning (including as appropriate students with special needs). At least 50% of students' schoolwide will receive and complete the Strengths and Difficulties Questionnaire (SDQ) © (comparable questionnaire for students with special needs).
School Year 2	<ul style="list-style-type: none"> % of students' schoolwide and all significant subgroups who complete the prescribed number of hours in service learning (including as appropriate students with special needs) will increase annually. % of students that will receive and complete the Strengths and Difficulties Questionnaire (SDQ) © (comparable assessments for students with special needs) will increase annually. Student certificates for improved or good attendance will be raised to a level higher than prior year. School engagement and attachment interventions will be raised to a level higher than prior year.
School Year 3	
School Year 4	
School Year 5	
School Year 6	

GOAL: CREATE AND MAINTAIN A POSITIVE SCHOOL CULTURE AND ENVIRONMENT
OBJECTIVE: MBLI students will enjoy a school setting that recognizes, supports, and celebrates the accomplishments of the entire MBLI school community, both inside and outside of MBLI.
SPECIFIC ACTIONS TO ACHIEVE GOALS
<ul style="list-style-type: none"> Engage with students in a positive way at every opportunity, every day, including upon arrival and at dismissal. Ensure MBLI functions as a calm, orderly atmosphere that hums with an exciting, vibrant sense of purposefulness. Ensure the school grounds are always clean, in order, and visually appealing. Hire instructional staff with dedication to the academic achievement and betterment of all students. Provide ample professional development for staff including tools to support culturally competent teaching and learning along with positive school culture interventions. Implement professional learning communities to create a collaborative culture that improves teaching and learning. Develop stress intervention and trauma support policies, procedures, and programming and provide resources that support students and staff addressing stress in a healthy way. Ensure Guidance Counselor to student ratio remains below the optimal level recommended by the American School Counselor Association of 250:1. Ensure adequate resources for every facet of the school environment. Share the "MBLI Vision of Success" schoolwide to establish agreement with the school goals and ideal student achievement outcomes as well as connection to the school mission and priorities of learning. Help students and parents form reachable learning goals in developing student learning plans and reassess, as needed or when students fall behind to refocus on options to get back on grade level. Implement National Honor Society. Create meaningful opportunities for parent involvement in the school throughout the year. Offer students extracurricular involvement, including clubs and sports.

- Regularly celebrate personal achievement and good behavior for the MBLI school community, including students, parents, volunteers, and staff.
- Implement in-school programs including Mentoring, Anti-Racism and Anti-Bias, Responsive Classrooms, Peaceful School, Counseling Groups, Restorative Justice, Student Government, and Community Meetings.
- Establish an attendance policy to include the required number of days each school year that a student must attend and include policies requiring referrals for parent meetings for students with excessive absenteeism.
- Oversee student attendance data collection and verification, to ensure reporting consistency and accuracy.
- Interview students who are withdrawing from school, to identify obstacles, areas of concern and to explore alternatives.

EXPECTED MEASURABLE OUTCOMES

- MBLI will maintain a school culture characterized by trust, professionalism, and high expectations for all students.
- All MBLI students will receive the appropriate levels and types of support as provisioned in their Student Learning Plan to help guarantee academic success.
- MBLI school leadership will utilize an extensive range of strategies to foster parental and community involvement.
- All MBLI students have access to a system of personal support services, activities, and opportunities at the school and within the community.
- MBLI is a safe, clean, and orderly place that nurtures learning and provides a focus on continuous school improvement and student achievement, academically and socially.

TOOLS / METHODS / METRICS FOR MEASURING

- Focus groups, Direct observation methods, One-on-one interviews, Participatory action research, Student, staff, and family surveys
- Schoolwide community meetings
- Student attendance, truancy (suspension and expulsion), and annual reenrollment rates
- Professional Development Plan

APPLICABLE STUDENT GROUPS

All MBLI students (including statistically significant subgroups)

SCHOOL YEAR	STUDENT PERFORMANCE GOALS
School Year 1	Establish Baseline Rates <ul style="list-style-type: none"> • 100% of students will enjoy a positive school culture
School Year 2	<ul style="list-style-type: none"> • Seventy-five percent of students will re-enroll
School Year 3	<ul style="list-style-type: none"> • Staff turnover rate will be below 25%
School Year 4	<ul style="list-style-type: none"> • # of students enjoying a positive school culture will increase annually
School Year 5	<ul style="list-style-type: none"> • # of students who re-enroll will increase annually
School Year 6	<ul style="list-style-type: none"> • Staff turnover rate will be at or below the year prior • Truancy rate will be at or below the year prior

MEASURES OF MBLI SUCCESS

The M.E.C.C.A. Business Learning Institute (MBLI) will track interim progress and outcomes related to both school environment (including school culture, connectivity, and teacher and leader engagement and effectiveness) and student performance (including student progress and student outcomes). Examples of the school environment metrics that MBLI will demonstrate progress in include low rates of violence or suspension, increased student and faculty attendance, lower dropout rates, and higher retention of effective staff. Examples of student performance metrics that MBLI will demonstrate progress in include increases in student performance on formative assessments, improved standardized test results, and graduation rates. However, MBLI's results will not only be evaluated in absolute terms, but also benchmarked against expected and past performance using value-added measures.

Additionally, MBLI will collect timely feedback through classroom observation and assessment tools that report whether students are mastering course content. MBLI will also engage in nontraditional methods engage students in learning and address long-standing deficits. MBLI will employ cross-content measures which reach beyond test scores to evaluate areas including student work and performance, interactions between teachers and students, and improvements in critical thinking. Information about the progress of charter implementation will be collected through staff, parent, and student surveys and measures of observed behavior.

School Environment:

School Culture

- Student attendance and reenrollment rates
- Rates of serious misconduct and violence

School Connectivity

- Parent engagement and satisfaction
- Philanthropy rates
- Community Partnerships

Staff Engagement and Effectiveness

- Teacher attendance and retention rates
- Use of data to improve the quality of teaching
- Amount of principal's time spent on mentoring, teaching, and learning

Student Performance –

Measures of Student Progress:

- Rates of students earning credits and grade-level advancement
- Absenteeism and dropout rates

Outcomes for Students

- Rates of students performing at grade level by subject area
- Rates of proficiency on state assessments
- Graduation and college-going rates

How will the school use data derived from student evaluations and assessments—including the West Virginia statewide summative assessment—to determine whether students are achieving those goals? (§18-5G-8.b.3; §18-5G-8.b.4).

MBLI's mission and vision form the support base for the education program's overarching and measurable annual goals. MBLI will utilize students' records from previous schools along with iReady, to set the MBLI student progress baseline in the first school year. MBLI will extract additional baseline data, where possible, from students' state assessment results; attendance information; grades; incident (behavior) reports; individual educational plans for students with disabilities; educational plans for gifted students; and language plans for English language learners.

State assessment scores for English Language Arts and Math, and Science will be available from year one of operation; however, student learning gains will be calculated from year two. Once students are enrolled and their actual performance data is available, MBLI will retroactively calculate baselines based on the individual students' performance on the prior year's assessments. If the calculated baseline levels exceed those anticipated in this application, MBLI will revise the schools' goals upward to reflect more rigorous targets. If, however, prior student performance indicates MBLI goals may be unreasonably optimistic, MBLI intends to retain the goals as proposed and intensify efforts to meet them.

How will student achievement data inform instructional practice and school improvement? (§18-5G-8.b.4).

Data provides a way for MBLI to assess what students are learning and the extent to which students are making progress toward goals. Interpreting data requires concepts, theories, and interpretative frames of reference. Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with

data and the means to harness the information data can provide, MBLI can make instructional changes aimed at improving student achievement. Through firsthand training, effective coaching, and quality resources, MBLI teachers will receive the support needed to create high performing learning environments for all students. MBLI teachers will participate in professional communities that engage in student data analysis and coaching at regular intervals throughout the school year.

How will the educational program improve the achievement of traditionally underperforming students located in the local school district of proposed residence? (§18-5G-8.b.5)

MBLI is committed to the success all of students, including traditionally underperforming students, students at risk of academic failure, advanced learners, and/or students not making reasonable progress.

MBLI Student Learning Plans¹⁰⁸. MBLI's SLPs will improve student outcomes. MBLI SLPs are supported by counselors, educators, and parents, and viewed as an integral part of a student's educational experience. Moreover, the MBLI SLPs will promote a range of positive student outcomes, including improved motivation and engagement, long-term planning skills, increased awareness of career options, and parental involvement in academic and career decisions. MBLI's SLPs can help students achieve better outcomes across three domains academic achievement, career, and general development:

- **Academic Achievement** – MBLI SLPs can be used to support and maximize each student's ability to learn and master state standards.
- **Career** – MBLI SLPs can enable students to make a successful transition from school to work and from job to job across their professional life.
- **General Development** – MBLI SLPs can support students' personal and social growth as students' progress through school and into adulthood.

Strategies for students at risk of academic failure¹⁰⁹. MBLI understands that every aspect of a student's life can impact their ability to learn and succeed in school. According to the National Dropout Prevention Center many at-risk students lack the skills to respond appropriately to teacher and school expectations and interventions are often needed¹¹⁰. MBLI plans to achieve breakthroughs with students at-risk by maintaining a positive attitude, making learning fun, and showing an interest in students' lives

¹⁰⁸ SLPs are known by many different names in the literature, including individual learning plans (ILP); individual graduation plans (IGP); personal plans of study (PPS); personal learning plans (PLP); and individual academic and career plans (IACP). For this brief, we use the term student learning plans (SLPs) to refer to documents that assist students in creating courses of study that are aligned with high school graduation requirements, personal interests, and individually defined career goals.

¹⁰⁹ Rowe, Dawn A., Valerie L. Mazzotti, Angela Ingram, and Seunghee Lee. "Effects of goal-setting instruction on academic engagement for students at risk." *Career Development and Transition for Exceptional Individuals* 40, no. 1 (2017): 25-35.

¹¹⁰ Dary, Teri, Terry Pickeral, Rob Shumer, and Anderson Williams. "Weaving Student Engagement into the Core Practices of Schools. A National Dropout Prevention Center/Network Position Paper." National Dropout Prevention Center/Network (2016).

outside of school. Additionally, MBLI will implement the following large-scale methods for fostering student motivation.

- **Prioritize relationship-building¹¹¹.** MBLI will implement a system of positive meetings and interactions with students to create a supportive environment for students.
- **Implement democratic classrooms¹¹².** MBLI will engage students in decisions related to upcoming lessons, classroom layout or even what text to read next, to help them get used to real-world problem solving and creating solutions that work for all students.
- **Offer wraparound services¹¹³.** In this MBLI aims to consolidate and coordinate sources of student and learning support, i.e., counseling services, school intervention programs and community resources, which are often fragmented at many schools.

Strategies for students not making reasonable progress¹¹⁴. At MBLI the first step in finding the best way to help students in this subgroup is to determine whether a more serious issue is the root cause of the lack of progress. MBLI will consider whether the student is being held back by anxiety; has a learning disability may be present; has a condition that makes handwriting challenging; has poor eyesight or auditory processing difficulties. If MBLI determines that one or more of these underlying challenges are found to be the cause, MBLI will address the problem with an IEP or 504 plan, which will establish the modifications appropriate for the student, to demonstrate competence.

If student's slower pace cannot be given an official diagnosis, MBLI will employ the strategies below as methods to help the student achieves success:

- **Validate the students concerns¹¹⁵.** MBLI will validate student feelings to help students manage the behavior that comes from them. Validation is not agreeing with the students' feelings; nor is it supporting the choices that come from them; however, it is letting the student know that their feelings are real and acknowledged. Once teachers have communicated to the student that they understand the students' feelings, the teacher can then move toward helping the student solve the problems the feelings create.

¹¹¹ Aguiar, E., Lakkaraju, H., Bhanpuri, N., Miller, D., Yuhua, B., & Addison, K. L. (2015, March). Who, when, and why: A machine learning approach to prioritizing students at risk of not graduating high school on time. In Proceedings of the Fifth International Conference on Learning Analytics And Knowledge (pp. 93-102).

¹¹² Reichert, Frank, Jiaxin Chen, and Judith Torney-Purta. "Profiles of adolescents' perceptions of democratic classroom climate and students' influence: The effect of school and community contexts." *Journal of youth and adolescence* 47, no. 6 (2018): 1279-1298.

¹¹³ Hill, Ruth Alisha. "Wraparound: A Key Component of School-Wide Culture Competence to Support Academics and Socio-Emotional Well-Being." *Peabody Journal of Education* 95, no. 1 (2020): 66-72.

¹¹⁴ Hartini, Ayu, Dessy Widyaningtyas, and Mai Istiqomatul Mashluhah. "Learning strategies for slow learners using the project based learning model in primary school." *JPI (Jurnal Pendidikan Inklusi)* 1, no. 1 (2017): 29-39.

¹¹⁵ Ibid, 2017.

- **Model the process**¹¹⁶. MBLI recognizes that students who frequently get stuck on schoolwork may lack the problem-solving skills necessary to get unstuck. As part of the MBLI's School Foundations, and Advisory programming, students will learn strategies purposed to make learning a success. Additionally, classroom teachers will use think-a-louds to help students release the perfectionism that slows down creative tasks.
- **Talk the students through the assignment**¹¹⁷.
- **Break large tasks down into smaller tasks**¹¹⁸.
- **Provide estimated amount of time necessary to complete an activity**¹¹⁹. MBLI teachers will include the estimated times anticipated for students to complete and assignment in parentheses beside each item. MBLI anticipates this will aid slower-paced students with planning their work and rationing the time spent on assignments.

Strategies for students learning at advanced levels¹²⁰. MBLI believes that advanced learners need less grade-level work, faster-paced lessons, deeper and more advanced content, and opportunities to work with other gifted students. With the following strategies, MBLI will appropriately support the complex needs of high-ability students within the heterogeneous classroom.

- **Offer the most difficult first**¹²¹. MBLI will compact the curriculum for high-ability students which will give students the opportunity to discard the part of the content already mastered while receiving full credit for those competencies. Compacting the curriculum frees up students to work on more challenging content.
- **Offer pre-test**¹²². This strategy permits students to test out of the material and move to other content.
- **Offer extended learning seminars according to student Interests**¹²³. Students can also tailor a project to their interests.
- **Allowing students to work together**¹²⁴. According to National Association for Gifted Children enabling gifted students to work in groups boosts academic achievement¹²⁵.

¹¹⁶ Ibid, 2017.

¹¹⁷ Ibid, 2017.

¹¹⁸ Ibid, 2017.

¹¹⁹ Ibid, 2017.

¹²⁰ Tatarinceva, Anna Mikhaylovna, Marina Georgiyevna Sergeeva, S. V. Dmitrichenkova, V. A. Chuzova, I. S. Andryushchenko, and E. F. Shaleeva. "Lifelong learning of gifted and talented students." *Espacios* 39, no. 2 (2018): 29.

¹²¹ L James, Anthony. "What are the Effects of Curriculum Compacting on Students' Ability to Use Higher Order Thinking?." (2018).

¹²² Shi, Hong. "Learning strategies and classification in education." *Institute for Learning Styles Journal* 1, no. 1 (2017): 24-36.

¹²³ Rumahlatu, Dominggus, and Kristin Sangur. "The influence of project-based learning strategies on the metacognitive skills, concept understanding and retention of senior high school students." *Journal of Education and Learning* 13, no. 1 (2019): 104-110.

¹²⁴ Näkk, Anne-Mai, and Inge Timoštšuk. "The dynamics of learning engagement and its relationship with teachers' classroom practices in primary school." *Education* 3-13 47, no. 1 (2019): 89-100.

¹²⁵ Collins, Kristina Henry. "From identification to Ivy League: Nurturing multiple interests and multi-potentiality in gifted students." *Parenting for high potential* 6, no. 4 (2017): 19-22.

- **Plan for tiered learning**¹²⁶. MBLI will plan lessons or units at different tiers of difficulty. Providing work at the entry, advanced, and extension levels offers multiple ways for students to learn.

How will the school successfully serve students with disabilities, students who are English language learners, bilingual students, students who are academically behind, and students who are academically gifted? (§18-5G-8.b.20).

All students MBLI will be engaged in and benefit from the curriculum, including English Language Learners, students with an Individualized Education Program or Section 504 plan, and all students covered under the Americans with Disabilities. Using a battery of assessments, administered during orientation, students' current level of functioning will be determined for reading and math. The information gathered will inform development of the Students' Learning Plan, schedule, and initial support for Flex. Students with a 504, IEP and/or considered an English Language Learner will have goals and accommodations as part of the Student Learning Plan (SLP). There will be a review of the SLP during marking periods to help monitor and support students who may be struggling. Based on this initial screening through the SLP development MBLI will implement interventions and then reassess the student. For all students, including those not covered by an IEP or 504 plan, if planned interventions do not work, the classroom teachers will denote in the SLP the learning concerns, the interventions attempted, and, if needed, to recommend an official screening through the MBLI Exceptional Populations Office. Parents and guardians will receive formal notice before MBLI proposes to initiate or change the identification, evaluation, or educational placement of a student.

Individual Education Plans (IEP)¹²⁷

New students. When a student with an IEP enrolls in MBLI, the MBLI's Exceptional Populations Office will carefully review the student's IEP in conjunction with the Student Learning Plan and determine if the initial assessments are appropriate for student supports. MBLI's Learning Teams and Exceptional Populations Office will engage as appropriate to design additional strategies to support student engagement and success.

Existing students. Students identified as having a learning disability or other special needs throughout their education at MBLI are eligible to receive a range of services and accommodations. Following

¹²⁶ Aitbayeva, Anzhela, and Aliya Olzhayeva. "IMPLEMENTATION OF TIERED INSTRUCTION IN READING CONTRIBUTING TO THE NEEDS OF GIFTED LEARNERS IN TEACHING ENGLISH AT NAZARBAYEV INTELLECTUAL SCHOOLS, KAZAKHSTAN." *European Journal of Foreign Language Teaching* (2018).

¹²⁷ Johnson, Glenda S. "Individual Student Planning." In *School Counselors as Practitioners*, pp. 83-106. Routledge, 2018.

applicable laws and regulations the MBLI Exceptional Populations Office will develop an Individual Education Plan (IEP) for those students.

MBLI's Exceptional Populations Office will determine the special education and related services; supplemental aids and services; supports for school personnel; and least restrictive, most appropriate placement that will allow the student to progress in the general curriculum and attain the annual goals on the IEP. For students who require a separate setting outside of the general education environment, learning opportunities will be planned for, structured, and implemented based on the needs of the learner¹²⁸. MBLI will ensure that accommodations for all learning styles, academic needs, sensory and social issues are addressed. Students who are eligible for special education will receive all the accommodations necessary to support them across the MBLI curriculum and address as well as meet the goals stated in their IEPs.

As part of this plan, MBLI students in this group may benefit from:

- **Push in / Pull out Learning Supports**¹²⁹ – This is when MBLI will utilize supports delivered by a special education teacher / therapist / specialist, etc., in the student's classroom or when more intensive supports are appropriate move students to an alternative setting to address social skills, occupational therapy, speech-language therapy, etc. Depending on the need of the student, a hybrid of both can be written into the IEP.
- **Resource Rooms**¹³⁰ – MBLI resource rooms will provide opportunities for intensive student instruction. Depending on the goals of the IEP, students may go to the resource room for a part of the day to work on core academic subjects with a special education teacher. The goal of having students receive support in the resource room is to help the students in areas of need that can carry over and benefit the students when they are in an inclusive classroom.
- **Included in Encore and Flex**¹³¹ – Content in this area includes Physical Education, Health, Art, Music, and Foreign Language. Whether or not inclusion in Encore and Flex programming is appropriate will be highly dependent on the student and the needs identified in the IEP.

Further, MBLI's Exceptional Populations Office will ensure that the IEP of high school students includes transition planning. Transition planning prepares students for their future after high school and through adulthood.

¹²⁸ Rumrill Jr, Phillip D., Bryan G. Cook, and Nathan A. Stevenson. *Research in special education: Designs, methods, and applications*. Charles C Thomas Publisher, 2020.

¹²⁹ McLeskey, James, Council for Exceptional Children, and Collaboration for Effective Educator Development, Accountability and Reform. *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children, 2017.

¹³⁰ Memduhoğlu, Hasan Basri, and Nebi Altunova. "Views of the classroom teachers working in resource rooms about support education activities." *Elementary Education Online* 19, no. 2 (2020): 991-1004.

¹³¹ Kurth, Jennifer A., Andrea L. Ruppert, Samantha Gross Toews, Katie M. McCabe, Jessica A. McQueston, and Russell Johnston. "Considerations in placement decisions for students with extensive support needs: An analysis of LRE statements." *Research and Practice for Persons with Severe Disabilities* 44, no. 1 (2019): 3-19.

504 Plans

MBLI's Exceptional Populations Office responds to student performance referrals made by staff members. The office meets with the classroom teacher to discuss areas of need and develop strategies to support the student in the classroom. MBLI's Exceptional Populations Office is supplemented by MBLI's comprehensive group of resource providers (Occupational Therapists, Speech and Language Pathologists, Physical Therapists, etc.) trained to support students in all areas. Working collaboratively with a focus on each student's unique needs and strengths, the MBLI's Exceptional Populations Office implements a multi-disciplinary team approach to provide the academic, emotional, and social support necessary to support students.

In addition, if at any time a parent requests an evaluation for their child, MBLI will schedule a meeting with the parent to discuss the areas of concern and respond to the parent's request without delay. MBLI will solicit parental consent for evaluation within 30 days of a determination that evaluation is warranted. If the parent requests an evaluation prior to the implementation of general education intervention, or if the student demonstrates severe cognitive, physical, or sensory impairments or presents a danger to self or others, intensive individualized interventions and supports will be implemented concurrent with the evaluation process. Once the evaluation is complete, MBLI will determine the students' eligibility requirements under West Virginia State Board of Education rules and determine the student's educational needs.

ELL Redesignation¹³²

Redesignation is a term that describes the process that MBLI will follow to determine when English learners are Fluent English Proficient (FEP) and can transition successfully to classrooms with minimal support. Redesignation categorizes student's English language proficiency level changes from Limited English Proficient (LEP) to Fluent English Proficient (FEP) Monitor 1. This process is initiated by the annual ELP assessment data ACCESS for ELLs 2.0 (Pathway 1) or Alternate ACCESS (Pathway 2). When a student has not been assessed with the annual English language proficiency (ELP) assessment, local data may be used to initiate the redesignation procedures (Pathway 3). MBLI Exceptional Populations Office is responsible for determining which of the three pathways presented in this framework is the most appropriate for MBLI EL students and EL students with disabilities.

¹³² Hwang, Jin Kyoung, Joshua Fahey Lawrence, Penelope Collins, and Catherine Snow. "Vocabulary and reading performances of redesignated fluent English proficient students." *Tesol Quarterly* 51, no. 4 (2017): 757-786.

ELL Monitoring¹³³

When MBLI determines an EL student is Fluent English Proficient (FEP), MBLI will monitor the students' linguistic and academic progress for two years. If the EL student is not progressing academically as expected, and monitoring suggests persistent or developing language need, MBLI will consider re-evaluating the student's English language proficiency level and determine if the student needs additional English Language Development (ELD) services and provide the appropriate English language development instruction. If the student is re-entered into the ELD program, MBLI will document the rationale and provide notification to and receive consent from the parent/guardian(s) of the EL student. If the EL student continues to make academic progress in year 1 of monitoring, the following school year the student is placed in year 2 of monitoring. Upon completion of two full school years of monitoring, the EL student will be moved to exit status.

Dually Identified Students

If MBLI decides that a student is both an EL and, on an IEP, MBLI will monitor the IEP goals for continued academic progress, as well as the student's language and academic progress. MBLI's Exceptional Populations Office will ensure the IEP goals delineate the mode of communication used by the student in acquiring functional and academic skills. Should monitoring of IEP goals identify persistent or developing language needs, MBLI will consider re-evaluating the student's English language proficiency level to determine whether additional services are necessary and provide documentation in the IEP regarding resources and supports to be provided.

Instruction Differentiation¹³⁴

Apart from providing the specific services documented on a student's IEP, EP, 504 plan and/or ELL/LEP plan as applicable, MBLI teachers will differentiate instruction as necessary and ensure all students remain successful.

Almost by definition, project-based learning is designed to meet the instructional and developmental needs of the widest range of students. Firsthand projects can provide students who may sometimes feel "left out" with the chance to show their strengths and feel included in the classroom. Projects are effective because reading and writing is purposeful and connected to personally meaningful experiences. For students with disabilities, teachers can use the same support strategies during a project as they would use in other

¹³³ Everly, Pamela, and Shengrong Cai. "From wrong word to right word: Equipping ELLs to make correct semantic choices independently." *TESOL Journal*: e574.

¹³⁴ Supardi, Stepanus, and Endang Herawan. "Competitive Intelligence and Sustainable Competitive Advantage in Middle School Institutions." In *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)*, pp. 17-22. Atlantis Press, 2020.

instructional situations. Since a project involves working in small groups, it gives teachers more time and opportunities to meet individual student needs.

In addition to lesson-specific techniques such as graphic organizers and mnemonics, overarching approaches for ensuring students' learning is maximized include differentiation; scaffolding; and multi-sensory instruction. Tiered instruction techniques will provide for the adjustment of a lesson or project to maximize participation and learning for individual students. MBLI's teachers will be provided explicit technical assistance on ways to differentiate instruction; implementation will be assessed during principal walk-throughs and formal and informal observations.

Additionally, teachers in all classes will utilize scaffolding to provide contextual support for meaning using simplified language, teacher modeling, visuals and graphics, cooperative learning, and firsthand learning. Then, as students become more proficient, the scaffold will gradually be removed. The objective at MBLI is to maintain the rigorous curriculum designed for each grade, but to adjust methods and practices to ensure all students are achieving at grade level.

Related Service Providers. MBLI will maintain a comprehensive team of related service providers, including Social Workers, Psychologists, Occupational Therapists, Speech and Language Pathologists, and Physical Therapists trained to support students in all areas. All the related services providers, staff, and contract, will consult with teachers and offer student supports, incorporate assistive technology and adaptive equipment into the classroom, social skills groups, and practice prevention initiatives. Speech-language therapy, occupational therapy, and physical therapy services will be provided when students are found eligible for related services through the determination of Special Education or Section 504. Further, the providers will intervene in cases where students are exhibiting challenges and focus on preventative services in collaboration with classroom teachers. These efforts reduce special education referrals while increasing teacher capacity and understanding of services.

Describe student discipline procedures, including those for students with disabilities—which should be consistent with requirements of due process, as well as with state and federal laws and regulations governing the placement of students with disabilities. (§18-5G-8.b.12).

BEHAVIOR AND DISCIPLINE PHILOSOPHY

MBLI intends to embrace the Positive Discipline philosophy developed by Dr. Jane Nelsen who posited that when students are taught and develop essential social and life skills in school they become adults who are respectful, responsible, and resourceful members of the community¹³⁵. MBLI is passionate about the use of

¹³⁵ Nelsen, Jane. *Positive discipline*. Ballantine Books, 1996.

this philosophy as a guide to addressing student behavior and interactions. MBLI will provide each student's family with information on Positive Discipline as well as extend the invitation to attend a workshop at MBLI on Positive Discipline. In creating a school culture where MBLI teachers, students, and parents each employ the same response to behavior techniques, MBLI will cement clear expectations of student behavior against a backdrop of consistent situational responses. MBLI will teach and reinforce good behaviors while weaning bad behaviors. MBLI staff and parents will all be actively involved in helping students learn how to handle situations appropriately while remaining calm, friendly, and respectful.

BEHAVIOR AND DISCIPLINE FRAMEWORK

MBLI has carefully reviewed and will adopt WVPCS's Student Code of Student Conduct which, consistent with MBLI's mission, establishes the framework for a safe learning environment. MBLI will build on WVPCS foundation and create a school climate that fosters responsibility, independence, compassion, and respect.

MBLI's classroom management plans will align with MBLI's philosophy and framework for positive prosocial learning¹³⁶. When a student engages in an undesirable behavior, the teacher will take steps to address the behavior, with the goals of encouraging students to take responsibility for their behavior and learning from the incident in order to reduce the likelihood the behavior will reoccur. MBLI's community wide communication and consultation efforts on behavior will focus on the preferred and appropriate student behavior, follow-up activities focused on changing the behavior, and communication with parents to support positive behaviors.

If possibilities for resolving student behavioral issues are exhausted at the classroom level, including a conference with both the student and the student's parent/guardian, or the behavioral offense is egregious in nature, then the student may be referred to the administration for assistance. The administration will then make a good faith effort to understand all issues related to the problem behavior and related circumstances. Any meetings with the administration will be conducted to serve as a learning opportunity for the student to implement a positive change in behavior. If there is adequate information to suggest that a teacher may have been able to try different approaches, interventions, or respond differently to student behavior to promote a more positive outcome, the administration will meet privately with the teacher to determine any next steps that can be implemented in the future and document this communication effort accordingly. For students who experience intensive social, emotional, and/or behavioral challenges whose needs are not being met through the implementation of school and classroom core interventions, supports, and strategies, a referral will be made to the student support team.

¹³⁶ Reid, Leslie Frances, and Jalal Kawash. "Let's talk about power: How teacher use of power shapes relationships and learning." *Papers on postsecondary learning and teaching 2* (2017): 34-41.

MBLI administration will exercise professional judgment in determining consequences for violations of the Student Code of Conduct. MBLI administration and staff will preserve the integrity of the disciplinary process at the school. All staff will be expected to model leadership, compassion, respect, collaboration, and responsibility. MBLI administration reserves the authority to suspend students as appropriate for egregious discipline offenses, or when all other means of positive behavioral support or the implementation of restorative practices have been exhausted. As required by the law and the district's code of conduct, appropriate consideration will be given to a student's status as a student with a disability under IDEA or Section 504, and for any student who the school has a basis for knowledge that the student may be a student with a disability. MBLI understands that the authority to expel students lies with the district and not with individual schools, including charter schools. MBLI will follow the district's expulsion procedures for a student exhibiting serious or repetitive violations of the Student Code of Conduct.

Students with Disabilities and Discipline

MBLI understands that specific protections with regard to discipline apply to students with disabilities. MBLI will adhere to the disciplinary procedures mandated by the Individuals with Disabilities Education Act, Section 504, State Board of Education Rules, and WVPS. The protections apply to students with disabilities who have IEPs or Section 504 plans, and also apply to students not yet determined eligible but for whom the school is deemed to have knowledge that the student may have a disability.

MBLI's staff, in particular Exceptional Population Office, and the student's IEP team will convene whenever a student is being considered for suspension from school for disciplinary reasons for more than ten cumulative school days in a school year. If it is determined that the removal constitutes a change in placement under IDEA (i.e., the removal is for more than ten consecutive school days; the removal constitutes a pattern of exclusion as defined in the law), a manifestation determination review will be conducted within ten days of the removal decision. A meeting will be convened with the district representative, the parents, and relevant members of the IEP team to review all applicable information in the student's file, including any information supplied by the parents of the student, any teacher observations of the student, and the student's current IEP; and determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct in question was the direct result of failure to implement the IEP. Understanding that such a situation would be extremely rare and inconsistent with the school's philosophy of positive behavioral interventions and supports, if such a suspension were to be considered, MBLI will work directly with the assigned district staff to ensure compliance with federal, state, and district guidelines.

Describe the school calendar and school day schedule. (§18-5G-8.b.15).

MBLI intends to apply, a flexible calendar overlay against the state mandated 180 in-school minima. The flexible calendar program will support the replacement of up to 24 days of regular instruction (without a loss of learning) with course / program development and revision; staff development activities; development of new instructional materials; and other instruction-related activities.

Extended day. At MBLI students will learn during an extended school day. Lengthening the school day is not a new idea when it comes to enhancing student education outcomes¹³⁷. However, to MBLI, it is one of the best ideas. Extending the school day has gained urgency, because of concerns about the US students' abilities to compete professionally in a global economy¹³⁸.

In Berkley County, the school day starts at 8:15 am (middle school) 7:45 am (high school) and ends at approximately 3:00 pm (middle school) 2:30 pm (high school) totaling 6.45 in school hours or 387 minutes¹³⁹. Additionally, WVPS students school days, when combined with the in school hour's total of 69,660 minutes¹⁴⁰. At MBLI breakfast will be served from 8:00am to 8:25am. Classes will begin at 8:30am. Students will be dismissed at 3:45pm. The MBLI in school total hours per day is 7.45 or 447 minutes (1 hour more than WVPS) for a total of 80,460 minutes based on an after Labor Day start in September and end before June 15th.

The additional MBLI in-school learning hours unlock the range of subject's students can study and get exposure to instead of narrowing the MBLI curriculum to fit in the current county wide school time parameters. MBLI students in grades 6-8 will benefit from a high-quality and culturally relevant curriculum and be introduced to business concepts. MBLI students in grades 9-12 will have additional opportunities to focus on college and business career certifications / planning. Sample schedules for middle school students and teachers noted below.

¹³⁷ Hincapie, Diana. *Do longer school days improve student achievement? Evidence from Colombia*. No. IDB-WP-679. IDB Working paper series, 2016; Dominguez, Patricio, and Krista Ruffini. "Long-Term Gains from Longer School Days." (2018); 2013; Schemo, Diana Jean. "Failing schools see a solution in longer day." *The New York Times*. Retrieved March 27 (2007): 2007.

¹³⁸ Schray, Vickie L., and Robert G. Sheets. "Competing in the New Global Economy: Breaking Down Federal Higher Education and Workforce Policy Silos." *Change: The Magazine of Higher Learning* 50, no. 3-4 (2018): 149-153.

Sample Middle School Schedule	Start	End	Duration	
AM Homeroom	8:00:00 AM	8:25:00 AM	0:25	Arrivals / Breakfast
Flex	8:30:00 AM	9:15:00 AM	0:45	Flex (School Foundations / Advisory; alternate daily)
Period 1	9:20:00 AM	10:05:00 AM	0:45	Core (Math)
Period 2	10:10:00 AM	10:55:00 AM	0:45	Core (Science)
Break 1	10:55:00 AM	11:00:00 AM	0:05	Break Time
Period 3	11:00:00 AM	11:45:00 AM	0:45	M-Core (Business)
Period 4	11:50:00 AM	12:35:00 PM	0:45	Core (RELA)
LUNCH	12:35:00 PM	1:20:00 PM	0:45	LUNCH / Free Time
Period 5	1:20:00 PM	2:05:00 PM	0:45	Core (Social Studies / History)
Break 2	2:05:00 PM	2:10:00 PM	0:05	Break Time
Period 6	2:10:00 PM	2:55:00 PM	0:45	Encore
Period 7	3:00:00 PM	3:45:00 PM	0:45	Encore / Dismissal

Sample Teacher Schedule	Start	End		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM Homeroom	8:00:00 AM	8:25:00 AM	0:25	Common Time / Student Arrivals / Homeroom				
Flex	8:30:00 AM	9:15:00 AM	0:45	Flex (School Foundations / Advisory; alternate daily)				
Flex	8:30:00 AM	9:15:00 AM	0:45	Student Advisory Appointments	Class Observation	Staff / Department Meetings	Guardian Contact / Family Meetings	Student Advisory Appointments
Period 1	9:20:00 AM	10:05:00 AM	0:45	Teaching				
Period 2	10:10:00 AM	10:55:00 AM	0:45	Teaching				
Break 1	10:55:00 AM	11:00:00 AM	0:05	School Wide Breaktime / Stretching / Meditation				
Period 3	11:00:00 AM	11:45:00 AM	0:45	Teaching				
Period 4	11:50:00 AM	12:35:00 PM	0:45	Teaching				
LUNCH	12:35:00 PM	1:20:00 PM	0:45	Lunch Break / Personal Time				
Period 5	1:20:00 PM	2:05:00 PM	0:45	Teaching				
Break 2	2:05:00 PM	2:10:00 PM	0:05	School Wide Breaktime / Stretching / Meditation				
Period 6	2:10:00 PM	2:55:00 PM	0:45	Teaching				
Period 7	3:00:00 PM	3:45:00 PM	0:45	Common Preptime / Planning / Curriculum, Lesson Plan Development	Planning / Grading	Common Preptime / Planning / Curriculum, Lesson Plan Development	Planning / Grading	Common Preptime / Planning / Curriculum, Lesson Plan Development
				Teaching				

Describe the cocurricular and extracurricular programs to be offered, including how they will be funded and delivered. (§18-5G-8.b.21).

Students at MBLI will have opportunities to engage in activities and clubs designed to enhance and expand their learning. MBLI will pursue resources in the form of grants, volunteers, and school fundraising to help

cover the operating costs of MBLI cocurricular and extracurricular programming. Explained below are the extra-curricular and co-curricular clubs and activities that will be available for students. Additional activities will be added after the schools opens that align with Title I program requirements.

Physical Activity/Wellness

- Intramural Sports
- Cheerleading

Academic

- Robotics
- Coding
- Debate

Social

- Chess
- Book
- Yearbook
- Cooking
- Sewing

Service

- Audio/Visual
- Student Ambassadors
- Agriculture

Arts

- Art
- Dance
- Theater
- Fashion

Describe the plan for encouraging parental involvement. (\$18-5G-8.b.25).

Parental involvement is a crucial component in educating the whole child. Student life outside of the classroom, including parental and community involvement, directly impacts the student's academic performance. To facilitate collaboration between school and home, parent-teacher conferences will be held,

ensuring clear and direct communication about each child's progress and experience. Additional conferences may be held, if requested by either party for any reason. Use of an electronic student information system will foster parent involvement.

MBLI will sponsor a Parent Organization which will promote strong ties between home, school, and community. The MPO will provide a platform for parents to express their opinions, share their ideas, and impact their child's education. MPO may elect to document meeting minutes to share in an electronic format, or through other in-person conferencing. A school designee or administrator may participate in MPO meetings at the discretion of the MPO, or a teacher who may have a student at the school and is serving on the MPO in a dual capacity.

Additionally, parent surveys will be distributed to parents, to monitor parent satisfaction with MBLI. Results of the parent surveys will be included in the MBLI Annual Report and distributed community wide to all parents.

MBLI's requested parental involvement commitment can be fulfilled through different avenues, allowing flexibility based on scheduling, interest, and skills. The following are examples of parental support opportunities:

- Assisting with after school clubs;
- Volunteering in the classroom;
- Volunteering/chaperoning at academic endeavors that support the MBLI curriculum; field trips; and school functions;
- Volunteering to support service learning opportunities;
- Library organization and operations assistance;
- Assisting teachers with classroom preparations and needs;
- MBLI and community beautification projects;
- Supporting MBLI fundraising goals; and,
- Serving on committees.

Working with parents and guardians of English Language Learners

English language learners (ELLs) benefit just as much from their parents' involvement in their education as other students¹⁴¹. Some ELL parents may feel apprehensive about getting involved because of their limited English skills, lack of familiarity with mainstream culture and the public school system in the United States,

¹⁴¹ Good, Mary Ellen, Sophia Masewicz, and Linda Vogel. "Bridging Achievement and Cultural Gaps Between Schools and Families." *Critical Readings on Latinos and Education* 104 (2019).

and other reasons¹⁴². Below are some ways MBLI will reach out to parents of ELLs to encourage and support their participation¹⁴³.

- Use their preferred language.
- Hire a bilingual interpreter to translate for parent-teacher conferences, back-to-school nights, PTA meetings, and regular communication.
- Translate the written communications in complete translations in a straightforward Spanish that parents can understand.
- Encourage staff to learn common classroom words and phrases in alternative languages.
- Connect parents with bilingual staff who they can contact to deal with educational concerns and share their experiences.
- Host an ELL back-to-school night at the beginning of the school year for ELL parents with supports offered for scheduling, transportation, and childcare.
- Arrange for a "tour" of the school with a bilingual facilitator, to explain and answer any questions about things such as state standards, assessments, school expectations, language program options, and key people on staff.

¹⁴² Garcia, Claudia. "New Literacy Workshops for Parents of English Language Learners." PhD diss., California State University, Northridge, 2018.

¹⁴³ Parsons, Matthew Wesley, and Jenna Min Shim. "Increasing ELL Parental Involvement and Engagement: Exploration of K-12 Administrators in a Rural State." *English Language Teaching* 12, no. 10 (2019): 29-43.

GOVERNANCE

SCHOOL FOUNDING OVERVIEW

As founders, much of the desire to create The M.E.C.C.A. Business Learning Institute, grew out of direct experience as parents, community members, and education professionals affiliated with public schools. It was further fueled by the US Department of Education’s “Rethink School” initiative which was a bold challenge and call to arms for educators to reimagine what 21st century secondary school can be and do for students. We catalyzed this initiative and engaged in the challenging and inspiring work of developing MBLI. We were fortunate to engage a varied team of professionals who jointly worked with us to ensure the organizational, policy, and structural supports necessary for MBLI to thrive was present in its design. The Board of Trustees, founding and governing candidates; Design Team; and Advisory Council, provided design guidance, implementation support, and technical assistance to us as we reimaged the secondary school experience for students.

ABOUT THE FOUNDING GROUP

LaChaundra Graham has 25+ years of professional experience, including academic instruction and research – building new and redefining existing programs, outlining goals and objectives, orchestrating implementation strategies, supervising staff, and, managing fiscal resources in the government, private, and non-profit sectors, including public school systems. However, Ms. Graham’s most momentous experience, and key to this initiative, was from 2012 to 2017, while working for a local Board of Education with direct oversight of the Division of Teaching & Learning budget which included the system’s approved Charter, Contract, Turnaround, and Priority Schools, totaling \$100+ million. While working for the Board, Ms. Graham provided the necessary oversight, management, and support, to make recommendations essential for credible fiscal decisions related to the district’s programs and services using analysis of historical trends, complex performance indicators, bench-mark data, and projection methodologies. Additionally, she also served as the financial authorizing arm for the Board’s Charter and Contract Schools and facilitated the authorizing of 4 new charter schools. Since leaving the Board of Education, Ms. Graham has worked as a Charter School Operations Consultant. As a consultant she manages business process improvements; offers advice in the areas of business strategy and growth consulting; and manages tasking relative to corporate finance. Ms. Graham holds a Bachelor’s of Science in Political Science and Economics from Towson State University; a dual Masters in Management & Business Administration from the University of Maryland University College; Chaplaincy Licensure from Global Oved Dei Seminary and University and is in the final stages of completing her Doctorate in Business Administration focusing on Organizational Leadership in

from Walden University. Fall 2020, Ms. Graham was awarded a Doctorate of Humane Letters from Global Oved Dei Seminary and University.

Tracey Cooper is a master educator with a passion for fostering an academic culture of excellence. After completing undergraduate studies in Psychology and Sociology and graduate studies in Teaching from Towson State University Mrs. Cooper started teaching in a large public school system. It was while working there, that she gained valuable experience in the K-12 education settings. Over the course of 18+ years Mrs. Cooper held various positions within the school system including Program Coordinator, STEM Lead Educator, Science Lead Teacher, and Instructional Support Teacher. A seasoned experiential educator she also served as teacher in residence annually leading students in a semester-long science, engineering, and technology intensive program that focused on robotics and culminated in a robotics symposium with live demonstrations. Mrs. Cooper is a sought after educationalist and has served since 2015 as the Summer Learning Academy Director for a philanthropic organization pairing teaching artists with schools and community programs. In this capacity she has led workshops in a wide range of innovative education settings on education strategies. Teachers and students find Mrs. Cooper's knowledge and spirit contagious – she turns every classroom, traditional or nontraditional, into a place where imagination and critical inquiry will flourish. Mrs. Cooper is also a passionate educational leader who unites learning techniques with current teaching practices to help foster innovation and lasting academic change. She specializes in education program design, coordination, and evaluation; facilitating and leading professional learning communities; academic data collection and analysis; system wide implementation of state standards, Next Generation Science Standards; as well as Project and Inquiry Based Learning, Technology Focused Blended Learning, and Gaming Pedagogy. As an education consultant, Mrs. Cooper has been invited to present at local leadership training seminars, as well as work with school systems to enhance their curriculum content in order to enhance student learning and achievement.

Steven Foster is an idealistic leader and educator with over 10+ years of experience as a successful problem solver, curriculum leader, school administrator, and a strategic planner for school improvement at the public charter school level. Mr. Foster has extensive experience in professional development and in the supervision of distinct learning groups and presently serves as the Dean of Culture for a charter school. Mr. Foster holds a Bachelor of Science in Mass Communication and a Master of Arts in Media & Communication from Norfolk State University.

Nickisha Shell is a program manager for a local school systems', College & Technical Education (CTE) Program and is responsible for Special Projects, Data, Student Career Development, Perkins Grant, and Business Partnerships. Prior to joining the CTE Department she was a Budget Specialist for 10 years for the same system. Ms. Shell brings considerable expertise in school system financial management. In addition to

her direct experience with Public Schools, Ms. Shell has professional experience in banking and as a financial consultant on numerous projects in the public sector.

Robin Dolobach is the Chief Executive Officer of Thrive Professionals; owner of Thrive Professional Center; and Chief Strategy Officer, LEADZus, an executive coaching firm with certified, top-rated Coaches providing strategic, intentional, and impactful engagements for private and public sector clients. Ms. Dolobach has a track record of success in helping great leaders become even more effective. Her expertise includes 20+ years of progressive success in designing, leading, and delivering innovative projects in all areas of Human Capital, including Recruiting, Change Management, Outplacement, Reorganizations, Leadership Development, Coaching, Coaching Program Design, Executive Coaching Program Management, Training, Career Centers, and Corporate Off-Sites/Retreats. As a successful executive and owner of multiple businesses in the human capital industry, Ms. Dolobach intimately understands leadership challenges, resiliency, and the bottom line. She builds capacity, profits, success stories, employee engagement, and organizational transformations, often starting from nothing more than a blank page. Ms. Dolobach is a resident of West Virginia, with school aged children.

FOUNDING GROUP CONTACT INFORMATION

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- **Robin Dolobach**
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- **Tracey Cooper**
Phone Number: (443) 413-6325
Email: tcoop00@mbef-cca.org

FOUNDING GROUP MAILING ADDRESS: 303 W Washington Street, Charles Town, WV 25414

Provide a list of the members of the initial governing board. For each board member, provide the following information:

GOVERNING BOARD DEVELOPMENT

Exemplary governance oversight and management leadership are critical components of a high performing school. MBLI's founders assembled the initial Governing Board of Trustees, based upon mission alignment, commitment to community, and a professional skill set that contributes to the successful founding and governance of a charter school. MBLI Trustees are educational, civic, and business leaders capable of governing the school in alignment with the mission and vision and establishing policies that protect the MBLI's academic and organizational success into the future. Deeply committed to families, MBLI Trustees demonstrate expertise in the areas of education, non-profit management, fundraising, marketing, finance, community organizing, law, and real estate, and hold themselves accountable to ensuring that the school implements a high quality educational program, operates in a fiscally responsible and sustainable manner, and executes effective governance to deliver on the mission of placing every student on a path to college - beginning in middle school.

GOVERNING BOARD CANDIDATES

Board Chair – Nickisha Shell, see preceding information.

Board Member – Steven Foster, see preceding information.

Board Member – Robin Dolobach, see preceding information.

Board Member – LaChaundra Graham, see preceding information.

Board Member – Tracey Cooper, see preceding information.

Prospective Governing Board Member

Name: D Burton

Phone Number:

Address:

Background:

Prospective Governing Board Member

Name: M Cannon

Phone Number:

Address:

Background:

Prospective Governing Board Member

Name: W Cox

Full Address:

Background:

Prospective Governing Board Member

Name: E Dooley

Address:

Background:

Prospective Governing Board Member

Name: D Irvin

Address:

Background:

Prospective Governing Board Member

Name: M Thompson

Address:

Background:

Prospective Governing Board Member

Name: F Stewart

Address:

Background:

Prospective Governing Board Member

Name: A Shively

Address:

Background:

Describe the governance structure of the school. (§18-5G-8.b.6).

GOVERNANCE PLAN

A Board of Trustees with appointed officers governs MBLI. The names of the initial members are set forth in the Articles of Incorporation. The Board of Trustees will assume the ultimate authority and accountability for all matters of MBLI governance and oversee critical elements of administration. The Founding Board of Trustees of MBLI will transition in full membership to the governing Board of Trustees upon authorization of the MBLI charter and will officially elect officers.

MBLI has developed policies and procedures to ensure the viability and productivity of MBLI. The MBLI Board of Trustees will be governed by Bylaws. When the Founding Board of Trustees transitions to the Governing Board of Trustees, upon charter authorization, the Board of Trustees will adopt the Bylaws under which the Board of Trustees will operate. A parent representative, one whose child is enrolled at MBLI, will be appointed to the Board of Trustees within 90-days of the start of the school year.

All board members will serve terms of 2 years each, and the initial board will serve staggered terms to avoid turn-over of multiple members simultaneously. An odd number of members will be maintained for voting purposes. Successor trustees may be elected by the Board of Trustees through an election held every other year during the annual meeting. In the event of a tie vote for a vacancy, a second ballot will be cast for that vacancy only, with only the tied candidates. Should a second tie vote occur a result will be obtained through vote of the MBLI founders. Newly elected trustees will assume office at the first Board of Trustees meeting following their election.

To ensure the Board of Trustees is prepared to support the founder's vision of MBLI the board will function under explicit guidelines. All trustees will receive an orientation. Each trustee will be required to understand and support the responsibility of being a trustee.

GOVERNANCE STRUCTURE

Authorizer: MBLI is authorized by the West Virginia Professional Charter School Board. The authorizer is accountable for managing and monitoring MBLI's organizational viability, while also ensuring that it follows all applicable laws.

Core Knowledge Foundation®: This is the national organization that provides the blueprint for knowledge-based schooling. It established the Core Knowledge Sequence® that outlines recommended content knowledge and skills to be taught in language arts, history and geography, visual arts, music, mathematics, and science. MBLI intends to be established as and remain a member in good standing of the Core Knowledge Foundations' cadre of schools.

MBLI Board of Trustees: The MBLI Board of Trustees form the exclusive governing body of MBLI. They are dedicated to our mission, vision, and core principles, and to ensuring the ongoing educational success and fiscal responsibility of the school. MBLI'S Board of Trustees will have a full slate of officers at all times to maintain consistent leadership and clarity of roles. The Board of Trustees uses the familiar board officer structure—board chair, vice chair, treasurer, and secretary. The board chair leads this officer team as well as the full board. The board chair assumes responsibility for the overall functioning of the board. The Board delegates operation of the corporation and school to the Executive Director.

Chair, MBLI Board of Trustees: The Chair holds the Board of Trustees accountable for executing key board functions and ensures that the Board of Trustees is functioning effectively and meeting the standards for effective governance. The Chair presides over all meetings of the Board of Trustees and other meetings as required; as well as develops agendas in partnership with the school leadership that reflect the MBLI's priorities, drives strategic conversation and decision making, and keeps the Board of Trustees work focused on the goals. In consultation with other officers, appoints volunteers to key leadership positions, including positions as Chair of board committees and task forces, and cultivates trustee succession. The Chair is an ex officio member of all committees and oversees the work of the committees. The Chair, as an officer, works most closely with the MBLI executive staff. The chair recognizes the responsibility to set an example for other trustees by contributing financially at a level that is meaningful to him/her and by playing a leading role in fundraising activities. Additionally, the Chair makes sure that the Board of Trustees conducts annual self-assessments and addresses areas for improvement. Lastly, the Chair oversees implementation of policies and ensures that appropriate practices are established and maintained.

Treasurer, MBLI Board of Trustees: The Treasurer of the Board of Trustees is responsible for and has the custody of the MBLI corporation funds, securities, evidence of indebtedness, and other valuable documents. The Treasurer keeps full and accurate accounts of receipts and disbursements in the corporate books; as well as, insures deposits occur in the name and to the credit of the corporation in such depositories as may be designated by the Board of Trustees. Additionally, the Treasurer disburses the funds of the corporation as may be ordered or authorized by the Board of Trustees and preserves proper records of such disbursements. Moreover, the Treasurer renders to the Chair and Board of Trustees at the regular meetings, or whenever as needed, an account of all transactions and of the financial condition of the corporation; and renders a full financial report at the quarterly meeting if so requested. The Treasurer performs such other duties as from time to time may be prescribed by the Chair or the Chief Executive Officer.

Secretary, MBLI Board of Trustees: The primary task of the Secretary of the Board of Trustees is to record and maintain the minutes of each Board of Trustees meeting. As the custodian of corporate records, the Secretary must maintain all corporate files in a manner compliant with organizational policies as well

as any laws that regulate the industry. These documents may include the firm’s article of incorporation, bylaws and employee contact lists, as well as financial records. The Secretary must also develop and enforce policies regarding access to these confidential files. Security controls, such as who can access which files and what approvals are needed to do so, are examples of the many procedures he must implement. The Secretary may also be required to file certain documents with the government.

Advisory Group: The Advisory Group (AG) is formed to provide advice and support. The AG does not have formal legal responsibilities or decision-making authority and cannot issue directives that must be followed instead the AG offers best practice recommendations, vital information, and supportive materials to the MBLI Leadership Team. The AG’s input is requested, and tasks delegated by and subject to the direction of the Board of Trustees.

MBLI Leadership Team: MBLI administration including the Chief Executive Officer, Assistant Director, Principal, Assistant Principals, and Dean of Students, will have the commitment and ability to execute on comprehensive educational vision and mission of MBLI. The Leadership Team adheres to MBLI’s Core Values and is guided by its Core Principles in the daily execution of the MBLI’s Mission. The leaders of MBLI will manage and make decisions with student academic achievement as the motivating factors.

Role of Parents in Governance. MBLI’s partnership with families is essential to the success of the vision and mission of MBLI. It is MBLI’s responsibility to engage families, and work with them to enhance the life trajectory of their children. Given MBLI’s partnership with and accountability to the West Virginia Professional Charter School Board, MBLI will adhere to the district policies that operationalize the value MBLI holds with partnerships between families and MBLI.

- **The input of MBLI parents will be sought after frequently and is vital to MBLI’s success.** Parents will be formally invited on a routine basis as part of the MPO Green Table Talk a forum created to provide opportunity for parents to communicate concerns, needs, and ideas directly to the Leadership Team. These meetings will provide the opportunity for MBLI to galvanize efforts around issues that impede the mission, update parents on MBLI’s progress, and solicit ongoing feedback and suggestions. Providing this forum for MBLI parents’ to be heard is critical and ensures MBLI attains and maintains a strong partnership with parents of MBLI students.
- **The administration of MBLI will be aided by MBLI’s parents.** Parents will be formally invited to join and be active participants in the MBLI Parent Organization a group comprised of parents and staff purposed to offer support in the daily administration of MBLI. Additionally, parents will be invited to attend the meetings of the Board of Trustees, which will be open to the public and offer a structured forum for comment and feedback from parents. A parent representative will be appointed to the Board of Trustees within 90-days of the start of the school year.

- **The parents of MBLI's students will know they are both appreciated, valued, and recognized.** All MBLI parents will receive MBLI Investment Portfolios (MIP) which documents participation and attendance at MBLI events. MIPs will also note service hours parents have lent in support of MBLI's mission and vision. MBLI will use MIPs as a method to track the levels of engagement by MBLI parents; as well as, to formally recognize their participation. At MBLI it is essential that parents feel appreciated and that MBLI honors parents whose support of MBLI goes above and beyond the requested levels of effort in order to enhance their child's education. MBLI will recognize parents regularly during school-wide events and at the end of school year honor those parents with the highest levels of engagement as recorded in the MIPs.

Role of Staff in Governance. Below are the primary ways MBLI will involve faculty and staff in school-level decision making:

- **Suggestion Portal.** MBLI will create a system for employees to give suggestions. This might be a physical suggestion box or, a digital alternative, such as a designated email or online form. Both methods will be checked regularly to ensure timely decisions. When employees give suggestions, MBLI will respond to them and explain how MBLI will use their ideas. If the idea is not right at the time, MBLI will make a note of it and send correspondence to the employee indicating appreciation of their suggestion and explain why it will not be used.
- **Employee Surveys.** MBLI will regularly survey employees to get their feedback via a paper or electronic survey. The surveys will help MBLI learn their opinions, ideas, and level of satisfaction.
- **Leadership Teams.** MBLI may utilize faculty / staff department leadership teams or committees. The teams may comprise any level employee. The teams will be encouraged to regularly meet to generate ideas and make decisions.
- **Board of Trustees.** A teacher representative will be appointed to the Board of Trustees within 90-days of the start of the school year.

Committees. The Board of Trustees will have several standing committees dedicated to the performance and governance oversight of the school. Additional committees may be added as needed through the formal resolution process by the Board of Trustees. The initial committees of the Board of Trustees include:

- **Governance Committee.** The purpose of the Governance Committee is to build and maintain an effective board for the charter school. Specifically, the Governance Committee: identifies, recruits, and nominates persons to serve as members and officers of the Board of Trustees; orients and trains new and current Board members; oversees adoption and implementation of Board policies, Bylaws, and due diligence functions; and oversees annual evaluation processes of each Board

member and the Board as a whole as measured against Board responsibilities and performance expectations.

- **Academic Performance Committee.** The Academic Performance Committee maintains oversight of the school's performance against academic goals articulated and adopted in the accountability plan.
- **Finance Committee.** The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit.
- **Grievance Committee.** An advisory grievance committee hears complaints on the part of individuals or groups who allege a violation of the provisions of the school's Charter.

Depending on the evolving needs of MBLI, other committees may include: (1) the Resource Development Subcommittee which plans and implements the school's fundraising programs; (2) the Facilities Committee which assesses the short and long term facilities needs and presents a long range facility plan to the board; and (3) a Strategic Planning Committee, which manages the blueprint for the school's future.

BOARD RECRUITING

STEP ONE: PREPARE FOR ACTIVE BOARD MEMBER RECRUITMENT

The board recruitment process begins with a review of the charter school's bylaws, contract, strategic plan, and job description.

- Charter school bylaws identify who is eligible to serve on the board and explain requirements to include a parent, community members and others.
- Charter school contract explains the terms for governance and the specific roles and responsibilities of the charter school board.
- Strategic planning can impact board recruitment; for example, charter school may want the board to strengthen its relationship with key segments of the community outside of the school.

STEP TWO: DEVELOP A PROFILE OF THE CURRENT BOARD

Develop a profile of the current board using a matrix based on key criteria, specific skills, community contacts, parent of children enrolled in the school, etc. The board development committee then creates a set of priorities to guide recruitment efforts for review and approval by the school board.

STEP THREE: DEVELOP AN INITIAL LIST OF PROSPECTIVE BOARD MEMBERS

Prepare and rank list of candidates who best fit established recruiting priorities. "Cast a wide net" and consider a number of potential board recruits greater than the number of projected vacancies. Candidates may be identified by board members, colleagues or through www.boardnetusa.org.

STEP FOUR: CONTACT THE TOP PROSPECTS

Initial contact sends printed materials to prospect, including personalized letter, job description, material about the charter school and a response form. This mailing is followed by personal calls from the board development committee to answer questions and determine the prospect's level of interest in the board. Prospective board members also can be asked to visit the school to observe it in action, talk with the school leader and other staff, and attend a board meeting to see how it conducts business.

STEP FIVE: SCHEDULE AND CONDUCT ORIENTATION WITH INTERESTED BOARD CANDIDATES

Board Chair and Leadership attend orientation sessions to show prospects the importance of the position they are being asked to consider. A sample orientation session includes:

- Overview of mission, vision, and educational goals of the charter school
- Overview of roles and responsibilities of the board.
- Detailed job description/expectations of members (committees, attendance, fundraising)
- Opportunity for prospect to ask questions
- Declaration of willingness to serve by board prospect
- Other information required to continue in board recruitment process

Candidates wishing to continue the process asked to complete questionnaires of personal background information.

STEP SIX: EVALUATION

The Governance Committee reviews all candidates who participated in orientation. In evaluating prospects, committee checks recruiting priorities set earlier in process and asks these questions:

- Is the prospect committed to the mission and educational philosophy of MBLI?
- Can prospects contribute time necessary to be an effective board member?
- Does prospect possess key skills/knowledge/other assets matching recruiting priorities?
- Can prospects place MBLI's interest above their own when making board decisions?

STEP SEVEN: SELECTION/APPOINTMENT OF NEW BOARD MEMBERS.

Final selection/appointment is determined by bylaws, which give selection authority to the entire board. The Governance Committee prepares a slate of candidates who match the recruiting priorities set at the beginning of the process. The slate will be presented to the entire Board of Trustees, and a vote, as outlined in the Bylaws, will elect the new member(s) to the governing Board.

BOARD TRAINING AND EVALUATION

On-Boarding¹⁴⁴. To ensure the Board is prepared to support the founder's vision of MBLI the Board will function under explicit guidelines. All trustees will receive an orientation. Each trustee will be required to

¹⁴⁴ Badshah, Waqar, and Mehmet Bulut. "Onboarding—the Strategic Tool of Corporate Governance for Organizational Growth." *European Journal of Social Sciences* 59, no. 3 (2020): 319-326.

understand and support the responsibility of being a trustee. The Board will operate under term limits to allow an influx of new perspectives and ideas on a routine basis. Additionally, the board will have a governance committee whose sole purpose is educating, revitalizing, and renewing the board. The governance committee members will be extremely familiar with and connected to the founders' vision for MBLI and thoroughly capable of guiding the board.

Professional Development¹⁴⁵. Board development is a critical part of creating and sustaining a high performing school¹⁴⁶. MBLI will invest the necessary resources and time to build an effective governing board. Development will include an annual retreat to review MBLI's and Board's performance and to generate annual strategic plans. Additionally, the Board will participate annually in a self-evaluation to identify and understand its strengths and weaknesses and areas for improvement. Board professional development will be conducted through contracted services.

Board Evaluation¹⁴⁷. The success of MBLI depends on the Board's effectiveness to carry out essential roles and responsibilities. Therefore, board self-evaluation is vital in determining how well the board is performing, and the steps that can be taken for continual improvement. The self-evaluation refers to a set of practices used to examine and evaluate performance against a set of defined standards and will:

- Have the enthusiastic support of Board leadership;
- Be based on standards or best practices that characterize effective Board performance;
- Be formal, conducted on a regular, agreed-upon basis, including a written assessment tool; and,
- Include an assessment implementation plan to set goals for board improvement.

Given MBLI's accountability to results, the Board will evaluate itself against specific performance measures annually.

See Governance Training Plan in Attachment 7.

BOARD SUCCESSION PLANNING

MBLI recognizes that school leadership transitions are foreseeable and crucial elements in a charter school's life cycle¹⁴⁸. As a direct result MBLI's board will proactively replace members for mediocre performance or general staff resignations. Succession plans are essential to a board's effectiveness when

¹⁴⁵ Northrop, Gayle. "Building a strong nonprofit board goes beyond best practices." *Generations* 42, no. 1 (2018): 56-60.

¹⁴⁶ Ibid, 2018.

¹⁴⁷ Fenwick, Mark, and Erik PM Vermeulen. "Evaluating the Board of Directors: International Practice." *Lex Research Topics in Corporate Law & Economics Working Paper* 2018-6 (2018).

¹⁴⁸ Peters-Hawkins, April L., Latish C. Reed, and Francemise Kingsberry. "Dynamic leadership succession: Strengthening urban principal succession planning." *Urban Education* 53, no. 1 (2018): 26-54.

managing charter schools through leadership transitions¹⁴⁹. MBLI's board will develop a succession plan of outlining the steps MBLI takes to facilitate changes in school leadership. Once MBLI's success plan is created it will be revisited regularly to acquire for updating and familiarity, not packed away until needed (which could be several years after creation). MBLI's succession plan will have two primary components:

- **Critical Succession.** Outlines steps MBLI will follow when a board member is suddenly unable to perform duties.
- **Planned Succession.** Outlines steps MBLI will follow when the board receives advance notice of a transition.

BOARD ROLES AND RESPONSIBILITIES

The Board of Trustees is one of the most critical elements in the success of MBLI. While many decisions will be delegated to the MBLI's leadership, the Board of Trustees reserves the final say in all policy decisions. Committees make recommendations up to the Board of Trustees, but all policy decisions and action items are voted on by the Board of Trustees as a whole. A 2/3 vote of the Board of Trustees is required for all policy and action decisions of the Board of Trustees, as outlined in the Bylaws. The primary responsibilities of the Board of Trustees include:

- **Provide oversight.** The Board of Trustees' ability to remain objective, and not be directly involved in operational activities, is critical to its effectiveness in guiding MBLI.
- **Promote the mission.** The Board of Trustees will be comprised of individuals who support and promote MBLI's mission and educational philosophy.
- **Lead planning and policymaking.** The Board of Trustees will initiate the strategic planning process and develop policies and procedures consistent with education laws of West Virginia.
- **Raise funds.** Trustees are proactive in building private and business financial supporters who regularly donate to MBLI and provide other resources.
- **School Leadership Evaluation.** The Executive Director will be evaluated by the Board of Trustees prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements of the school's Accountability Plan. The evaluation form for the Executive Director, which outlines specific measures around the following school leadership competencies: (1) operational; expertise and leadership; (2) staff management and development; (3) communication; (4) strategic thinking and planning; (5) building teams and working organizationally; (6) self-management and organization; (7) professionalism and character; and (8) budget, enrollment, and compliance. Results will be in writing and included in the Executive Director's personnel file.

¹⁴⁹Yucedag-Ozcan, Arfe, and Sharon K. Metcalfe. "Case studies in succession planning for K12 districts." In *Succession planning*, pp. 187-198. Palgrave Macmillan, Cham, 2018.

- **Achieve charter requirements.** The Board of Trustees is responsible for ensuring MBLI complies with the charter terms of its charter, and that MBLI:
 - is financially solvent;
 - complies with statutory and regulatory requirements;
 - hires competent professional staff; and,
 - has a successful academic program.

BOARD POLICIES

MBLI will develop policies and guidelines to ensure the viability and productivity of the school. The Board of Trustees will be governed by Bylaws. When the Founding Board transitions to the Governing Board, it will move forward to adopt the proposed Bylaws under which it will operate. From there, the Governing Board will maintain a minimum of five members with no more than seventeen members and maintain an odd number for voting purposes. The Executive Director will report and be directly accountable to the Board. As outlined in the Bylaws, a majority vote of those present at a Board meeting will constitute action by the Board and the Board may not act unless a quorum of the Trustees is present. The Board has identified a number of policies to be drafted, approved, and implemented including Board specific, ethics related, financial, personnel, and student specific policies. The chart below outlines policies we have identified for drafting and approval upon authorization.

Sample Board Policies

Board Related	Ethics	Finance	Staff and Students	Students
Attendance	Confidentiality	Acceptance of	Grievances	Attendance
Board Giving	Conflict of	Gifts	Internet	Discipline
Chief Executive	Interest	Borrowing Money	Acceptable Use	Dress Code
Compensation	General Ethics	Capital	Nondiscrimination	Enrollment
Expense	Nepotism	Expenditures	Sexual	Expulsion
Reimbursement		Check Signing	Harassment	Promotion
Fundraising		Endowment		Suspension
		Funds		
		Investments		
		Risk Management		

In drafting and approving school policies, the Board will adhere to the following:

Recognition of need for new policy. The Board will identify the need for a new role of institutional policy from a number of sources, including but not limited to, board committees, the board chair, executive director/president, other staff, parents, students, and community members. The Board may consider adopting a new policy when: issues are arising which are not adequately/acceptably addressed by current board policies; changes in operating practice have accumulated over time so that current policies do have created the need for adjustments in policy, e.g., wage and hour laws, equal employment, safety, provisions of applicable state charter school legislation; current policy does not adequately reduce ambiguity and insure uniformity of decisions across MBLI.

Delegation to committee. During this phase, a team is chosen to draft the new policy. Where appropriate specific policies will be delegated to a specific committee; for example, the policy for check signing would be assigned to the Finance Committee. In other instances where a particular policy does not fall under a particular committee, the Board may choose to create an ad hoc committee or to assign the task to particular individuals.

Legal Counsel. Once a draft is complete, the Board will consider whether it is appropriate to ask legal counsel to review the draft.

Full Board Presentation. Once a draft has been completed and reviewed by legal counsel when necessary, it is presented to the full Board for review.

Modifications. Once the Board has reviewed the policy it is revised if necessary, pursuant to changes discussed by the full Board.

Adoption. The Board adopts the policy.

Review and Revise. Board policies are reviewed and revised if necessary on an annual basis, or more frequently if necessary.

Separately, include each of the following:

Bylaws, including the qualifications, terms, and methods of appointment or election of governing board members.

BOARD BYLAWS

ARTICLE 1: NAME

The name of the corporation is The MECCA Business Learning Institute, Inc.

ARTICLE 2: PURPOSES

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted of by a Corporation: (a) Exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code (or corresponding provision of any future United States Internal Revenue Law), or, (b) Contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: OFFICES

The Corporation's principal office shall be located in West Virginia. The Board of Trustees, with the full agreement of the Founders, is granted power and authority to propose a change in the principal office from one location to another.

ARTICLE 4: NONPARTISAN ACTIVITIES

This corporation has been formed for the charitable purposes described above, and it shall be nonprofit and nonpartisan. No substantial part of the activities of the corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation.

ARTICLE 5: DEDICATION OF ASSETS

The properties and assets of this nonprofit corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any member, Trustee, or officer of this corporation. On liquidation or dissolution, all remaining properties and assets of the corporation shall be distributed and paid over to an organization dedicated to charitable purposes which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE 6: MEMBERSHIP

Section 6.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Trustees. All rights, which would otherwise by law vest in the members, shall vest in the Board of Trustees.

Section 6.2 Associates

Nothing in Article 6 shall be construed to limit the Corporation's right to refer to people associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board of Trustees but may not vote.

ARTICLE 7: BOARD OF TRUSTEES

Section 7.1 Board of Trustees

The number of Trustees constituting the Board of the Corporation shall be not less than three (3) and no more than seventeen (17) Trustees. The function of the Board can be described as policy making, advising, and evaluating. The Board shall have the further duty of oversight of the financial means by which the educational program is conducted. The Board shall also ensure that the community be informed of the needs, purposes, values, and status of the school.

Section 7.2 Powers of the Board Trustees

The Board, as a unit, with the full agreement with the Founder, shall have the full power and duty to oversee the operation of the Corporation's business, assets, and property when necessary to facilitate the efficient operation thereof. Board members shall act as trustees of the Corporation's assets and must exercise due diligence to ensure the Corporation is well-managed and that its financial situation is and remains sound.

Section 7.3 Election of the Board of Trustees

- a) During the initial formation of the Corporation, the Board shall be comprised of Trustees appointed by the Founders of MBLI.
- b) After the initial formation of the Corporation, during to the pre-operating period, new Trustees may be appointed by the Founders of MBLI.
- c) After the pre-operating year, Trustees may be appointed by the Founder, nominated by the Founder or an existing Trustee, and/or elected from the Parent-Teacher Council or surrounding community to fill vacancies. The process is outlined below:
 - i. All Trustees, including new Applicants, will complete a suitability questionnaire.

- ii. All Trustees, including new Applicants, will complete a screening process, overseen prior to operation by the Founder and after operation by a committee. The committee shall consist of the Founder and the Corporation staff members, including contractors.
- iii. The committee will nominate to the Board of Trustees, candidates for each vacancy.
- iv. No more than three candidates per vacant position will be nominated.
- v. Stakeholders of the school will then vote on the candidates. Stakeholders are considered: (1) members of the Parent-Teacher Council; (2) staff members; (3) members of the Board of Trustees; and (4) the Founder.
- vi. The Founder retains authority over all ballots.
- vii. Information relative to the date, time, and locations of election meetings will be advertised by the Corporation using, but not limited to, the following methods: (1) public service announcements; (2) ads in newspapers and electronic news sites; and (3) sending notification home with students.
- viii. Voting on board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if person is named on the Stakeholder list. The stakeholder list consists of parents of students attending the school; staff members or employees of the school; board members and founder of the school that signed the charter petition. The cut-off for being listed as a stakeholder is the final day of school each year.

Section 7.4 Terms

- a) Trustees shall be elected or appointed to a term of office that corresponds to the term of the approved board of education charter. However, during the initial year of operation one Trustee shall be selected by the founder of the charter school for a term of only one (1) year; two Trustees will be appointed for a term of two (2) years and two Trustees will be appointed for a term of three (3) years.
- b) Each Trustee shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Section 7.5 Resignation and Removal

A Trustee may resign effective upon giving written notice to the Chair of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Trustee may be removed with or without cause by a majority of the Trustees then in office.

Section 7.6 Vacancies

- a) A Board vacancy or vacancies shall be deemed to exist if any Trustee, dies, resigns, or is removed, or if the authorized number of Trustees is increased.
- b) The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty, or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend three (3) or more meetings of the Board in any calendar year.
- c) Removal of a Trustee for one or more of the reasons listed in Section 7.5 may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within fourteen (14) school days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Trustee whose removal is sought request a closed session. Where a closed session is requested, approved, and held, the final action of the Board will be taken in public.
- d) A vacancy on the Board may be filled by a majority vote of the remaining Trustees, although less than a quorum. Each Trustee so elected shall hold office until the next annual meeting of the Corporation.
- e) No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's terms of office.

Section 7.7 Compensation of Trustees

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the Corporation's business provided the expenses are approved prior to being incurred. The Corporation shall carry liability insurance covering the Corporation's business.

Section 7.8 Employees

The Board, as a unit, with the full agreement with the Founder, shall have the full power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 7.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 7.10 Quorum

A quorum consisting of a majority or more of the then current Trustees must be assembled to vote and conduct business.

Section 7.11 Rights of Inspection

Every Trustee has the right to inspect all books, records, and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice and provided such right of inspection is subject to the Corporation's obligations to maintain the confidentiality of certain books, records, and documents under any applicable federal, state, and or local law(s).

ARTICLE 8: BOARD MEETINGS

Section 8.1 Place of Meeting

The place of all meetings of the Trustees shall be the principal office of the Corporation or at such other place as shall be determined from time to time by the Board; and the place as which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within five (5) days before the day on which an election of Trustees is to be held.

Section 8.2 Annual Meeting

The annual meeting of the Trustees of the Corporation for the election of Trustees and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the first full week of June, at the principal office of the Corporation. If the annual meeting of the Trustees is not held as herein prescribed, the election of the Trustees and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 8.3 Monthly Meetings

Monthly meetings of the Trustees of the Corporation will not be mandatory but will be scheduled for the first Friday of each month if a Trustee sees the need to have a meeting during the month.

Section 8.4 Notice of Meeting

Notice of the time and place of the annual meeting of the Trustees or of any monthly meetings of the Trustees shall not be given by mailing written or printed notice of the same but shall be posted at the school bulletin board at least five (5) days prior to the meeting.

Section 8.5 Action at a Meeting

Presence of a majority of the Trustees then in office or twenty percent (20%) of the authorized number of Trustees, whichever is greater, at a meeting of the Board of Trustees constitutes a quorum for the transaction of business, except as otherwise provided in these Bylaws. Every act done or decision made by a majority of the Trustees present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Trustees, unless a greater number, or the same number after disqualifying one or more Trustees from voting, is required by the Articles of Incorporation, these bylaws, or the Law. Trustees may not vote by proxy. A meeting at which a quorum is initially present, including an adjourned meeting, may continue to transact business notwithstanding the withdrawal of Trustees, if any action taken is approved by at least a disinterested majority of the required quorum for such meeting, or such greater number as required by the Articles of Incorporation, these bylaws, or the Law.

Section 8.6 Adjourned Meeting and Notice

A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Trustees who were not present at the time of the adjournment. Such notice may be waived in the manner provided for in Article 8, Section 4.

Section 8.7 Action without a Meeting

The Board of Trustees may take any required or permitted action without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of such Trustees. For purposes of this section only, "all members of the Board" does not include any "interested Persons" as defined in Article 9, Section 3(a)(i).

ARTICLE 9: STANDARD OF CARE

Section 9.1 General Provisions

A Trustee shall perform the duties of a Trustee, including duties as a member of any committee of the Board on which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interest of this Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances. In performing the duties of a Trustee, a

Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) One or more officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Counsel, independent accountants, or other persons as to matters which the Trustee believes to be within such person's professional or expert competence; or
- (c) A committee of the Board upon which the Trustee does not serve, as to matters within its designated authority, which committee the Trustee believes to merit confidence, so long as in any such case, the Trustee acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article 9, Section 1, a person who performs the duties of a Trustee in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a Trustee, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation, or assets held by it, are dedicated.

Section 9.2 Loans

This Corporation shall not make any loan of money or property to, or guarantee the obligation of, any Trustee or officer. However, this Corporation may advance money to a Trustee or officer of this Corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such officer or Trustee so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 9.3 Conflict of Interest

The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or Trustees, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable West Virginia and federal laws governing conflict of interest applicable to nonprofit and charitable Corporations and is not intended as an exclusive statement of responsibilities.

(a) Definitions

Unless otherwise defined, the terms used in this section have the following meanings:

- i. “Interested Persons” - Any Trustee, principal officer, or member of a committee with governing Board delegated powers, which has a direct or indirect financial interest, as defined below, is an interested person.
- ii. “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 the Corporation has a transaction or arrangement;
 - b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. 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.

(b) Process / Procedure

- i. **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 Trustees, who are considering the proposed transaction or arrangement.
- ii. **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, the interested person shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.
- iii. **Procedure For Addressing The Conflict Of Interest.** In the event that the Board determines that a proposed transaction or arrangement presents a conflict of interest, the Board shall take the following actions:
 - a. An interested person may make a presentation at the Board 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 Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board shall determine whether the Corporation 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 Board shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction or arrangement in conformity with this determination.
- iv. **Violations of the Conflict Of Interest Policy.** If the Board has reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, it shall inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose. If, after hearing the interested person's response and after making further investigation as warranted by the circumstances, the Board determines the interested person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
- v. **Records and Procedures.** The minutes of the Board and shall contain: (a) 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 Board's decision as to whether a conflict of interest in fact existed. (b) 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.
- vi. **Annual Statements.** Each Trustee, principal officer, and member of a committee with Board-delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy;
 - b. Has read and understands the policy;
 - c. Has agreed to comply with the policy; and,

- d. Understands the Corporation 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.

Section 9.4 Compensation

- a) **Definitions.** Unless otherwise defined, the terms below have the following meanings: i. “Highest Compensated Employee” - Any employee of the Corporation, whose total compensation would require the employee to be listed in Part I of Schedule A of IRS Form 990, or in response to an equivalent question on any successor exempt organization annual return. ii. “Highest Compensated Independent Contractor” - Any independent contractor engaged by the Corporation, whose total compensation would require the contractor to be listed in Part II of Schedule A of IRS Form 990, or in response to an equivalent question on any successor exempt organization annual return.
- b) **Process / Procedure.** No Officer, Highest Compensated Employee, nor Highest Compensated Independent Contractor may receive compensation, directly or indirectly, from the Corporation unless such compensation is first determined by the disinterested Trustees, or an authorized committee thereof, to be just and reasonable to the Corporation. The determination of reasonableness shall be based upon information about compensation paid by similarly situated organizations for similar services, current compensation surveys compiled by independent firms or actual written offers from similarly situated organizations. Similarly situated organizations may include both taxable and tax exempt organizations. No Officer, Highest Compensated Employee, nor Highest Compensated Independent Contractor shall participate in the discussion and approval of his or her compensation, except that such persons may provide information to the disinterested Trustees as described in the conflict of interest policy above. The names of the persons who were present for discussions and votes relating to the compensation arrangement, the content of the discussion, including any the information used to determine the reasonableness of the compensation, and a record of any votes taken in connection with the proceedings shall be maintained in the minutes of the Corporation.

Section 9.5 Compensation Review

The Board shall review the fairness of compensation, including benefits, paid to the President of the Board upon the occurrence of the following events:

- a) The officer is hired;
- b) The officer’s term of employment is extended or renewed; or
- c) The officer’s compensation is modified, unless such modification occurs pursuant to a general modification of compensation that extends to all employees.

Section 9.6 Periodic Reviews

Periodic reviews shall be conducted to ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
- b) Whether partnerships, joint ventures, and arrangements with management corporations conform to the Corporation'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 in an excess benefit transaction. When conducting the periodic reviews as provided for above, the Corporation may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Section 9.7 Mutual Trustees

No contract or transaction between the corporation and any nonprofit public benefit corporation, of which one or more of its Trustees are Trustees of this corporation, is void or voidable because such Trustee(s) are present at a meeting of the Board which authorizes, approves, or ratifies the contract or transaction if the material facts as to the transaction and as to such Trustee's other Trusteeship are fully disclosed or known to the Board and the Board authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common Trustee(s), or if the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Section 9.8 Restriction on Interested Trustees

Not more than forty-nine percent (49%) of the persons serving on the Board of Trustees at any time may be interested persons. An interested person is (1) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 9.9 Indemnification

To the fullest extent permitted by law, this corporation shall indemnify its "agents", including its Trustees, officers, employees, and volunteers, and including persons formerly occupying any such position, and their heirs, executors, and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in said Section 5238(a), and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that Section. "Expenses" shall have the same meaning as in said Section. Such right of indemnification shall not be deemed exclusive of any other rights to which such persons may be entitled apart from this Article 9, Section 9.

To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the corporation before final disposition of the proceeding upon receipt by the corporation of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses.

The corporation shall have power to purchase and maintain insurance to the fullest extent permitted by law on behalf of any agent of the corporation, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 10: COMMITTEES

Section 10.1 Committees of Trustees

The Board of Trustees may, by resolution adopted by a majority of the Trustees then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more Trustees and may also include persons who are not on the Board, to serve at the pleasure of the Board. The Board may designate one or more alternate members of any committee, who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the Trustees then in office, provided that a quorum is present. The Board of Trustees may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve any action that, under the Law, would also require the affirmative vote of the members if this were a membership corporation.
- b) Fill vacancies on, or remove the members of, the Board of Trustees or in any committee that has the authority of the Board.
- c) Fix compensation of the Trustees for serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- e) Amend or repeal any resolution of the Board of Trustees that by its express terms is not so amendable or repeal able.
- f) Appoint any other committees of the Board of Trustees or their members.
- g) Approve a plan of merger; consolidation; voluntary dissolution; bankruptcy or reorganization; or for the sale, lease, or exchange of all or substantially all of the property and assets of the corporation otherwise than in the usual and regular course of its business; or revoke any such plan.
- h) Approve any self-dealing transaction, except as provided by the Law. No committee shall bind the corporation in a contract or agreement or expend corporate funds, unless authorized to do so by the Board of Trustees.

Section 10.2 Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 8 of these bylaws, concerning meetings and actions of Trustees, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Trustees and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Trustees or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Trustees. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Trustees may adopt rules not inconsistent with the provisions of these bylaws for the government of any committee.

Section 10.3 Executive Committee

Pursuant to Article 10, Section 1, the Board may appoint an Executive Committee composed of three (3) or more Trustees, one of whom shall be the chairperson of the Board [OR consisting of the chairperson of the Board, the vice chairperson, the Secretary, and the treasurer], to serve as the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have, and may exercise all the authority of the Board in the management of the business and affairs of the corporation between meetings of the Board; provided, however, that the Executive Committee shall not have the authority of the

Board in reference to those matters enumerated in Article 10, Section 1. The Secretary of the corporation shall send to each Trustee a summary report of the business conducted at any meeting of the Executive Committee.

Section 10.4 Audit Committee

The Board shall appoint an Audit Committee. Notwithstanding Article 10, Section 1, which shall otherwise govern the committee's operations, the committee may be comprised of one or more persons and may include persons other than Trustees of the corporation. The membership of the Audit Committee shall not include the following persons: (a) The chairperson of the Board; (b) The treasurer of the corporation; (c) Any employee of the corporation; or (d) Any person with a material financial interest in any entity doing business with the corporation. In the event that the Board appoints a Finance Committee, members of the Finance Committee must constitute less than one-half of the membership of the Audit Committee and the Chair of the Finance Committee shall not serve on the Audit Committee. The Audit Committee shall make recommendations to the Board of Trustees regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary. The Audit Committee shall confer with the auditor to satisfy its members that the corporation's financial affairs are in order and shall review and determine whether to accept the audit. In the event that the auditor's firm provides non-audit services to the corporation, the Audit Committee shall ensure that the auditor's firm adheres to the standards for auditor independence set forth in the latest revision of the Government Auditing Standards published by the Comptroller General of the United States, or any standards promulgated by the Attorney General.

ARTICLE 11: OFFICERS

Section 11.1 Officers

The officers of the corporation shall consist of a Chairperson, Vice Chairperson, President (Executive Trustee), Secretary and Treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson of the Board or the President. In addition to the duties specified in this Article 11, Officers shall perform all other duties customarily incident to their office and such other duties as may be required by Law, by the Articles of Incorporation, or by these Bylaws, subject to control of the Board of Trustees, and shall perform such additional duties as the Board of Trustees shall from time to time assign.

The Chairperson, Vice Chairperson, and Secretary shall be chosen by the Board at its annual meeting, and shall serve at the pleasure of the Board, subject to the rights, if any, of any officer under any contract of employment. Without prejudice to any rights of an officer under any contract of employment, any officer may be removed with or without cause by the Board. Any officer may resign at any time by giving written notice to the Board of Trustees, the chairperson of the Board, the president, or the Secretary of the corporation, without prejudice, however, to the rights, if any, of the corporation under any contract to which such officer is a party. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified in the resignation; and, unless otherwise specified in the resignation, the acceptance of the resignation shall not be necessary to make it effective. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to that office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Trustees.

Section 11.2 Chairperson of the Board

The chairperson of the Board shall, when present, preside at all meetings of the Board of Trustees and Executive Committee. The chairperson is authorized to execute in the name of the corporation all contracts and other document authorized either generally or specifically by the Board to be executed by the corporation, except when by law the signature of the president is required.

Section 11.3 Vice Chairperson of the Board

The Vice Chairperson shall, in the absence of the chairperson, or in the event of his or her inability or refusal to act, perform all the duties of the chairperson, and when so acting shall have all the powers of, and be subject to all the restrictions on, the chairperson.

Section 11.4 President

Subject to the control, advice and consent of the Board of Trustees, the president shall, in general, supervise and conduct the activities and operations of the corporation, shall keep the Board of Trustees fully informed and shall freely consult with them concerning the activities of the corporation, and shall see that all orders and resolutions of the Board are carried into effect. Where appropriate, the Board of Trustees shall place the president under a contract of employment. The president shall be empowered to act, speak for, or otherwise represent the corporation between meetings of the Board. The president shall be responsible for the hiring and firing of all personnel and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies adopted by the Board. The president is authorized to contract, receive, deposit, disburse, and account for funds of the

corporation; to execute in the name of the corporation all contracts and other documents authorized either generally or specifically by the Board to be executed by the corporation; and to negotiate all material business transactions of the corporation.

Section 11.5 Secretary

The Secretary, or his or her designee, shall be custodian of all records and documents of the corporation which are to be kept at the principal office of the corporation, shall act as Secretary of all the meetings of the Board of Trustees, and shall keep the minutes of all such meetings in books proposed for that purpose. He or she shall attend to the giving and serving of all notices of the corporation and shall see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws.

Section 11.6 Treasurer

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The Treasurer shall deposit or cause to be deposited all moneys and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the Board of Trustees. The Treasurer shall disburse or cause to be disbursed the funds of the corporation as may be ordered by the Board of Trustees, and shall render to the chairperson, president, and Trustees, whenever they request it, an account of all of the treasurer's transactions as treasurer and of the financial condition of the corporation. If required by the Board of Trustees, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the Treasurer's office and for restoration to the corporation of all its books, papers, vouchers, money, and other property of every kind in the treasurer's possession or under the Treasurer's control on the treasurer's death, resignation, retirement, or removal from office. The corporation shall pay the cost of such bond.

ARTICLE 12: EXECUTION OF CORPORATE INSTRUMENT

Section 12.1 Signature Authority

The Board of Trustees may, in its discretion, determine the method and designate the signatory officer or officers or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the corporation. Unless otherwise specifically determined by the Board of Trustees or

otherwise required by law, formal contracts of the corporation, promissory notes, deeds of trust, mortgages, and other evidences of indebtedness of the corporation, and other corporate instruments or documents, memberships in other corporations, and certificates of shares of stock owned by the corporation, shall be executed, signed, or endorsed by the chairperson of the Board, vice chairperson of the Board or the president and by the Secretary or treasurer or any assistant Secretary or assistant treasurer. All checks and drafts drawn on banks or other depositories on funds to the credit of the corporation, or in special accounts of the corporation, shall be signed by such person or persons as the Board of Trustees shall authorize to do so.

Section 12.2 Loans and Contracts

No loans or advances shall be contracted on behalf of the corporation and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Trustees. Without the express and specific authorization of the Board, no officer or other agent of the corporation may enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation.

ARTICLE 13: RECORDS AND REPORTS

Section 13.1 Maintenance and Inspection of Articles and Bylaws

The corporation shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the Trustees at all reasonable times during office hours.

Section 13.2 Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The corporation shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Section 13.3 Maintenance and Inspection of Other Corporate Records

The corporation shall keep adequate and correct books and records of accounts, and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at such place or places designated by the Board of Trustees, or, in the absence of such designation, at the principal office of the corporation. The minutes shall be kept in written or typed form, and other books and records shall be

kept either in written or typed form or in any other form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the corporation shall turn over to his or her successor or the chairperson or president, in good order, such corporate monies, books, records, minutes, lists, documents, contracts or other property of the corporation as have been in the custody of such officer, employee, or agent during his or her term of office. Every Trustee shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. The inspection may be made in person or by an agent or attorney and shall include the right to copy and make extracts of documents.

Section 13.4 Preparation of Annual Financial Statements

The corporation shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards, under supervision of the Audit Committee established by these bylaws. The corporation shall make these financial statements available to the West Virginia Attorney General and members of the public for inspection no later than six (6) months after the close of the fiscal year to which the statements relate.

Section 13.5 Reports

The Board shall cause an annual report to be sent to all Trustees, within 60 days after the end of the corporation's fiscal year, containing the following information:

- a) The assets and liabilities, including the trust funds, of this corporation at the end of the fiscal year;
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- c) The revenues or receipts of this corporation, both unrestricted and restricted for particular purposes, for the fiscal year;
- d) The expenses or disbursements of this corporation for both general and restricted purposes during the fiscal year; and
- e) concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statement was prepared without audit from the books and records of the corporation.

ARTICLE 14: AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended, or repealed by the vote of a majority of the Trustees then in office. Such action is authorized only at a duly called and held meeting of the Board of Trustees for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations, therefore, is given in accordance with these bylaws, unless such notice is waived in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

ARTICLE 15: CORPORATE SEAL

The Board of Trustees may adopt, use, and alter a corporate seal. The seal shall be kept at the principal office of the corporation. Failure to affix the seal to any corporate instrument, however, shall not affect the validity of that instrument.

ARTICLE 16: CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular, and the term "person" includes a corporation as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then as far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

The organizational structure of the school. Clearly identify the lines of authority and reporting between the governing board, school administrators, staff, related bodies (i.e., advisory bodies, parent councils, teacher councils), and any external organizations that will play a role in school management.

Board of Trustees: The Board of Trustees delegates operation of MBLI to the MBLI Leadership Team.

MBLI Leadership Team: MBLI administration including the Executive Director, Assistant Director, Principal, and Assistant Principals will have the commitment and ability to execute on comprehensive educational vision and mission of MBLI. The Leadership Team adheres to MBLI's Core Values and is guided by its Core Principles in the daily execution of the MBLI's Mission. The leaders of MBLI will manage and make decisions with student academic achievement as the motivating factors.

School Office Staff: The School Office Staff perform daily tasks throughout MBLI under the guidance of the Principal. They are responsible for the majority of the clerical and administrative work in MBLI,

including handling sensitive documents such as student records and transcripts. They serve as a liaison between the students, parents, and school leadership.

Parent Organization: The Parent Organization (PO) will be comprised of MBLI parents and through special committees including Fundraising, Business Symposium, Facilities, Special Events, and Parent Education, will provide the necessary support for MBLI to offer a full, rich program. The goals of the PO will be to encourage interaction between MBLI and families; as well as serve as a source of support for the MBLI community at large to enhance MBLI’s education efforts. The PO works most closely with the Principal and Leadership Team to meet these goals.

See Organization Chart in Attachment 14.

DISTINCTION BETWEEN GOVERNANCE AND ADMINISTRATION

Although related, there is a clear distinction between the roles of governance and school administration. The MBLI Board of Trustees handles policy-making decisions and guiding the overall direction of MBLI. Whereas school administration deals with the allocation and deployment of resources on a daily basis to achieve MBLI’s goals. MBLI recognizes and will adhere to the following to ensure proper separation of roles:

- **Time Management.** Boards must be structured to use their time well as key decisions often require a quick turnaround and board meeting time is a limited resource.
- **Procedures.** Boards have established procedures to focus on making major governance decisions (budget approval, performance reviews) and leave administration to the staff.
- **Micro-Management.** The board does not micro-manage or meddle in daily administrative decision-making per the educational programs and support services.
- **Delegation.** The board delegates responsibility to its committees or the school leader, creating space and autonomy for school leader, staff, board committees and volunteers to better plan and implement actions in their respective areas of responsibility.

IDENTIFICATION OF GOVERNANCE VS. ADMINISTRATION ROLES

Task Area	Board of Trustees	School Administration
Legal	<ul style="list-style-type: none"> • Exercise’s fiduciary role to ensure school is properly managed. • Maintains legal status; ensures paperwork is submitted to governmental agencies 	<ul style="list-style-type: none"> • Provides information to board demonstrating school is well managed. • Compiles information for annual filing requirements

	<ul style="list-style-type: none"> • Reviews financial/business dealings; exercises judgment to avoid conflict of interest 	<ul style="list-style-type: none"> • Alerts board if conflict of interest situation is likely to occur
Finance and Accounting	<ul style="list-style-type: none"> • Approves annual budget • Reviews periodic financial reports (balance sheet, income statement) • Ensures proper internal controls in place 	<ul style="list-style-type: none"> • Prepares annual budget • Oversees preparation of periodic financial statements • Implements proper financial controls
Planning	<ul style="list-style-type: none"> • Establishes mission and program direction; approves goals/ objectives to meet those ends • Reviews strategic plan/progress • Assesses compliance/progress in achieving educational outcomes • Assesses program evaluation plan 	<ul style="list-style-type: none"> • Participates in establishing mission and program direction. • Assists board in keeping focus and momentum • Develops program goals/ objectives based on board's specific mission • Develops/oversees progress reports
Policy	<ul style="list-style-type: none"> • Develops/adopts written policies • Responsible for reviewing policies periodically 	<ul style="list-style-type: none"> • Identifies need for new policies • Assures implementation of policies and assists in analyzing policy options
Personnel	<ul style="list-style-type: none"> • Sets and reviews personnel policies • Hire school leader and evaluates their performance 	<ul style="list-style-type: none"> • Implements personnel policies • Recommends changes to personnel policies • Hires staff/evaluates performance
Resource Development	<ul style="list-style-type: none"> • Assures long-range commitment of resources • Establishes/implements fund development plan • Reviews/approves all major grant proposals 	<ul style="list-style-type: none"> • Conducts research and maintains database • Assists in fund development • Develops grants and other funding applications, plans fundraising events
Accountability	<ul style="list-style-type: none"> • Establishes and communicates expectations of board membership • Assures effective board participation 	<ul style="list-style-type: none"> • Facilitates training and info exchange in preparation for board selection • Facilitates effective communication among board

Decision-Making	<ul style="list-style-type: none"> • Defines/communicates board’s role • Assures appropriate board involvement in decision-making 	<ul style="list-style-type: none"> • Makes action decisions within parameters set by the board
Community Relations	<ul style="list-style-type: none"> • Promotes school to parents/ public • Serves as emissary to broader community • Promotes activities with other charter schools, such as coalitions, shared programs, etc. 	<ul style="list-style-type: none"> • Interprets charter school mission to community via direct involvement, PR, personal contact, working with media, etc. • Works closely with the board for an effective division of labor
Contracts	<ul style="list-style-type: none"> • Approves contracts 	<ul style="list-style-type: none"> • Manages contracts

Process and procedures in the case of the closure or dissolution of the school, including provisions for the transfer of students and their records to the appropriate local school district and an assurance and agreement to payment of net assets or equity after payments of debt. (§18-5G-8.b.18).

MBLI will use the following Closing Procedures in the case of the closure or dissolution to ensure orderly closure in the event that school closure has been determined by West Virginia Public School Board. MBLI will work to protect the best interests of families and staff with a focus on the continued education of all students enrolled in MBLI until the last scheduled day of instruction as well as assisting successful transitions for all parties involved. An emphasis will be placed on ensuring that the resources and assets of MBLI are protected in the best interest of taxpayers, the school community, and that funds are reallocated in a fiscally sound manner. School funds will be allocated according to planned budgetary projections and assumptions in addition to being used to carry out closing tasks.

MBLI stakeholders – school employees, building landlords, creditors, and most importantly students and families will be notified immediately of an impending closure to gain access to options aligned with their individual needs. MBLI will focus on ensuring that every student is placed in an appropriate educational setting, while also managing the operational aspects of school closure. A liaison between MBLI, the school district, and West Virginia Professional Charter School Board will schedule recurring calls to discuss progress toward completing actions pertaining to closure. These calls may be as frequent as weekly, particularly at the start of the closure process. This collaboration will help ensure that student records are handled appropriately, families are educated about educational choices, and partnerships are forged with the local education community to facilitate student transfers.

As mentioned previously, many of the closing tasks are considered urgent and will take place within days of the final action to close MBLI whether this final action is undertaken by MBLI’s Governing Board or the

West Virginia Professional Charter School Board (WVPCSB). Other actions will be ongoing until MBLI's closure is complete, including MBLI's Governing Board communication with WVPCSB to provide advance copies of materials including agendas, financials, minutes, supporting documents, etc.

The key categories of tasks are summarized below:

- **Immediate tasks (up to 1 week following the final action to close the school):** A transition team dedicated to ensuring the smooth transition of students and staff, and to close down MBLI's business will be formed to complete urgent tasks immediately. The transition team will prioritize notification of the public and school community, convening meetings with families and staff, and clarifying communication protocols and expectations through the completion of the closing process. Engaging key school stakeholders in this process will help increase trust within the school community. This collaboration will also help encourage families to take advantage of available transitional services. Parents and faculty will receive a detailed transition letter. External state and local agencies will receive notifications, as will unions for schools with collective bargaining units.
- **Ongoing activities (through completion of the closure process):** Some activities require ongoing maintenance of effort and attention by trustees and school staff. The transition team will ensure instruction continues through closure, provide support for families seeking placement options, and ensure appropriate use of dissolution funds.
- **Pre-closure tasks (w/in 45 days):** These consist of significant priority tasks essential to high-quality and on-time dissolution. Action items include notification of potential creditors, debtors, contractors, vendors, and management companies, if applicable.
- **Post-closure tasks (w/in one week to 120 days after the last day of instruction):** Dissolution tasks during this period after the end of instruction include extensive financial reporting (including a closeout audit), transfer of student records, notification of final report cards, and formal document records transfer. MBLI's Board Chair is responsible for the disposition of records, including (but not limited to) financial documents, contracts, assets, and grants. MBLI's Principal is responsible for ensuring that student records are up-to-date and complete and that all records are transferred appropriately. The district and WVPCSB will advise MBLI of any outstanding liabilities owed to the state. These may include overpayment of apportionments and/or unpaid revolving fund loans or grants.

Provide a proposed handbook related to personnel policies. The handbook should be attached a separate document to this application. (§18-5G-8.b.11).

See Employee Handbook, Attachment 6.

Separately, include each of the following:

Criteria for hiring qualified teachers, school administrators, and other school employees.

STAFF RECRUITMENT PLAN

Since school staff are the pillars of any successful school model, MBLI's vision for how school staff lead, innovate within, and experience MBLI is critical to achieving the school's mission. MBLI seeks to market school staff positions as attractive and sustainable long-term careers for passionate professionals of all backgrounds. Additionally, to best serve students MBLI intends to attract skilled talent and invest heavily in professional development to further build expertise from within MBLI.

Recruitment of teachers and non-instructional staff will be spearheaded by MBLI's School Leaders (Principal, Assistant Director, and Executive Director). Partnerships will also be cultivated with local organizations, including Teach for America, to identify, recruit, and hire the best candidates.

More specifically MBLI's recruitment strategy will:

- Define talent needs by prioritizing desired professional skills and capabilities;
- Use well known hiring resources for education; and,
- Track hiring results, improving, and enhancing the process as needed.

Hiring for MBLI faculty positions are the same as other WVPS schools. To ensure selection of the highest quality staff will implement the following:

- Using high quality, well written, job descriptions, purposed to excite talent about MBLI and highlight the culture intended for MBLI;
- Creating a welcoming human resource environment;
- Enhancing the job candidate experience, for all MBLI positions;
- Moving timely through the various steps of the hiring process;
- Posting of job openings across a broad spectrum of job announcement platforms;
- Expanding the talent search beyond the local area;
- Requesting resumes, cover letters, and short essay responses, as appropriate;
- Brief screening interviews, offered in various electronic and in-person formats;
- Utilizing sample teaching lessons, as part of the interview process, followed by a candidate debrief;

- Offering an extensive formal interview to ensure the candidate is well informed of MBLI and its plans for students and staff;
- Verifying credentials and previous employment;
- Conducting state and federal background checks; and,
- Conducting professional and personal reference checks.

Brief screening interviews are informal communications with the applicant to gauge the applicant's attitude, professional acumen, and communication style; whereas extensive formal interviews provide the opportunity for MBLI to assess technical knowledge and conceptual understanding of a subject matter for faculty or areas of expertise for staff¹⁵⁰. MBLI's verification process will look to confirm the following: education degrees, institutions attended, years attended, specific certifications, dates obtained, certification numbers, specialized training pursuits, places of employment, positions held, position summary, honors and awards, employment issues, professional affiliations, etc. In addition to the aforementioned, MBLI will ensure the credentials and previous employment of candidates are appropriately verified.

HIRING STANDARDS AND CRITERIA

MBLI believes that the quality of the school staff determines the quality of education offered in the school. It is therefore the MBLI's responsibility to recruit and hire the best qualified candidates to meet the MBLI's educational needs. Staff selection will be based on strong academic preparation, professional competence, intellectual rigor, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of the school's educational goals. Attention will be paid to, among other factors, the candidate's academic records, and his/her previous relevant experience. Candidates must demonstrate that they are aware that students have many different life circumstances and a willingness to provide the educational support appropriate for the student population.

The highly qualified teacher provision is one of the goals of the No Child Left Behind Act of 2001. The term highly qualified teachers come from the original language of Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals – of the No Child Left Behind Act. The main goals of the highly qualified teacher provision are to ensure that every classroom is staffed by a teacher deemed "highly qualified" under conditions set by NCLB. The MBLI teaching staff members will be highly qualified, fulfill their individual responsibilities, and work in concert with the other members of the teaching team.

¹⁵⁰ Keo, Caitlyn, Kristine West, Lesley Lavery, Napat Jatusripitak, Elton Mykerezi, and Christopher Moore. "Do Early-Offers Equal Better Teachers?." *Journal of Applied Educational and Policy Research* 5, no. 1 (2020).

MBLI School Leadership, and, when appropriate, outside experts, will be responsible for advertising available jobs, soliciting applications from qualified candidates, screening all applicants, and making recommendations for hire.

It is the MBLI School Leadership's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status.

MBLI is committed to hire the individuals who are best qualified for the job without regard to race, sex, religion, or handicap unrelated to the job. MBLI will adhere to relevant West Virginia laws in its hiring practices.

RECRUITMENT CYCLE

The milestones that guide the MBLI school staff recruitment cycle begin in November to identify and select staff for the following school year. Applications will be due in March and final selections made by June. All milestones are flexible and adapted based on MBLI need and interest.

STAFF RETENTION PLAN

MBLI will engage and involve teachers as leaders, particularly in professional development or as program / policy advisors, as the tool for sustaining a high performing, sustainable teaching force. Additionally, MBLI will design and implement opportunities for teachers to lead from the classroom. This allows teachers the opportunity to contribute to their profession and student learning with a larger, sustained impact. Teachers exhibit leadership in multiple often overlapping ways¹⁵¹. At MBLI some teacher leadership roles may be formal with designated responsibilities and correlating stipends, while others may be informal and emerge as MBLI grows and teachers interact. MBLI endorsing teacher leadership ensures that teachers are afforded multiple opportunities to lead in manners that best fit their talents and professional interests. What is clear for MBLI is that regardless of the leadership roles teachers endeavor to assume, teacher leaders form and support MBLI's culture, aid student learning, and encourage continually learning among fellow teachers. MBLI expects that teacher leaders will demonstrate leadership through some of the following manners:

- sharing instructional resources;
- helping other teachers implement effective teaching strategies;
- developing a common understanding of the standards and facilitating the development and analysis of student assessments;

¹⁵¹ Supovitz, Jonathan A. "Teacher leaders' work with peers in a quasi-formal teacher leadership model." *School Leadership & Management* 38, no. 1 (2018): 53-79.

- helping other teachers implement new ideas, by demonstrating lessons, co-teaching, or observing and providing feedback;
- identifying and facilitating professional learning opportunities;
- serving as a mentor for new teachers;
- serving on student services committees;
- acting as a grade-level or content / department chair;
- supporting MBLI initiatives;
- representing MBLI on community or district task forces or committees;
- leading conversations that engage fellow teachers in analyzing and using data to strengthen instruction;
- serving as catalysts for innovation and change; and,
- serving as models of continual improvement, demonstrating continuous learning, and applying new knowledge to helping MBLI students achieve and succeed.

The strategies MBLI will utilize for retaining the best teachers for a lifelong career in the classroom are:

- **Creating opportunities for leadership and specialization.** MBLI will create opportunities for teachers to play an active role in planning and decision-making and capitalize on teachers' individual strengths. Providing such opportunities recognizes teachers for the specialized professionals they are and values their individual contributions.
- **Partnering with organizations to grow teacher leadership.** If MBLI exhausts in-house leadership opportunities for teachers, MBLI will develop partnerships with organizations that provide teacher leadership opportunities and support teachers in pursuing external opportunities personally.
- **Balancing staffing and scheduling.** MBLI understands that teaching is a demanding job, and while many teachers want to expand their impact beyond their classroom, they often do not have the time to take on the additional tasks of doing so. MBLI will structure staffing and scheduling to provide this time for teachers, implementing job sharing options or hybrid roles, to allow teachers to grow professionally while maintaining a sustainable work-life balance. Job sharing or hybrid roles refers to the expectations MBLI has for teachers in the area of collaboration¹⁵². In the past, teachers in the classroom worked in isolation with sole responsibility for arranging the learning environment and determining which content to teach and how to teach it¹⁵³. That however is often a daunting task to broach alone. MBLI's classroom teachers are one of many individuals who support the growth and achievement of MBLI's students. MBLI's efforts in this area focus on the

¹⁵² Mahmudova, I. N., and N. V. Solovova. "Job-Sharing" As A Form Of Work Organization." In *International Scientific Conference "Far East Con"(ISCFEC 2018)*, pp. 360-363. Atlantis Press, 2019.

¹⁵³ Reeves, Philip M., Wik Hung Pun, and Kyung Sun Chung. "Influence of teacher collaboration on job satisfaction and student achievement." *Teaching and Teacher Education* 67 (2017): 227-236.

roles and responsibilities of the various members of a student's educational team who collaborate on a regular basis to ensure delivery of educational services and instruction to students. As part of the success plan for students, MBLI intends to provide increased attention to grade-level standards, availability of technologies to support instruction, and understanding effective instructional practices in all content areas. As a direct result, MBLI considers it essential for teachers to collaborate across disciplines to design and deliver educational services that meet the needs of all students.

Descriptions of staff responsibilities.

Executive Director: The Executive Director works under the oversight of the Board of Trustees and oversees the fiscal, and operational areas of the corporation and MBLI. The Executive Director is responsible for ensuring that the MBLIs' academic programs and operations are successful and faithful to the terms of its charter and seeks to relieve the school administration staff of non-instructional obligations in order to allow focus on student achievement and instructional staff development. As MBLI grows to accommodate additional grades, the Executive Director will be tasked with ensuring the operations of MBLI continue to provide the effective infrastructure necessary to support the expansion. The Executive Director's specific responsibilities include:

- Accept leadership accountability for continuous improvement and implementation of the mission, vision, goals, values, and policies of the corporation and MBLI, a public charter school.
- Represent and communicate on behalf of the corporation and its schools at authorizing agencies, local school districts, local and state government agencies, and business partners, as directed by the Board.
- Maintain a visible and accessible presence to the schools' families and the local communities.
- Ensure legal and ethical integrity in the corporation.
- Supervise and direct the corporation's day-to-day activities and affairs.
- Recruit, manage, evaluate, provide leadership to, and inspire the MBLI Leadership team, including Assistant Director, Principal, Assistant Principals, and Dean of Student.
- Stay current on best practices in education, instructional programs, and charter school operations.
- Execute all decisions approved by the Board of Trustees.

Assistant Director: The Assistant Director works with the Executive Director in shaping policy for MBLI and in forming operational plans for executing MBLI policy. The Assistant Director works in partnership with the Executive Director, Principal, and Assistant Principal, and individual members of the MBLI faculty to ensure programming alignment with MBLI's mission and successful achievement of its strategic goals.

The Assistant Director works daily to oversee and support the ongoing examination and improvement of MBLI's educational program and ensures that MBLI's mission of educational excellence and innovation is fulfilled. The primary work of the Assistant Director is to work collaboratively and enthusiastically with the Executive Director, Principal, and Assistant Principal(s) to sustain a school culture that supports faculty, strives for excellence in teaching, embraces communities of learners and a culture of self-reflection, and embraces change and innovation while respecting individual teaching strengths. Most importantly, the Assistant Director will lead MBLI in efforts to be learner, instead of teacher, centered and will facilitate work among departments to develop integrated programs that support success and ensure that MBLI's climate reflects MBLI's focus on college-bound academics and career preparation.

Corporate Operations Staff: The Corporate Operations Staff (COS) provides a variety of management, professional, and operations support with an emphasis on effectiveness and efficiency. The COS coordinates the administrative tasks that are the responsibility of the Executive Director and Assistant Director. The COS liaise across the MBLI community, communicating with all parties, all organizational levels. The COS works most closely with the Executive Director on a day to day basis.

Principal: Together with the Executive Director, and the Assistant Director, the Principal will provide the vision and leadership needed to create the progressive, dynamic, and student-centered learning community, grounded in the MBLI school design. The Principal is MBLI'S instructional leader and holds primary responsibility for ensuring the academic achievement of all students at high levels. The Principal will guide instructional direction, manage the school's academic program, and support, develop, and evaluate instructional staff. The Principal reports to the Executive Director and is the immediate supervisor of the school's instructional faculty. During the planning year, the Principal will work with the Executive Director and Assistant Director to: (1) develop / finalize the curriculum, school policies, systems, and structures; (2) hire instructional staff; (3) connect the school community with the larger educational community, including other charter, public and independent schools; (4) plan and schedule development, training, and assessment including summer institute for new staff and summer learning workshop for new students.

Assistant Principal: The Assistant Principal (AP) plays a critical role in driving academic achievement for students and building a rigorous college preparatory environment through collaboration with the Principal and other members of the leadership team. The AP maintains a deep understanding of high-leverage instructional strategies and will directly manage and coach teachers. The AP serves as a culture leader of the building and will ensure support systems are carried out with fidelity. During the planning year, the AP will work with the Executive Director, DD, and Principal to design, plan, and facilitate professional development for teachers and staff.

Plan for annual evaluations of school personnel.

The MBLI performance evaluation process is a continuous responsibility for the school leaders, supervisors, and employees. In the process, discussions occur throughout the year to provide feedback on accomplishments as well as challenges and are recorded formally on an annual basis. This process is designed to capture the essence of the conversations held and also provide a formalized opportunity for the employee and supervisor to reflect on previous performance, share their outlook for the future, and commit to achieving goals that will move our institution forward. Providing employees with continuous, honest feedback and direction is vital in engagement with employees and is also essential to the growth and development of MBLI. The focused attention and commitment to ongoing dialogue by both supervisors and employees will:

- Align every employee's work with MBLI's mission, vision, and goals
- Establish expected behaviors to meet goals and objectives
- Assess individual progress toward attaining school and departmental objectives
- Recognize every employee's contributions
- Increase role clarity and enhance communication regarding future expectations

Forms

MBLI will use two types of documents as part of the annual performance evaluation process: (1) Self-Appraisal Form and (2) Performance Evaluation Form. The purposes of each form are as follows:

- **Self-Appraisal Form** is intended to be completed by the employee and kept in departmental files and not forwarded to the Principal. The form provides a tool for employees and supervisors to review the current job duties of a particular position and any external obstacles that an employee is encountering to complete their work. Additionally, this form encourages a longer-term career path dialogue as well as a plan for further professional development.
- **Performance Evaluation Form**, reviews stated objectives from the prior year and provides feedback on core competencies and expected behaviors, is intended to be completed by the supervisor through discussions with the employee and is forwarded to the Principal for inclusion in the employee personnel file. Additionally, this form sets goals for the following review year as well as a Professional Development Plan.

Timeline

The period covered by the annual performance evaluation forms is July 1 to June 30. Documentation will be accepted based on the dates listed below for each step:

- June 30 – The performance evaluation period closes
- July 8 – Self-Appraisal Form to be submitted to the supervisor
- August 8 – Performance Evaluation Form (Formal or Alternative) to be signed by the employee
- September 8 – Signed Performance Evaluation Form (Formal or Alternative) to be given to Principal or designee
- September 30 – Principal to report compliance with the process to Executive Director or designee

Describe the process by which the school will resolve disputes with the Professional Charter School Board. (§18-5G-8.b.22).

MBLI will attempt to resolve disputes arising out of the implementation of the charter school contract, by means of the dispute resolution process. Should both MBLI and WVPCSB agree to dispute resolution, both will agree to continue without delay performance under the charter school contract, except in instance where performance is directly affected by the dispute.

Informal negotiation. If both parties agree to dispute resolution, authorized representatives of MBLI and WVPCSB will meet to discuss a resolution to the dispute.

Formal notification of dispute. If the dispute is not resolved through informal negotiation, either MBLI or WVPCSB may submit to the other a written notice identifying the specific action with which it disagrees, any charter school contract element which it alleges has been breached, and the specific corrective action it wishes the other party to take. The notice will be given within thirty (30) days of the time the party came to know or should have known of the action at issue and that informal negotiation was unsuccessful.

Mediation. If MBLI and WVPCSB are unable to negotiate a resolution to the dispute within ten (10) business days of receipt of the written notice, either entity may request mediation. The entity making the request provide notification of the intention to pursue mediation in writing. Within one calendar week of receipt of written notice, the authorized representatives of MBLI and WVPCSB will attempt to agree on a mediator. If MBLI and WVPCSB through their representatives fail to reach an agreement within one calendar week after the first attempt to agree, an appointment of a mediator by the American Arbitration Association or such other organization will be mutually agreed upon.

Procedure. Within thirty (30) days of appointment, the mediator will conduct a meeting limited to the issues raised in the written notice. The mediator will have authority to make procedural rules and will issue a report to the parties within thirty (30) days after the close of the meeting. Such report will contain findings and a recommendation regarding the issue(s) in dispute. The mediator's recommendation will be forwarded to the MBLI and WVPCSB. This shall not be deemed the "release" of the mediator's recommendation.

FINANCE

Provide a detailed proposal for start-up and multi-year operating budgets necessary to achieve the educational mission of the charter school as well as the standard operating procedures, roles and responsibilities, and contingency plans to realize sound financial management across the term of the contract. Include assumptions for staffing, revenue, and expenditures.

As stewards of the public trust, MBLI will maintain sound fiscal responsibility. As a publicly funded entity, MBLI is responsible for ensuring the public's confidence and integrity of school's activities. MBLI has outlined processes and procedures to support accountability at each level of financial management.

The Board of Trustees will bear responsibility for governance of MBLI and will hold leadership accountable for sound financial management practices and adherence to set policies. The Board will approve financial policies and the Executive Director will implement these policies, using approved internal financial controls that are aligned with the requirements outlined in the policies for West Virginia Public Schools and that provide MBLI with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, the Board of Trustees will select a Treasurer with professional experience in finance or accounting. The Treasurer will ensure that the Finance Committee monitors the MBLI's finances closely and on a monthly basis. The Treasurer will work with the Executive Director to develop the annual budget and present it to the full Board of Trustees for review and approval.

The Board of Trustees will also ensure that quarterly financial reports with analyses of actual spending versus budgeted amounts are submitted to the District and will work with the Executive Director to ensure that an annual audit is completed. While the Board of Trustees is responsible for financial oversight, the Executive Director is responsible for the day-to-day financial management of MBLI. The Executive Director will contract with an independent certified public accountant (CPA) to provide support in analyzing, reconciling, and adjusting accounting account balances, and to ensure financial records are maintained in accordance with accepted accounting principles (GAAP).

Separately, include each of the following:

A proposed five-year budget, including the start-up year and projections for future additional years with clearly stated assumptions. (§18-5G-8.b.8)

PROJECTED BUDGET PLAN

Budget Goals and Objectives

MBLI expects to reach full enrollment with grade 12 in school year 6 so the financial goals and objectives for the out-years will be to maintain a surplus every year to ensure a steadily growing net worth that will provide a strong foundation for the school to be in a secure and financially sustainable position for the future. MBLI will use those resources to continually improve technology, invest in external courses for the students (e.g., college courses, technical certifications, etc.) and provide additional opportunities for family and community involvement. MBLI recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible MBLI intends:

- To encourage advance planning through the best possible budget procedures.
- To explore all practical and legal sources of dollar income.
- To guide the expenditure of funds so as to achieve the greatest educational returns.
- To require maximum efficiency in accounting and reporting procedures.
- To maintain a level of per pupil expenditure needed to provide high quality education as trustee of local, state, and federal funds allocated for use in education.

Noted below is MBLI's detailed four-year balanced budget plan, including projected revenue sources and planned expenditures. The budget narrative not only emphasizes how MBLI's fiscal priorities align with the stated mission, academic program, and priorities, but also how MBLI demonstrates financial viability within the parameters of anticipated allocated charter school funding.

See numerical budget document in Attachment 2.

Projected Revenue

The primary source of revenue for MBLI will be funds received from the per pupil allocation. MBLI has planned the budget using an estimated per pupil figure based on the state average per pupil allocation as reported to the US Department of Education for school year 2018-2019. The per pupil allocation assumes a modest 1.5% annual cost of operations adjustment. The annual revenue is calculated as the per pupil funding amount multiplied by the enrollment planned at MBLI for each school year. MBLI recognizes that State law entitles the West Virginia Professional Charter School Board to 1% of the per pupil amount as an oversight fee. The WVPCSB allocation is reflected as a line item reduction in revenue. State law also

provides that 10% of the per pupil is withheld by the local school district. This allocation is also reflected as a line item reduction in revenue.

In addition to the per pupil allocation, for planning purposes, MBLI has also budgeted to include funding from the US Department of Education Title One Program; and US Department of Agriculture to support Food Services. MBLI understands that funding from the federal breakfast, lunch, and snack program work on a reimbursement basis from the US Department of Agriculture.

Finally, MBLI has projected to include revenue from Private Grants and Donations / Board Contributions; School Fundraising; Corporate Sponsorships; Student Activity Fees; and a Capital Fundraising Campaign.

Total Projected Revenue. \$5,566,223, Year 1; \$6,409,926, in Year 2; \$8,399,696, in Year 3; \$10,097,716, in Year 4; and \$ 11,881,579, in Year 5, has been estimated for planned revenue.

Projected Costs

MBLI's budget model and financial plan ensure that MBLI's core educational program will be able to operate exclusively with public funds. Conservative budgeting will allow MBLI to maintain financial stability in the operating budget primarily using the per-pupil allocation. This conservative budget model assumes student attrition, and conservative revenue, yet allows MBLI to balance the budget and focus resources on alignment with MBLI's mission. All expenses will be managed in the context of MBLI's mission. Additionally, MBLI will link financial expenditures to student outcomes to support continuous improvement in student performance. Each expense category also includes a contingency line item.

Projected Personnel Salaries and Benefits Costs

Funds will be used to support:

- Administration and School Salaries – FTE that supervises MBLI instructional programs and activities
- School Office Salaries – FTE that comprise the administrative functional unit of MBLI
- Student Support Salaries – FTE that works collaboratively with MBLI staff, students, parents, and the community to prevent, identify and address problems that may hinder the educational success of MBLI's students'

- General Education and Education Specialty Salaries – FTE that responsible for guiding MBLI students to achieve academically and learn the skills they will need to be successful and productive citizens
- Special Populations Salaries – FTE that provide instruction and educational services and programs for all MBLI students with special education needs, including Talented & Gifted, and ESOL
- Operations Salaries – FTE that manages a variety of tasks associated with MBLI operations, including but not limited to staffing, curriculum, facilities, food services, health services, information technology, building security and back-office support
- Employee Medical Insurance, Paid Time Off, Retirement, Social Security, Medicare, Workers Compensation, and Unemployment.
- Stipends for Staff Awards and Recognitions; Club Monitors; and Sport Coaches
- Substitute instructional staff

Subtotal. Salaries in each category include an annual cost of living / pay rate adjustment factor. 55.0 FTE, 3,586,358 in Year 1; 62.0 FTE, \$4,132,156 in Year 2; 88.0 FTE, \$5,577,415 in Year 3; 101.0 FTE, \$6,323,074 in Year 4; and 112.0 FTE, \$6,949,198 in Year 5, has been estimated for Estimated Personnel Salaries and Benefits costs.

Projected Direct School Costs

Funds will be used to support:

- Purchasing of curriculum and reference materials; text and other books; instructional materials, and supplies, including for school store
- Contractual services, consultants, and miscellaneous expenditures related to instruction
- Funding MBLI student jobs, savings' program, and scholarships
- Service and field learning; family activities
- Student transportation via yellow bus operations
- School uniforms program

Subtotal. \$565,616 in Year 1; \$682,511 in Year 2; \$1,074,458 in Year 3; \$1,362,298 in Year 4; and \$1,580,663 in Year 5, has been estimated for Direct School costs.

Projected Facility and Occupancy Costs

Funds will be used to support:

- Modular facility units, design, site establishment and annual lease payments

- Cleaning and regular upkeep of modular units, school grounds, and equipment, utilities including telecommunications, supplies and materials management, and security equipment
- Repair, scheduled and preventive maintenance, or replacement of property
- Classroom Teacher; Student; Instructional; Computer Lab; Library; Media; and Office, Equipment and Furniture
- Contracted school building support services
- Modular facility units end of school year clean and refresh
- Food Services
- Health Suite Supplies

Subtotal. \$1,139,048 in Year 1; \$955,741 in Year 2; \$1,340,062 in Year 3; \$1,630,300 in Year 4; and \$1,820,729 in Year 5, has been estimated for Facility and Occupancy costs.

Projected General and Administrative Costs

Funds will be used to support:

- Funds will be used to support Accounting, Payroll, Audit; Administrative Software; Board Preparation, Training and Development; Ceremonies / Workshops / Events / Fundraising; Contracted Services; Insurance Policies; Legal Services; Marketing and Promotion; Network / Web Services; Office Supplies and Materials; Postage and Shipping; Professional Development / Training / Certifications; and Telephone/Telecommunications

Subtotal. \$166,691 in Year 1; \$206,845 in Year 2; \$250,715 in Year 3; \$286,308 in Year 4; and \$316,623 in Year 5, has been estimated for General and Administrative costs.

Total Projected Costs. In order to fully realize the MBLI establishment effort and foster the school's success, MBLI is budgeting expenses totaling \$5,535,319 in Year 1; \$5,977,253 in Year 2; \$8,242,650 in Year 3; and \$9,601,981 in Year 4; and \$10,667,212 in Year 5 estimated Total Costs.

Projected Budget Remaining Balance

\$ 30,904 in Year 1; \$ 432,673 in Year 2; \$ 157,047 in Year 3; and \$ 495,735 in Year 4; and \$ 1,214,367 in Year 5 remain; each year reflecting an estimated annual surplus.

SUPPLEMENTAL REVENUE PLAN

Following charter approval, the board will complete grant applications for the earliest available grant cycle for the Gladys Brooks Foundation and others, which are supportive of charter schools to aid fundraising goals. MBLI will assess budgetary needs between the second and third quarter of the Pre-Operations Year to finalize fundraising pursuits for the first year of operation based on the success of fundraising efforts during the pre-operations period. The following plan addresses the fundraising strategy. The plan will be revised once the school opens to students.

SECTION 1: ORGANIZATIONAL FUNDING GOALS	
Revenue	
Fundraising	\$450,000
TOTAL POTENTIAL REVENUE	

Potential Revenue by Source

SECTION 2: FUNDRAISING GOALS BY SOURCE	
Revenue Source	Amount
Individual donors	\$11,500
Foundation grants	\$237,000
Corporate gifts	\$200,000
Special events	\$1,500
TOTAL POTENTIAL REVENUE	\$450,000

Other Benchmarks	Target
# Donors >\$250	25
# Donors <\$250	50
# Individual donors	35
# Face to face donor meetings	15
# Names on donor email list	600
# Website donations	100

SECTION 3: FUNDRAISING STRATEGIES		
STRATEGY	ACTIONS	RESPONSIBLE PARTY(IES)
INDIVIDUAL GIFTS		

<ul style="list-style-type: none"> • Solicit donations from Governing and Founding Board of Directors. Goal is to raise a minimum of \$5,000, with 100% of the Board contributing at giving levels that are reasonable yet meaningful to each of them. 	<ul style="list-style-type: none"> • Develop Board Solicitation Letter • Discuss Board Giving Goal at June Board Meeting • Identify key point of contact to have individual conversations with each Board member to answer any questions • Send reminder emails to those individuals that do not submit donation in October and March. • Submit thank you and donor acknowledgement letter for tax purposes with-in one week of their gift. • Update Board on progress with meeting Board giving goal at monthly Board meetings. 	<ul style="list-style-type: none"> • Finance Committee • Executive Director • Assistant Director
<ul style="list-style-type: none"> • Create awareness about the MBLI’s fundraising needs by establishing an e-Giving campaign. • Review crowdsourcing platforms to raise presence of MBLI’s needs among the broader community. 	<ul style="list-style-type: none"> • Develop text and giving levels for online giving page that clearly communicates needs and impact of gift. • Research companies that provide customized online giving services • Select provider by July 1, work with provider to have online giving incorporated into website • Reach out to local non-profit organizations to help advertise the online giving campaign in their newsletters. • Develop messaging to be included on all print materials directing individuals to the online giving section of the school’s website. • Develop and send electronic email about the school’s fundraising needs; send out twice during the year in 	<ul style="list-style-type: none"> • Finance Committee • Executive Director • Assistant Director

	<p>December and in June to entire email list.</p> <ul style="list-style-type: none"> • Ensure that online giving is properly recorded in school financial records • Monitor progress on donations on a monthly basis 	
FOUNDATION GRANTS		
<ul style="list-style-type: none"> • Solicit donations from Charitable Foundations 	<ul style="list-style-type: none"> • Research information on Foundations to determine grant deadlines, application criteria, etc. • Identify main contact at Foundations and schedule face-to-face meeting to share information about MBLI and discuss the Foundation's goals and giving interests. • Write applications, have at least 2 proofreaders review application before submission • Follow-up with contact after outcome of proposal is known; submit thank you letter. • If application was not funded, ask contact for feedback. • If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on school website. • Update Board on progress at monthly board meetings. 	<ul style="list-style-type: none"> • Finance Committee • Executive Director • Assistant Director
CORPORATE GIFTS		
<p>Solicit donations from local corporations.</p>	<ul style="list-style-type: none"> • Identify contact to inquire about a presentation 	<ul style="list-style-type: none"> • Finance Committee • Executive Director

	<ul style="list-style-type: none"> • Develop presentation; appropriate materials to share at meeting. • Determine if there is an application process. • Send thank you note and schedule individual follow-up meetings with each representative to build key relationships. • Follow-up with contact after outcome of presentation is known. • If application was not funded, ask contact for feedback. • If application is funded, provide appropriate donation acknowledgement information • Establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on MBLI website. • Update Board on progress • Share info with key stakeholders in monthly newsletters 	<ul style="list-style-type: none"> • Assistant Director
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SPECIAL EVENTS

<ul style="list-style-type: none"> • Organize a fundraising event to coincide with the school's opening celebration 	<ul style="list-style-type: none"> • Determine best date for the Opening Celebration • Identify board members to manage opening celebration, develop timeline with key dates • Ask a Board member to donate home for the event location • Identify caterer • Develop invitations • Develop invite list • Solicit gifts for silent auction • Develop materials to share with guests • Send thank you letters to all guests and businesses that donated prizes • Acknowledge all gifts on school website • Update Board on progress; share info with key stakeholders in monthly newsletters 	<ul style="list-style-type: none"> • Finance Committee • Executive Director • Assistant Director
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SECTION 4: SUPPORT MATERIALS (TO BE DEVELOPED)

- Case for support describing the funding needs and the school’s benefit to the community (will utilize materials developed for marketing purposes)
- Board of Directors List (to be obtained once governing Board has been selected)
- Project budgets for each giving area identified (to be developed once building site has been selected, quotes obtained for school van and technology)
- Board Solicitation Letter
- Donor acknowledgement letter
- Audit (to be obtained Year 1 of operation)

First Year Enrollment Sensitivity Analysis. Development of MBLI’s operating budget includes analysis around student enrollment expectations. MBLI will engage in contingency planning as an integral part of the budget process so that unforeseen events, such as lower than expected enrollment, can be addressed in a timely and efficient manner without disrupting MBLI planned operations. Timely, accurate monthly financials will facilitate this process.

BUDGET CONTINGENCY PLAN

Given the understanding of the pitfalls and challenges faced by charter schools, both locally and nationally, MBLI has strategically outlined contingency plans to mitigate the challenges of school start-up. MBLI will be aggressive with circumventing challenges by over-planning and executing work at a high level. Two factors could adversely impact the financial viability of the school: (1) public funding or entitlements that are delayed or lower than expected and (2) under-enrollment. To the extent that public funds are temporarily unavailable, MBLI may opt to temporarily to cover expenses with a bank line of credit that will be paid down as soon as public per-pupil allocations become available. In addition, strategic development efforts will seek to create a reserve of funds that will be available for contingency working capital needs. MBLI expects to address the risk of under-enrollment by maintaining flexibility regarding the timing of long-term capital and staffing commitments. MBLI would also consider delaying capital improvements and securing capital equipment in the case of severe under-enrollment. MBLI would also endeavor to contain costs by seeking pro bono services or reduced rate services. Additionally senior staff will be able to perform dual roles as MBLI grows to full capacity. Due to the net income currently reflected in the budget, and the sensitivity analysis performed, MBLI is confident it could sustain operations without a reduction to student services.

Proposed fiscal and internal control policies. (§18-5G-8.b.9)

MBLI takes additional measures to ensure integrity within the school's financial management processes. MBLI's Financial Policies and Procedures Manual will cover the roles and responsibilities of all financial management duties, including content, frequency, and process of reporting and reconciling bank accounts and ledger books for all financial transactions of the school. The manual will also include information on expenses and accounts payable; payroll and related liability; fixed assets; grants, donations, and in-kind services; debt; investments; and security of financial data.

Budget Process

The Executive Director will work with the Finance Committee to prepare and propose a detailed budget that shows line-item expenses and that includes an analysis of the budget's relation to the MBLI's Accountability Plan. The budget will include a monthly cash-flow analysis to help manage cash flow and monitor progress towards outputs such as hiring, contracting of services, or procuring of equipment. The Board of Trustees will review and approve. The Executive Director will present a variance report of spending in monthly meetings with the Finance Committee. These reports will be sent to the entire Board of Trustees monthly.

Monthly Financial Reporting

The Executive Director will produce reports relevant to the fiscal condition and performance of MBLI. This set of reports will include, at minimum, the MBLI's balance sheet as of the closing day of the month being reported, an analysis of the MBLI's projected budget versus actual expenditures, a cash flow statement, and a cash flow projection to the end of the current fiscal year. Any major variances represented on the reports will be fully explained to the Board of Trustees and corrective action, if necessary, will be taken. An operational dashboard emphasizing the organizational goals of MBLI will be reviewed monthly.

Payments and Incoming Funds

The Executive Director will sign all checks and have the responsibility for approved purchases. The Board of Trustees will monitor approved expenditures. Incoming receipts will be filed and entered by back office support, recording the name, date received, name(s) or donor, address (if available), amount, and type of receipt. All checks will be stamped "for deposit only," prepared with a deposit slip and deposited into the appropriate school account. A copy of each check will be attached to a copy of the deposit slip and deposit receipt and will be filed and used for reconciliation of the bank statement by the Executive Director.

The Executive Director always having financial oversight and management is a critical component of maintaining the organizational viability of MBLI. Administrative support will receive the documentation

related to the cash receipts deposit and record the activity to the accounting system. The Board of Trustees will review all cash receipts quarterly, including a comparison of amounts received to the budget.

Record Keeping

MBLI will use a commercial accounting program such as QuickBooks to keep its financial records. The Executive Director, Assistant Director administrative support, and the Board Treasurer will have access to these records. Each week all financial records will be backed up and stored off-site.

Cash Flow Management Plan

MBLI's cash management plan includes processes and procedures that help signal a potential cash management problem and allow for immediate attention. The Executive Director bears ultimate responsibility to ensure that all forms are completed, and procedures are followed to ensure that all expected public and private dollars flow to the school without significant gaps in time. On a weekly basis administrative support will provide a cash flow update to the Executive Director indicating any expected revenues to be received and budgeted expenses to be made. This ensures that MBLI maintains a positive cash flow and to the extent possible, a cash reserve each month. Over time, the Executive Director with the Board Treasurer will produce budgets that include cash surpluses each year to help offset any potential shortfalls in revenue and to help meet any short term cash flow challenges.

There will be financial management policies and procedures in place to help ensure that all purchases and other expenditures are approved and accounted for with an eye towards fiscal prudence and long-term value. These procedures for purchases and accounts payable will allow the Executive Director to quickly curtail the rate of spending if necessary. The Executive Director, with the Board's approval, will seek lines of credit with financial institutions to provide an extra layer of protection. In the event that revenues do not fully cover expenses, the Executive Director and Board Treasurer will take necessary steps to protect payroll and facility's needs, options would include exploring how revenue through private donations and fundraising can be maximized; delaying non-payroll and facilities expenses and purchases; as well as, renegotiating the schedules for payments of contracts.

Purchasing Procedures

Every purchase made by MBLI will align with the mission of MBLI. The Executive Director is accountable for explaining to the Board of Treasures this alignment, as necessary. MBLI will comply with all laws regarding contracts for goods and. Specifically, The Executive Director will oversee the bidding process of contracts, which will then be approved by the Board of Trustees. While the Principal may participate in the details of

soliciting bids, the Executive Director will manage the process. All purchases and cash disbursements are approved by the Executive Director and allocated according to MBLI's budget. The Principal works closely with the Executive Director to ensure that all necessary instructional and administrative purchases are made in a timely and cost-effective manner and, when applicable, in accordance with any funding restrictions.

Instructional Purchases

The Principal oversees all instructional and student related purchase requests. MBLI staff request supplies and materials through the Principal and/or Assistant Principal. If a purchase is recommended by the Principal, it is submitted in writing to the Executive Director for approval and processing. Administrative support research vendors, including the solicitation of multiple bids to ensure best value and avoid conflicts of interest.

Administrative Purchases

The Executive Director approves and is responsible to oversee all administrative purchases. The Operations Manager requests approval for any supplies and materials. If a purchase is approved, it is submitted in writing to the Executive Director for processing. The Operations Manager is responsible to research all vendors and solicit multiple bids to ensure best value and to avoid conflicts of interest.

Issuance and Monitoring of Purchase Orders

For all products that need to be ordered, a purchase order will be completed. The Executive Director will review purchase orders for programmatic purposes, for budgetary/financial purposes, and approval. Once approved the order can be placed online, via fax, email, or phone.

Generally Accepted Accounting Principles (GAAP)

MBLI prepared a manual to document the financial management and accounting procedures for MBLI. The purpose of the manual is to ensure that assets are safeguarded, that financial statements are in conformity with accepted accounting principles, and that finances are managed with responsible stewardship. The manual captures and illustrates imperative accounting and financial reporting requirements of West Virginia public school systems in accordance with recognized accepted accounting principles (GAAP) for non-profit entities and state laws and regulations. All personnel with a role in the management of MBLI business operations are expected to uphold the policies in this manual. It is the intention of MBLI that this accounting manual serve as a commitment to proper, accurate financial management and reporting.

THE MECCA BUSINESS LEARNING INSITITUTE

FISCAL POLICIES AND PROCEDURES

This manual has been designed as a reference for the staff and board MBLI. MBLI is a non-profit corporation. It has a 501(c) (3) designation from the Internal Revenue Service. The manual includes fiscal policies established by the Board of Trustees and Executive Director, and fiscal procedures designed to implement those policies and provide simple methods to manage the organization's business affairs. The manual will be updated periodically to reflect changes and clarifications in policies and procedures. The Executive Director will establish appropriate procedures to be certain that copies of the manual in use are updated and outdated policies and procedures are removed.

A. Fiscal Management Goals

The Board of Trustees recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible the Board intends:

- To encourage advance planning through the best possible budget procedures.
- To explore all practical and legal sources of dollar income.
- To guide the expenditure of funds so as to achieve the greatest educational returns.
- To require maximum efficiency in accounting and reporting procedures.
- To maintain a level of per pupil expenditure needed to provide high quality education as trustee of local, state, and federal funds allocated for use in education.

B. Fiscal Accounting and Reporting

The Executive Director will be responsible for properly accounting for all funds of the school system. The accounting used will be in accordance with requirements of the West Virginia State Department of Education and with good accounting practices, providing for the appropriate separation of accounts, funds, and special monies. The Board will receive monthly financial statements from the Executive Director showing the financial condition of the school system. It will be the duty of the Executive Director to direct and supervise the preparation of monthly and annual reports to the Board of Trustees; to advise the principal and other administrators periodically of expenditures related to budget appropriations; and to prepare financial reports required by the West Virginia Board of Education. The Executive Director will maintain all financial records.

II. FISCAL MANAGEMENT POLICIES

A. Generally Accepted Accounting Principles (GAAP)

Except when noted, MBLI follows Generally Accepted Accounting Principles (GAAP) for nonprofit voluntary health and welfare organizations.

B. Accrual Accounting

MBLI utilizes the accrual basis of accounting in which revenues are recorded in the period in which they are earned, and expenses are recorded in the period in which they are incurred regardless of when cash is received or disbursed.

C. Temporarily Restricted Revenue

MBLI records revenue when restricted funds are promised or received in advance of the provision of the services or incurring of expenses for which the funds are provided. Revenues are classified as Temporarily Restricted Revenues on the audited financial statements, which are presented in accordance with Financial Accounting Standards Board (FASB) 116 and 117.

D. Equipment, Furnishings, and Real Property

This policy establishes the minimum cost value (capitalization amount) that will be used to determine the capital assets, including infrastructure assets that are to be recorded in MBLI's annual financial statements in order to comply with the requirements of GASB Statement No. 34. The policy also addresses other considerations for recording and depreciating fixed assets in order to comply with the provisions of GASB Statement No. 34.

- **Capital Asset Definition.** Capital assets will be defined as tangible and intangible assets that have initial useful lives that extend beyond a single reporting period.
- **Capitalization Method.** All capital assets will be recorded at historical costs as of the date acquired or constructed. If historical cost information is not available, assets will be recorded at estimated historical cost by calculating current replacement cost and deflating the cost using the appropriate price-level index.
- **Capitalization Thresholds.** MBLI establishes the following minimum capitalization thresholds for capitalizing fixed assets: 1. Land and Improvements \$ 50,000 2. Buildings and Improvements \$ 50,000 3. Machinery/Equipment/Vehicles \$ 5,000 Detailed records will be maintained for all fixed assets above the established thresholds.
- **Other Assets.** Detailed records will be maintained at the discretion of the Executive Director for all items below the capitalization thresholds that should be safeguarded from loss. These items

will be part of the annual physical inventory discussed below. These items include computer equipment that falls below the established thresholds and any other assets specified by the Executive Director.

- **Depreciation and Useful Life.** The Executive Director will assign an estimated useful life to all assets for the purposes of recording depreciation. The Association of School Business Officials' "Useful Lives" schedule will be used to establish lives for most assets. Asset lives will be adjusted as necessary depending on the present condition and use of the asset and based on how long the asset is expected to meet current service demands. Adjustments should be properly documented. Depreciation will be recorded based on the straight line method using actual month convention and depreciated down to the assets salvage value.

E. Safeguarding and Controlling Fixed Assets

All machinery and equipment, vehicles, and furniture will be assigned an asset number and identified with a fixed asset tag. As fixed assets are purchased or disposed of the Principal will be responsible for preparing a fixed asset data sheet, which will then be forwarded to the Executive Director to ensure proper recording. A physical inventory will be taken annually on or about June 30 and compared to the physical inventory records. The results will be forwarded to the Executive Director where appropriate adjustments will be made to the fixed asset records.

MBLI records equipment with a useful life of more than 1 year and cost of more than \$1000 as an asset. Equipment with useful life under 1 year and/or cost of \$1000 or less is recorded as a supply expense.

Equipment purchased with restricted grant funding is coded to the expense account in the fund providing the money during the fiscal year, so that the purchase may be easily tracked for reporting to the funder. At fiscal year-end, a journal entry is made which records the purchase as an asset in the equipment account in the unrestricted fund and credits it out of the equipment purchases account and debits it out of the fund balance account in the restricted fund.

Depreciation expense and an allowance for depreciation is recorded for all equipment, furnishings, and real property owned by MBLI.

F. Donated Materials, Equipment, and Services

MBLI records in-kind gifts of equipment as in-kind contributions, a revenue account, and as equipment, an asset account. Donated equipment is recorded at the fair market value on the date of donation. Fair market value is the price at which the item would be sold by a willing buyer to a willing seller.

Donated material which does not meet the definition of equipment is not recorded as “in-kind supplies expense” and “in-kind contribution” in accordance with FASB 116. Volunteer time of professionals in their professional capacity is recorded as “in-kind revenue” and “in-kind expense.” Other volunteer time is not recorded in accordance with FASB 116. There is no net effect of recording in-kind labor and its associated in-kind contribution income. The recording of in-kind contribution income for the value of donated equipment results in an increase in net income because the value of the donated equipment is recorded as an asset not as an expense.

G. Inventory

Inventory of property and equipment will be taken on an annual basis. The inventory system will serve both the functions of control and conservation. MBLI’s Executive Director and Principal are responsible for the monitoring and safeguarding of inventory in accordance with the following guidelines:

- Conduct required MCSP inventory audits
- Compile data from sources such as contracts, purchase orders, invoices, to maintain inventory records.
- Compile and maintain inventory records as needed for tracking, auditing, and maintaining inventory.
- Verify that all inventory purchased is processed according to procedure.
- Complete required reports in accordance with district, state, and federal requirements.
- Review files to determine recommendation for surplus, obsolete, and nonfunctioning inventory.

School/department employees delegated with the responsibility of inventory maintenance are responsible for following the procedures.

Gifts-in-kind

All donated items should be processed through the Inventory Control process if they meet the requirements according to the “Fixed Asset Threshold.”

Disposition of Inventory

At the end of each school year, the Principal will furnish a list of all inventories that has been damaged, broken, or has no useful life to school personnel for inventory control. The Executive Director, or designee, will then reviewed and dispose of the property accordingly. Once there is documentation with the appropriate signatures verifying that equipment has been sold, donated, missing, stolen or otherwise no longer in the system, it may be removed from the equipment management system.

Tagging

A numbered bar code tag identifies items recorded in the equipment inventory database. The primary purposes of tagging are to provide an accurate method of identifying assets as district property, control the location of all physical assets, and provide a link to asset records for physical inventories. An MBLI asset bar code label is assigned and affixed to the items upon receipt.

Asset Records

Asset records will be created for all newly acquired inventory items. An inventory database will be created and maintained to include the following information:

- Asset Tag Number
- Asset Type
- Description of the Item
- Location (building and room number)
- Serial Number
- Make
- Model
- Funding Source
- Unit Cost
- Purchase Date
- P.O. Number
- Current Status
- Disposition
- Disposition Date

Inspection

All equipment items will be visually inspected upon delivery except for equipment requiring installation by a company representative. Visual exterior damage will be noted on the shipper's delivery ticket, and the Inventory copies of the purchase order. Concealed damage will be noted on the same copy of the purchase order.

Partial Shipments

When partial shipments of purchase orders are received items will be placed on hold until back orders have been received. Any requests from the purchaser for delivery of partially shipped items must be documented on the inventory copy of the purchase order as a partial delivery.

Computer Listing of Property

A copy of the computer listing of each building inventory will be sent to the building administrator annually. Any variations between the inventory and building inventory will be reported immediately to the Purchasing Department by means of the Equipment Acquisition Form (EAF), Equipment Transfer Log (ETL), or Equipment Deletion Form (EDF).

Accountability for Equipment

The building administrator is responsible for all equipment in schools or facilities under his/her supervision.

Employee-Owned Items

MBLI will assume no responsibility for employee-owned items. Such items must be removed when the employee ceases to be employed by the Board of Education.

Missing Items

All missing items must be reported immediately. Upon discovery of the missing item(s) the building administrator will notify the Security Department immediately to file a police report, request an investigation and a copy of the police report. If the item(s) are to be deleted from the inventory database, an Equipment Deletion Form (EDF) is to be submitted with appropriate documentation.

Surplus Property

Schools/Departments that have items on their equipment inventory that are not being used and cannot be used in the School System may request for them to be declared as surplus using the Equipment Transfer Log (ETL).

Sale of Surplus Property: The Executive Director of Operations is responsible for preparing a list of unusable items for Board approval declaring as surplus any property that is no longer needed by the School System, or where future needs do not justify cost maintenance and/or storage. The Purchasing Department will prepare the initial list and submit to the Executive Director of Operations for Board approval to sell surplus property. Surplus items will be sold on Govdeals.net or by sealed bid.

Disposal of Surplus Property: no one may sell, scrap, salvage for parts, or otherwise dispose of any state property until all documentation has been completed and approved.

Grants

Equipment obtained by loan, gift, etc., in connection with state or federal grants or contracts will be reported as an acquisition. Equipment purchased using state or federal grant fund will be included in the District inventory but will be coded separately from equipment purchased using District funds.

H. Cost Allocation

MBLI develops its cost allocations within its budgeting process and uses these allocations as the basis of negotiations with funders. The cost allocation plan is applied consistently to all programs. It is revised during the year upon approval of the Executive Director.

I. Restricted Funds

Numerous foundations and organizations offer financial support in the form of grants to public school systems. Grant-generated funds can provide opportunities for students and staff that the MBLI budget would otherwise be unable to support. To provide for program continuity and to assist in fiscal planning, all grant applications must be approved by the Executive Director and Principal. Individuals authoring a grant application should consider the following grant application issues, which will be factors in the decision whether to permit a grant application to be submitted:

- Whether the grant supports current curriculum activities or initiates new ones;
- MBLI's financial commitment, in the short and long term;
- Whether funds are currently budgeted to meet grant requirements;
- The kind of training staff will receive; and,
- What happens when the grant term ends.

Grants and contracts from grantors who restrict the use of funds will be recorded in separate funds during the year. The use of restricted gifts is linked to the purpose specified by the donor/grantor. A separate fund is established for each restricted funding source which utilizes line item budgets. Expenses which fulfill the restrictions of the donor/grantor are recorded in that donor/grantor's fund. Separate bank accounts are not required for each restricted funding source. Internal financial statements are presented using a fund accounting format; year-end audited financial statements are presented on a Net Assets basis, using Unrestricted, Temporarily Restricted, and Permanently Restricted classes of Net Assets in accordance with FASB 117.

J. Functional Expense

MBLI utilizes distinct cost centers to record costs of its distinct program and management functions. Each cost center contains the specific expense account line items needed to record the specific expenses of performing its respective functions.

K. General Ledger

MBLI maintains a complete double-entry General Ledger reflecting the complete chart of accounts and segregating costs by function and by restricted funding source requirements.

L. Budget

MBLI recognizes that financial resources and the proper management of the same are fundamental to the support of school programs and operations. With this in mind the board will develop and present an annual operating budget as directed by applicable laws. The annual budget will be for a 12 month period covering the fiscal year July 1 through June 30. The Executive Director is designed as MBLI's Budget Officer, who may delegate portions of such responsibility to the Principal, who will serve as the Executive Director's adviser on financial planning. The three general areas of responsibility of the Budget Officer are budget preparation, presentation, and administration.

M. Financial Statements

The Board of Trustees receives a balance sheet and statement of support revenue, and expense for each quarter during the month following the quarter for which the statements are prepared. The financial statements facilitate identification of restricted and unrestricted funds and comparison of actual revenues and expenses to budget.

N. Audit

MBLI's books will be audited annually by qualified certified public accountants or public accountants who conduct audits in compliance with Government Auditing Standards. The Executive Director will be responsible for working with auditors in their conduct of annual or other audits as required. The fiscal year of an audit will be from July 1st - June 30th, except audits of federal programs will conform to federal requirements.

The Executive Director selects an independent CPA to conduct an annual audit of all funds. The auditor is required to present the results of the audit to the Board of Trustees.

O. Interest Bearing Accounts

MBLI places funds in interest bearing accounts whenever practical and permissible by funding source agreements.

P. Revenues from Investments

MBLI considers an investment program a critical ingredient of sound fiscal management. The Board of Trustees authorizes an investment program for the purpose of securing a maximum yield of interest revenues to supplement other revenues for the support of the unit's educational program. The investment program will be administered in a way that will ensure:

- The continuous process of temporary investing of all fund balances and moneys available for investment purposes;
- The maintenance (revised following each cash transaction) of a yearly cash flow chart that will provide data to assist proper planning and decision making regarding amount, duration, and type of investments;
- That all vendors provide statements to the unit of their collateral in the form of a list of the securities pledged at market value;
- That no vendors of tobacco or alcohol will be utilized; and,
- That all unit investments will follow the law.

Delegation of Authority

The Executive Director is authorized to manage all activities associated with the investment program in such manner as to accomplish the objectives of this policy. Responsibilities will include annual review and assessment of the investment program and filing a report and recommendations annually with the Board of Trustees. The Executive Director is also authorized to execute any and all documents relating to the investment program in a timely manner and to confer with reputable consultants regarding investment decisions when necessary.

Q. Bonding

MBLI carries an Employee Dishonesty Bond insurance policy which covers the Executive Director, Assistant Director, Principal, and Assistant Principal(s), and all staff with financial responsibilities related to MBLI.

R. Line of Credit/Borrowing

The Board of Trustees has approved the establishment of a line of credit as needed. The Executive Director and the Assistant Director are authorized to draw on the line of credit during times of short-term cash flow difficulties. The Executive Director and the Assistant Director may do so via a telephone or electronic draw transfer of funds into the MBLI checking account.

III. PURCHASES AND DISBURSEMENT PROCEDURES

A. Purchases

Authorization is required prior to all purchases. Standing authorization for routine expenditures such as utilities and copier maintenance is provided by Board of Trustees approval of the annual budget. Employees desiring to make purchases outside the standing authorization items must submit a purchase request, describing the item briefly, its cost, and the project to which it is to be charged. Each request will be coded to the appropriate fund and cost center and provided to the Executive Director for approval. Once the Executive Director approves the purchase, the check is cut. Alternatively, with approval, an employee may purchase the item with her/his own funds and submit a written request for reimbursement, complete with receipt, to the Executive Director who will approve the reimbursement.

The Board of Trustees expects all purchases made by MBLI to be consistent with applicable laws and sound business practices. The Executive Director will be responsible for developing and implementing administrative procedures for bidding and purchasing consistent with this policy. This policy is intended solely as an internal guide to purchasing by MBLI. It does not afford any vendor any property or contractual rights against MBLI. No vendor will have any enforceable rights against MBLI based upon this policy or alleged violations of this policy. No vendor will have any rights against MBLI until such time as a written contract between the vendor and MBLI is executed by the vendor and an authorized representative of MBLI.

B. Bidding

As required by West Virginia law the MBLI will competitively bid property and casualty insurance; school bus and transportation contracts; school building construction, alterations, and repairs (except contracts for professional architectural and engineering services); and bond anticipation notes for state-subsidized school construction projects.

C. Competitive Bidding of Other Purchases

Where bidding is not required by law, it will be the policy of MBLI to competitively bid purchases of equipment, supplies, materials, or services over \$10,000 provided that it is practical and cost-effective to

specify the materials or services with particularity to allow meaningful comparison of bids. If competitive bidding is not utilized, the Executive Director may seek Requests for Proposals (RFP) for purchases over \$10,000. An RFP identifies the need the school intends to meet but permits the vendor to propose the manner in which the work is to be performed and the materials to be used. The Executive Director may forego the competitive bid or RFP process only when he/she determines that quality, expertise, time factors, or other important considerations outweigh the possible benefits of bidding or requesting proposals. In each such case, the Board will be informed of the Executive Director's decision and the reasons for it in advance of entering into a contract. If the Executive Director wishes to make a proposal of over \$10,000 in an emergency situation, it must be voted on in an emergency Board of Trustees meeting.

D. Procedures for Bidding and Requesting Proposals

The method of notification that MBLI uses to solicit bids and proposals will be designed to attract qualified vendors. Depending upon the circumstances, such notification may include public advertising and/or mailing of notices to potential vendors.

- The notification will specify the deadline for submitting bids and the time and place of bid opening. Bid alternates will be permitted at the discretion of the Executive Director. The notice will reserve the right of the school to reject any or all bids, and to waive technical or immaterial non-conformities in bids if in the best interest of the school, and to exercise judgment in evaluating bids.
- Written bids. Bids will be in writing, sealed with an outside envelope or wrapper plainly marked "Bid, not to be opened until (insert appropriate date)," and mailed or filed with the Executive Director.
- Time of opening. No bid may be opened until the appointed time.
- Public opening. At the time and place stated in the public notice, and open to the public, all bids will be opened by the Executive Director or, in the Executive Director's absence or disability, by the Assistant Directory, or any Board of Trustees member designated for that purpose by the Chair of the Board of Trustees.
- Reading. If any citizens who are not Board of Trustees members or employees of MBLI or if any representatives of the press are present, bids will, at that time, either be made available for examination by them or will be read aloud in a manner to be heard plainly by those in attendance.
- In general, the Executive Director and/or Board of Trustees will award contracts to the vendor whom they deem will best be able to meet the requirements of the school. RFP Procedures. Proposals should be submitted in plain envelopes clearly marked "Proposal, not to be opened until (state time and date)." The RFP will state the time and date that proposals will be opened, and no proposals will be opened before that time. Public opening is not required.

- Proposals are to be evaluated based on criteria appropriate for the project in question and the contract will be awarded to the vendor whom the Executive Director and Board of Trustees deem best able to meet the requirements of the MBLI.

E. Purchasing Authority

All expenditures of MBLI funds must be approved in advance by the Executive Director. Failure to follow this procedure will result in the individual making the purchases becoming personally responsible for the expense.

F. Petty Cash Accounts

In order to facilitate refunds and minor purchases, the Board of Trustees authorizes a petty cash fund in the corporate and school offices. The petty cash custodian for each corporate office will be the Executive Director, and the Principal for the school office. Each transaction must be supported with proper receipts to the account custodian. Justifiable expenditures from the petty cash accounts will include but not be limited to miscellaneous materials and supplies, for office supplies, stamps, and freight (\$50 maximum). All items purchased with petty cash funds should meet the criteria of an expedient measure and should not be used to circumvent established policy on purchasing authority. The petty cash funds will be replenished as funds are used and are to be reimbursed to each account through accounts payable after approval by the Executive Director.

G. Cash in School Building

No money will be kept overnight in the school except in a locked depository that the Principal has made available for the purpose. In the event that money is stolen from desks or cabinets or elsewhere in the school buildings, the Board of Trustees will not be considered liable for the loss. Funds left in designed depositories will be insured.

H. Processing Invoices

All invoices/statements from outside vendors will be routed to the Administrative Staff who will review them to determine whether they are covered by a standing authorization or whether a written request has already been submitted for the item. The Administrative Staff supplies the account code. Once an approved request or standing authorization is available, the Administrative Staff will prepare the check. The Administrative Staff assembles invoices and bills and prepares checks on the fifteen and the thirtieth of each month. The Executive Director signs checks and returns the signed checks to the Administrative

Assistant. The Administrative Staff then mails the checks, staples the check stubs and any backup information, such as an invoice, packing slip, etc., and files the document by vendor in the vendor files.

I. Check Preparation

MBLI utilizes three-part check stock. The check document is the top portion, the detail which accompanies the check is under it, and at the bottom is the check stub which will be attached to the invoice for filing. Void checks are marked VOID. The original check is retained in the VOID check file.

J. Check Signatures

The Board of Trustees authorized check signers through board resolution. Checks for under \$10,000 require one signature; checks for over \$10,000 require two signatures. All check signers must review the documentation attached to the checks prior to signing the checks. Currently, the Executive Director, and the Assistant Director are authorized check signers. The Executive Director is the primary check signer. The Executive Director is the signer for all checks and the Assistant Director the second signer for checks.

The Board of Trustees authorized the Executive Director to make electronic transfers between the bank accounts and to utilize a line of credit.

K. Distribution of Checks

Once checks are signed, the Administrative Staff removes the attached documentation for filing and places the check in an envelope for mailing. Checks for staff reimbursements or purchases are released to the approved staff member. Physical payroll checks prepared by the payroll service are distributed by the Administrative Staff.

L. Filing Paid Invoices

Once checks have been separated from paid invoices, the invoice, written check request, and check stub are stapled together by the Administrative Staff. These documents are filed by the vendor chronologically, i.e., the most recent invoice placed at the top of the file. Reimbursements to employees are filed by employees in the vendor files, treating employees as vendors.

M. Employee Travel Expense Procedures

MBLI employees who travel extensively for MBLI may be issued a company credit card for charging their job-related travel expenses. Personal charges should not be charged to the MBLI credit cards.

Other employees may submit a request for a travel advance by estimating costs on a travel voucher form to the Administrative Staff or may submit their actual expenses with a travel voucher form for reimbursement after the travel. All travel advances must be reconciled with actual expenses incurred within 7 days of return from the travel. The reconciliation takes place on the travel voucher form, and the form must be submitted to the Administrative Staff whether or not money is owed to the employee. When additional reimbursement is owed to the employee, the Executive Director will cut a check on the next normal check processing day (the fifteenth or the last day of the month). When the employee owes MBLI money (because the advance was for more than the actual travel) a refund check, payable to MBLI, must be submitted with the travel voucher form. The Administrative Staff then logs the check in to the Receipts Log.

MBLI will not pay for personal items or services while traveling.

Staff mileage reimbursement, based on GSA rates, includes the cost of gasoline and wear/tear. Separate gasoline costs will not be reimbursed. Gasoline costs should not be charged to the MBLI credit cards.

Staff travel expenses are coded to one of the following General Ledger accounts:

- 7450, Staff mileage, for mileage costs
- 7455, Staff airfare, for airfare costs
- 7456, Staff travel for food and lodging costs (actual reimbursement, not per diem)
- 7459, Reimbursable travel, for any reimbursable travel costs

N. Board of Trustees Travel Expense Procedures

Requests for travel advances must be submitted on a travel voucher form with estimates of costs to the Executive Director prior to travel. When travel advances exceed actual cost the unspent portion should be returned to the MBLI within 7 business days. If expenses exceed the advance amount, MBLI will reimburse the traveler within 7 business days. Meals purchased for others may be considered an MBLI expense, over and above the Board of Trustees member's meal, if the Board of Trustees member is conducting official MBLI business. Receipts are required for reimbursement of such meals.

Board of Trustees members can plan travel through the Administrative Staff who coordinate travel for MBLI; requests for financial authorization must be made to the Executive Director and the Administrative Staff will arrange for ticketing.

MBLI will not pay for personal items or services while traveling.

Board of Trustees meal and hotel expense reimbursement is based on actual cost per receipts.

Board of Trustees mileage reimbursement, based on GSA rates, includes the cost of gasoline and wear/tear. Separate gasoline costs will not be reimbursed.

Board of Trustees travel voucher forms, with receipts, should be submitted to the Administrative Staff within 7 days of travel.

Board of Trustees travel expenses are coded to one of the following General Ledger accounts:

- _7440_, Board of Trustees travel, for mileage and airfare costs
- _7441_, Board of Trustees food and lodging costs

IV. PROCEDURES FOR RECEIPT AND DEPOSITS FOR CASH AND CHECKS

A. Funds Received at the Office

The Administrative Staff sorts of mail and log all checks received in the mail prior to giving them to the Executive Director. All receipts should be routed through the Administrative Staff.

The information received with grant checks from funders, including any check stub or correspondence, is filed in the revenue section of the filing system, which is organized by General Ledger revenue account.

When cash payments are received in the office, the receipts are recorded in the log, and the Administrative Staff issues a receipt to the payer utilizing a pre-printed, pre-numbered, pre-car boned triplicate receipt book. The original receipt is given to the payer. The first copy is attached to the daily receipts log. The second copy is retained in the receipt book.

B. Cash and Checks Received Outside the Office

Occasionally employees will be given cash and checks at meetings or events held outside MBLI. Any checks and cash received outside MBLI are brought back to MBLI by the employee who received them and given to the Administrative Staff who logs them into the receipts log. The receipts log is totaled weekly and proofed to the cash receipts/accounts receivable journal by the Executive Director.

C. Maintaining the Cash Receipts/Accounts Receivable Journal

Administrative Staff maintains a manual cash receipts/accounts receivable journal. The journal lists the date received, payer, and invoice number where applicable, amount of each receipt. Amounts received through out-of-office collections procedures are entered in the cash receipts/accounts receivable journal

with appropriate receipt number references. Cash receipts which lack a receipt number are entered with the words "Cash Donation."

Each receipt entered in the cash receipt/accounts receivable journal is then spread to the appropriate column on the journal to indicate accounts receivable payment, direct mail donation, sale of curriculum, workshop registration, etc. The Administrative Staff adds and proofs the pages of the journal and indicates deposits by skipping a line in the journal and writing the date and the deposit total in the journal.

D. Bank Deposits

The Administrative Staff will prepare all bank deposits with duplicate deposit slips. Each deposit ties out to the cash receipts/ accounts receivable journal. The Administrative Staff lists the total cash deposited on the bank deposit slip and on the carbon copy of the deposit slip. The Administrative Staff compares the bank deposit total to the cash receipts/accounts receivable journal total and reconciles any differences before deposit. A deposit should be made at least once a week, and always on the last day of the month. The Administrative Staff writes the deposit total in the checkbook.

V. PROCEDURES FOR ACCOUNTS RECEIVABLE

Payments from Grantors

Payments from grantors received in the mail are opened by the Administrative Staff, who logs them into the Accounts Receivable/Cash Receipts journal, noting the grantor name and amount, and routes them to the Executive Director for review.

VI. BILLINGS AND FISCAL REPORTS TO FUNDERS

All financial reports to funders are to be prepared directly from the General Ledger of MBLI by the Administrative Staff. MBLI staff responsible for supervision of grant/contract funded activities will prepare all required narrative portions of funder reports and review all fiscal portions prior to submission.

Whenever feasible, the General Ledger amounts will be established to correspond to funder fiscal report categories. When this is not feasible, the Executive Director or designee will prepare worksheets for each fiscal report documenting the source of all information reported by General Ledger account number and funder report line number or caption.

VII. PAYROLL PROCEDURES

A. Payroll Service

An outside Payroll Service is used to prepare paychecks, payroll tax reports, and employee payroll records. Copies of all payroll journals, payroll tax reports, and individual payroll records must be maintained at MBLI. Administrative Staff is responsible for assuring the completeness and order of the payroll record files.

B. Pay Periods

The company utilizes a bi-weekly pay period.

C. Processing of Monthly Timesheets

Administrative Staff is responsible for recording employee payroll. Days taken off for sick, holiday, or vacation leave must be recorded on a leave slip. Employees are required to record out of office work hours on telework timesheets for Workers Compensation reporting requirements. The Executive Director or Principal reviews timesheets for correct recording of hours worked and hours taken as sick, holiday, and vacation leave and initials the routing sheet to indicate approval.

The Executive Director or Principal verifies the totals of hours worked and used as sick, vacation, or holiday leave for each employee. The Executive Director or Principal compares the sick and vacation leave to the employee's master record of sick and vacation leave available to verify that hours taken as paid leave were available. The Executive Director or Principal initials any lines on the timesheet s/he has changed as part of the review process, and adjusted timesheets must be re-signed by the employee and supervisor. The Administrative Staff updates the vacation and sick logs for each employee.

Once the timesheets have been reviewed and corrected, the Administrative Staff fills out a funding source on the timesheet. Administrative Staff then completes the timesheet form provided by the payroll service and forwards the information into the payroll service.

D. Review and Distribution of Paychecks

The Administrative Staff picks up the prepared paychecks and payroll journal and compares the documents to the timesheets to be certain that the correct hours worked have been recorded. Once s/he has reviewed the payroll documents and initialed the payroll journal indicating her/his review, s/he gives the paychecks and journal to the Executive Director. The Executive Director spot checks the payroll and satisfies that all employees being paid are verified employees and that no payroll amounts appear unreasonable. The Executive Director then signs the paychecks.

Once the paychecks are signed, they are given to the Administrative Staff for distribution to the employees. Employees have the option of direct deposit of their paychecks.

E. Payroll Tax Deposits

The Payroll Service computes all federal and state payroll tax deposit requirements and the quarterly unemployment amounts. With each monthly payroll listing, the Payroll Service prepares instructions for payroll tax deposits. The Administrative Staff prepares deposit checks and gives them to the Executive Director for signature.

F. Recording the Payroll Checks in the Checkbook

The Administrative Staff records the total net amount of checks and directly deposited checks in the checkbook with the date, and the words "Net Payroll" or "Net Direct Deposit Payroll" for description. The checks prepared by the Administrative Staff for payroll tax deposits are recorded in the checkbook with all other checks issued by the Administrative Staff that day.

G. Payroll Records

The Payroll Service is required to supply a printed payroll journal for each pay period and copies of all payroll tax reports. The Administrative Staff maintains files for the payroll journals and payroll tax reports.

H. Benefit and Miscellaneous Payroll Payments

The Administrative Staff generates checks for health and investment benefits and for any wage garnishments.

I. Allocation of Staff Time

The Administrative Staff uses the time sheet records for the month to update the spreadsheet of staff time allocations so that it accurately reflects actual time spent. The spreadsheet is then used by the contract bookkeeper to spread payroll, payroll taxes, and benefits to the correct fund and cost center.

J. Workers Compensation Reports

The Administrative Staff prepares semiannual Workers Compensation reports. Staff prepares a worksheet for breaking out hours worked into clerical (for in-office) and out of office classification, and for recording vacation hours. This worksheet is the basis for the final Workers Compensation report.

VIII. DAILY CASH BALANCE

The Administrative Staff maintains a checkbook for the checking account. At the end of each day's processing of receipts, disbursements, and payroll, the Administrative Staff enters all disbursements into the checkbook for the checking account by entering each check on a line including date of check, payee, check number, and amount. On days on which the payroll service provided paychecks, the checkbook will have an additional line for payroll, with the date and total net amount of the payroll.

The Administrative Staff also enters the amounts deposited by date into the checkbook. Deposit entries are made for totals only, showing date and amount. If no deposit is made on a day, no entry is made.

The Administrative Staff computes the daily cash balance in the checkbook by adding deposits made to the previous balance and subtracting checks written. The checkbook is reconciled to the monthly bank statements. Any bank charges or other bank entries must be recorded in the checkbook as soon as notification is received from the bank. The Administrative Staff also reconciles the Cash in Checking General Ledger account to the bank statement on a monthly basis.

The checkbook is used to determine whether funds are available for disbursements. The Administrative Staff is responsible for projecting cash needs and evaluating whether ample cash will be available when needed.

When the Administrative Staff identifies potential cash flow problems, s/he notifies the Executive Director who is responsible for resolving cash flow problems.

IX. GENERAL LEDGER

A. Monthly General Ledger Preparation

The Administrative Staff is responsible for preparing the materials needed to prepare the General Ledger each month. Administrative Staff is also responsible for initial review of the computer processed General Ledger when it is submitted, and for maintaining files of the printed General Ledgers.

The following information is prepared by the Administrative Assistant:

- A complete set of photocopied check copies in check number sequence for the entire check range processed during the month (including voids) - all check copies must be coded to the correct line item, fund, and cost center.
- Copy of the payroll journal.

- The complete set of pages of the cash receipts/accounts receivable journal for the month.
- A listing of all outstanding invoices for goods or services received prior to month-end for which payment was not made by month end, including expense account, fund, and cost center information for each invoice.
- A reconciliation of accounts receivable for the month, including balance forward at the beginning of the month; total new sales on account (from the cash receipts/accounts receivable journal); total payments for the month (from the cash receipts/accounts receivable journal); and adjustments; ending balance; and a list of all outstanding invoices which total ties to the ending balance.
- The updated spreadsheet listing each staff member's allocation of time by fund and cost center.
- The updated spreadsheet listing vacation time accrued, and vacation time used for each employee.
- Any adjustments to prior month's General Ledger.
- The bank statement for the checking account, and for the savings account on a quarterly basis.
- Any other information relating to transactions in that month (voided checks; deposits to the savings account; electronic drawdowns; etc.)

B. General Ledger Entry Procedures:

MBL's General Ledger is maintained by the Administrative Staff. A copy of the Chart of Accounts is at the end of the manual.

Administrative Staff enters all disbursements into the computerized General Ledger, maintaining one set of journals for cash disbursements and one set for payroll cash disbursements. Staff proofs the cash receipts/accounts receivable journal and verifies month end totals and enters all deposits into the General Ledger using a revenue receipts journal. Staff prepares a set of General Journal entries from the information provided recording:

- Accounts receivable sales (from cash receipts/accounts receivable journal)
- Accounts payable (from list of outstanding invoices)
- Prepaid expenses (from a schedule maintained by the Administrative Assistant)
- Salary reduction plan adjustments to employee benefits (from the payroll journal)
- Payroll taxes (from a worksheet she prepares based on the payroll journal)
- Vacation time accrued by employees (from the spreadsheet provided by the Administrative Assistant)

- Vacation time used by employees (from the spreadsheet provided by the Administrative Assistant)
- Interest earned on bank accounts (from the bank statements)
- Visa/MasterCard deposits and sales revenue (from the Visa/MasterCard, with confirmation on the bank statement)
- Any other bank account activity not recorded through cash receipts or cash disbursements (such as electronic drawdowns or bank charges)
- Depreciation expense and accumulated depreciation on fixed assets
- Any adjustments to accounts receivable (from the accounts receivable reconciliation)
- Any adjustments to prior months (these are coded into the current month)

After posting these entries, the Administrative Staff reconciles the Cash in Checking account to the bank statement, verifies balances in the accounts payable, accounts receivable, prepaid expense, and payroll liability accounts, and prepares a second set of General Journal entries. These entries correct any errors in posting and record:

- Grants and contracts receivable and revenue earned for the month, based on expenses incurred in the month for each reimbursable grant or contract (this procedure is followed even if the grantor sends equal monthly payments)
- Deferred revenue recognized/grant revenue earned, based on expenses incurred in the month for each grant which has advanced the Foundation money

After posting these entries and proofing the financial statements, Administrative Staff prints out a full set of financial statements and the month's General Ledger in detail and prepares an updated list of accounts payable. Administrative Staff delivers these to the Executive Director.

C. Review of the General Ledger and Financial Statements

The Administrative Staff is responsible for initial review of the statements and the General Ledger print-out. The purpose of this initial review is identification of any entries posted to incorrect accounts. The Administrative Staff is not expected to verify each transaction. Instead, staff should scan the statements for too high or too low amounts in line items and look up the questionable line items in the General Ledger for closer review. If the Administrative Staff finds errors, staff should discuss them with the Executive Director and arrange for correction if needed.

The Administrative Staff then makes photocopies of the statements for the Board of Trustees and forwards the financial statements and the General Ledger printout to the Executive Director, who reviews them. If

the Executive Director notes any questionable variances in comparing actual to budget, the Executive Director investigates what happened and whether further action is needed to correct the problem.

X. FINANCIAL STATEMENTS

The monthly financial statements include a Balance Sheet and a Statement of Support, Revenue, and Expenses. The revenue and expense statement includes both the current month and the year-to-date amounts and a comparison to budget. Separate revenue and expense statements by grant and contract (fund) are prepared to facilitate monitoring the various grants, and statements which break out costs by cost center (functional statements) are also provided.

Administrative Staff has primary responsibility for monitoring the financial statements and alerting board members to financial choices or problems. The Executive Director is responsible for assuring overall compliance with grant and contract agreements, and consequently must monitor the financial activity for each grant/contract and take corrective action if problems occur.

XI. BUDGET PREPARATION AND REVISION PROCEDURES

The Executive Director prepares MBLI's organizational budget for each fiscal year. The budget is reviewed with the Principal and the Board Treasurer, prior to presentation to the full Board of Trustees for discussion and approval.

Revisions to the annual budget are necessary when new funding sources are received mid-year. The Executive Director prepares budget revisions, including both the new funding source budget and any changes to other budgets caused by changes in cost allocations.

Given that the complete Board of Trustees meets quarterly, mid-year revisions may be approved by the Executive Committee.

XII. CHART OF ACCOUNTS

1000 ASSETS	1010 CASH Operating Account 1020 CASH Debtors 1030 CASH Petty Cash
1200 RECEIVABLES	1210 A/REC Trade 1220 A/REC Trade Notes Receivable 1230 A/REC Installment Receivables 1240 A/REC Retainage Withheld 1290 A/REC Allowance for Uncollectible Accounts

1300 INVENTORIES	1310 INV – Reserved 1320 INV – Work-in-Progress 1330 INV – Finished Goods 1340 INV – Reserved 1350 INV – Unbilled Cost & Fees 1390 INV – Reserve for Obsolescence
1400 PREPAID EXPENSES & OTHER CURRENT ASSETS	1410 PREPAID – Insurance 1420 PREPAID – Real Estate Taxes 1430 PREPAID – Repairs & Maintenance 1440 PREPAID – Rent 1450 PREPAID – Deposits
1500 PROPERTY PLANT & EQUIPMENT	1510 PPE – Buildings 1520 PPE – Machinery & Equipment 1530 PPE – Vehicles 1540 PPE – Computer Equipment 1550 PPE – Furniture & Fixtures 1560 PPE – Leasehold Improvements
1600 ACCUMULATED DEPRECIATION & AMORTIZATION	1610 ACCUM DEPR Buildings 1620 ACCUM DEPR Machinery & Equipment 1630 ACCUM DEPR Vehicles 1640 ACCUM DEPR Computer Equipment 1650 ACCUM DEPR Furniture & Fixtures 1660 ACCUM DEPR Leasehold Improvements
1700 NON – CURRENT RECEIVABLES	1710 NCA – Notes Receivable 1720 NCA – Installment Receivables 1730 NCA – Retainage Withheld
1800 INTERCOMPANY RECEIVABLES	none established
1900 OTHER NON-CURRENT ASSETS	1910 Organization Costs 1920 Patents & Licenses 1930 Intangible Assets – Capitalized Software Costs
2000 LIABILITIES	none established
2100 PAYABLES	2110 A/P Trade 2120 A/P Accrued Accounts Payable 2130 A/P Retainage Withheld 2150 Current Maturities of Long-Term Debt 2160 Bank Notes Payable 2170 Construction Loans Payable
2200 ACCRUED COMPENSATION & RELATED ITEMS	2210 Accrued – Payroll 2220 Accrued – Commissions 2230 Accrued – FICA 2240 Accrued – Unemployment Taxes 2250 Accrued – Workmen’s Comp 2260 Accrued – Medical Benefits

	2270 Accrued – 401 K Company Match 2275 W/H – FICA 2280 W/H – Medical Benefits 2285 W/H – 401 K Employee Contribution
2300 OTHER ACCRUED EXPENSES	2310 Accrued – Rent 2320 Accrued – Interest 2330 Accrued – Property Taxes 2340 Accrued – Warranty Expense
2500 ACCRUED TAXES	2510 Accrued – Federal Income Taxes 2520 Accrued – State Income Taxes 2530 Accrued – Franchise Taxes 2540 Deferred – FIT Current 2550 Deferred – State Income Taxes
2600 DEFERRED TAXES	2610 D/T – FIT – NON CURRENT 2620 D/T – SIT – NON CURRENT
2700 LONG-TERM DEBT	2710 LTD – Notes Payable 2720 LTD – Mortgages Payable 2730 LTD – Installment Notes Payable
2800 INTERCOMPANY PAYABLES	none established
2900 OTHER NON CURRENT LIABILITIES	none established
3000 OWNERS EQUITIES	3100 Common Stock 3200 Preferred Stock 3300 Paid in Capital 3400 Partners Capital 3500 Member Contributions 3900 Retained Earnings
4000 REVENUES	4010 REVENUE – PRODUCT 1 4020 REVENUE – PRODUCT 2 4030 REVENUE – PRODUCT 3 4040 REVENUE – PRODUCT 4 4600 Interest Income 4700 Other Income 4800 Finance Charge Income 4900 Sales Returns and Allowances 4950 Sales Discounts
5000 COSTS OF GOODS SOLD	5010 COGS – PRODUCT 1 5020 COGS – PRODUCT 2 5030 COGS – PRODUCT 3 5040 COGS – PRODUCT 4 5700 Freight 5800 Inventory Adjustments 5900 Purchase Returns and Allowances 5950 Reserved

6000 – 7000 OPERATING EXPENSES

6010 Advertising
6020 Audit
6030 Attorney
6040 Activity Venue
6050 Amortization
6100 Auto
6150 Bad Debt Expense
6200 Bank Service Charges
6250 Cash Over and Short
6260 Catering
6300 Commission
6310 Communications
6330 Consultant Fees
6350 Depreciation Expense
6400 Employee Benefit Program
6550 Freight
6600 Gifts
6650 Insurance – General
6700 Interest Expense
6750 Professional Fees and Dues
6800 License(s)
6850 Maintenance
6900 Meals and Entertainment
6950 Misc. Office Expense
7000 Payroll Taxes
7050 Printing
7060 Professional Development
7150 Postage
7200 Rent
7250 Repairs
7300 Salaries
7350 Supplies
7400 Taxes – FIT
7440 Board Travel: Local and Non-Local
7441 Board Travel: Food and Lodging
7450 Travel – Local: Staff Mileage
7455 Travel – Non-Local Transportation
7456 Non-Local Travel: Food and Lodging
7459 Reimbursable Travel
7460 Activity Transportation
7500 Utilities
7900 Gain/Loss on Sale of Assets

A code of ethics identifying the standards of conduct expected of governing board, officers, and employees. This can be a separate attachment. (§18-5G-8.b.19).

MBLI's Financial Code of Conduct, which details the conflicts of interest parameters, can be found below. This code will be maintained to comply with the Federal, State, and Local Government Codes, as applicable, and any charter school-specific conflicts of interest regulations.

FINANCIAL CODE OF CONDUCT

The purpose of this policy is to protect the M.E.C.C.A. Business Learning Institute ("MBLI") interest when it is contemplating entering a transaction or arrangement that might benefit the private interest of an officer or trustee of MBLI. This policy is intended to supplement but not replace any applicable state laws government conflict of interest applicable to nonprofit charter schools.

SCOPE: This policy applies to all Executives, Principal Officers, Trustees and Staff of MBLI.

POLICY AUTHORITY: Policy draft is reviewed by the Executive Director of MBLI; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments, and approval.

DEFINITIONS:

- **Interested Person:** Any Executive, Principal Officer, or member of a committee with Board of Trustees delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- **Financial Interest:** A person who has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or
 - A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction, or arrangement, or
 - A potential ownership or investment interest in, or compensation with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

DUTY TO DISCLOSE: In connection with any actual or conflicts of interest, an interested person must disclose the existence of financial interest and be given the opportunity to disclose all material facts for considering the proposed transaction or arrangements.

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, the interested person will leave the meeting while the determination of a conflict of interest is discussed and voted upon. The Board of Trustee will determine, by a vote of the majority, whether the disclosure shows that a conflict of interests exists or can be construed to exist.

PROCEDURES FOR ADDRESSING THE CONFLICT OF INTEREST: An interested person may make a presentation at a Board of Trustees meeting, but after such presentation, will leave the meeting during the discussion of, and the vote on, the transaction or arrangement that may result in the conflict of interest. The Chair of the Board of Trustees, if appropriate, may appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the Board of Trustees will determine whether MBLI can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees will determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the MBLI's best interest and for its own benefit and whether the transaction is fair and reasonable to MBLI and make a decision as to whether to enter into the transaction or arrangement in conformity with such determination.

VIOLATIONS OF THE CONFLICT OF INTEREST POLICY: If the Board of Trustees or Administrator has reasonable cause to believe that staff has failed to disclose actual or conflicts of interest, said person will it inform the Board of Trustees of the basis for such belief and afford the person of interest an opportunity to explain the alleged failure to disclose.

RECORDS OF PROCEEDINGS: The minutes of the Board of Trustees will contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the Board of Trustee's decision as to whether a conflict of interest in fact exists.

- 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 therewith.

COMPENSATION: A voting member of the Board of Trustees who receives compensation, directly or indirectly, from MBLI for services is precluded from voting on matters pertaining to that member's compensation. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MBLI for services is precluded from voting on matters pertaining to that member's compensation.

STATEMENTS OF UNDERSTANDING: Each Trustee, Principal Officer and Administrator with Board delegated powers will at the time of election and every anniversary thereof, sign a statement which affirms that such person:

- Has received a copy of the Conflict of Interest Policy,
- Has read and understands the Policy,
- Has agreed to comply with the Policy; and,
- Understands that MBLI is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

PERIODIC REVIEWS: To ensure that MBLI operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews will be conducted. The periodic reviews will, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable and are the results of arm's length bargaining.
- Whether partners and joint venture arrangements and arrangements with management services organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further MBLI's charitable purposes and do not result in inurement or impermissible private benefit.
- Whether agreements to provide education and agreements with other employees and third parties further MBLI's charitable purposes and do not result in inurement or impermissible private benefit.

AVOIDING CONFLICTS OF INTEREST: Employees and board members are not necessarily required to step down if a conflict is identified. There are a few steps that can be taken to mitigate the conflict:

- All employees and board members must disclose conflicts of interest or potential conflicts of interest.
- A voting board member must reclude themselves from the vote if a relationship interest exists with a vendor.
- Current vendors list will be reviewed on a quarterly basis to permit timely identification and disclosure of any potential conflicts.

THE MECCA BUSINESS LEARNING INSTITUTE			
CONFLICT OF INTEREST DETERMINATION FORM		Yes	No
Question 1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		
Question 2	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		
Question 3	Did or will you or your spouse lease or sell property to the proposed charter school?		
Question 4	Did or will you or your spouse sell any supplies, materials, equipment, or other personal property to the proposed charter school?		
Question 5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		
Question 6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP, or other contractors?		
Question 7	Did you or your spouse provide any startup funds to the proposed charter school?		
Question 8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		
Question 9	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		
Question 10	Do you currently serve as a member of the board of any public charter school?		
Question 11	Do you currently serve as a public official?		
Question 12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		
Question 13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		
Explanation:			

Printed Name:

Signature:

Title:

Date:

THE MECCA BUSINESS LEARNING INSTITUTE

FINANCIAL ETHICS POLICY

The purpose of this policy is to identify the basic principles expected to guide all individuals with financial reporting responsibilities of the M.E.C.C.A. Business Learning Institute (“MBLI”). This Policy covers a wide range of financial and non-financial business practices and procedures. If a law or regulation conflicts with a policy in this Policy, the individuals with financial reporting responsibilities are expected to comply with the law or regulation.

Scope

This policy applies to all Executives, Principal Officers, Trustees and Staff of MBLI.

Policy Authority

Policy draft is reviewed by the Executive Director of MBLI; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments, and approval.

Responsibilities

All financial, and financial related, staff shall adhere to and advocate to the best of their knowledge and ability the following principles and responsibilities governing their professional and ethical conduct.

- Act with honesty and integrity, avoiding actual or apparent conflicts of interest in personal and professional relationships.
- Provide constituents with information that is accurate, complete, objective, relevant, timely and understandable.
- Comply with rules and regulations of federal, state, provincial and local governments, and other appropriate private and public regulatory agencies.
- Act in good faith, responsibly, with due care, competence, and diligence, without misrepresenting material facts or allowing their independent judgment to be subordinated.
- Protect and respect the confidentiality of information acquired in the course of their work except when authorized or otherwise legally obligated to disclose. Confidential information acquired in the course of their work is not used for personal advantage.
- Share knowledge and maintain skills important and relevant to their constituents’ needs.

- Proactively promote ethical behavior as a responsible partner among peers in their work environment.
- Achieve responsible use of and control over all assets and resources employed or entrusted to them.
- Report known or suspected violations of this Policy.
- Are accountable for adhering to this Policy.

An individual with financial reporting responsibilities who violates the standards of this Policy will be subject to disciplinary action up to and including termination of employment.

Waivers

Any waiver of this Policy may be made only by the Board of Trustees and will be promptly disclosed as required by law. Requests for waivers must be made in writing to the Chairman of the Board prior to the occurrence of the violation of the Policy.

Reporting of Violations, Illegal, or Unethical Behavior

Individuals with financial reporting responsibilities should report observed violations of the Policy and illegal or unethical behavior to a supervisor and/or the Chairman of the MBLI Board of Trustees. All reports will be treated in a confidential manner, and it is MBLI's policy to not allow retaliation for reports made in good faith of misconduct by others. A delegate so authorized by the Chairman of the MBLI Board of Trustees, will lead investigations of alleged violations or misconduct. All employees are expected to cooperate in internal investigations of misconduct and violations of this Policy.

Annual Certification

At least one time each calendar year, individuals with financial reporting responsibilities subject to this Policy will sign a statement stating that they have complied with this Policy. The annual certification that each individual with financial reporting responsibilities will be required to sign is noted below:

THE MECCA BUSINESS LEARNING INSTITUTE

ETHICS DETERMINATION AND CERTIFICATION FORM

In my role as an executive, member of the board, or a finance professional of M.E.C.C.A. Business Learning Institute (“MBLI”), I certify that I adhere to and advocate the following principles and responsibilities governing my professional and ethical conduct.

To the best of my knowledge and ability:

1. I act with honesty and integrity, avoiding actual or apparent conflicts of interest in personal and professional relationships.
2. I provide constituents with information that is accurate, complete, objective, relevant, timely and understandable.
3. I comply with rules and regulations of federal, state, provincial and local governments, and other appropriate private and public regulatory agencies.
4. I act in good faith, responsibly, with due care, competence, and diligence, without misrepresenting material facts or allowing my independent judgment to be subordinated.
5. I protect and respect the confidentiality of information acquired in the course of my work except when authorized or otherwise legally obligated to disclose. Confidential information acquired in the course of my work is not used for personal advantage.
6. I share knowledge and maintain skills important and relevant to my constituents’ needs.
7. I proactively promote ethical behavior as a responsible partner among peers in my work environment.
8. I achieve responsible use of and control over all assets and resources employed or entrusted to me.
9. I report known or suspected violations of this Policy.
10. I am accountable for adhering to this Policy.

Printed Name:

Signature:

Date:

The types and amounts of insurance coverage that the school will obtain, which must include adequate insurance for liability, property loss, and the personal injury of students comparable to non-charter public schools within the local school district operated by the county board. (§18-5G-8.b.16.A).

MBLI will maintain insurance coverage pursuant to all applicable laws, timeframes, requirements, and West Virginia policy including Workers' Compensation, General Liability, School Bond/ Professional Liability, Umbrella Liability, Commercial Excess Liability, Student Accident, Directors' Errors and Omissions, Directors and Officers, and Non-owned Auto. Further, MBLI will submit to a Hold Harmless agreement or Indemnification agreement.

MBLI has determined it appropriate to obtain and sustain the following insurance and amounts:

- General Liability/Automobile Liability Policy: Must be equal to or greater than \$5,000,000. This insurance will be primary insurance. Any insurance or self-insurance programs covering the Local Government, its officials, employees, and volunteers will be in excess of this insurance and will not contribute to it. The first \$1,000,000 will be with a company licensed to do business in the state of West Virginia. The remaining \$4,000,000 will be covered under an excess liability policy (also known as an "umbrella" policy). These policies will name the West Virginia Professional Charter School Board as an additional insured. The policy will cover contractual liability. Automobile coverage will cover vehicles owned, hired, and non-owned.
- Professional Liability Policies: Directors and Officers Policy equal to or greater than \$5,000,000. Teachers Professional Liability Policy equal to or greater than \$1,000,000.
- Workers Compensation and Employers Liability Policy: The amount of coverage required for Workers Compensation is determined by statute. MBLI will comply with state of West Virginia statutes. Employers Liability will be a minimum of \$100,000.
- School Property and Boiler Insurance Policy: MBLI will purchase "all risks" property and boiler insurance. Insurance will be for the full replacement cost of the property and contents with no coinsurance penalty provision.
- Team Sports Coverage: In the event that MBLI offers either intra- or intermural sports teams, additional liability coverage will be purchased.
- Sexual Abuse Insurance Policy: Will be equal to or more than \$1,000,000.

The Executive Director is responsible for procuring annual renewals with the MBLI's insurance broker. MBLI will procure insurance quotes at least 90-day prior to a policy's expiration. The Executive Director will review and approve the insurance policy. The Chair of the Board of Trustees will participate in this review.

MBLI will submit proof of insurance to West Virginia Professional Charter School Board as acquired and or directed.

MBLI will maintain hard copies of all insurance policies onsite at MBLI and filed in an Insurance binder by the close of each fiscal year. MBLI will also maintain electronic copies of all insurance policies.

START-UP AND OPERATIONS

Provide a detailed start-up plan, including financing, tasks, timelines, and individuals responsible for carrying out the plan. (§18-5G-8.b.23).

MBLI proposes to open as a secondary school with a business theme in Berkeley County West Virginia. MBLI will serve students starting with grades six (6) and seven (7) through grade twelve (12) through a six (6) year scale-up process. MBLI proposes a 2-year planning period, 2022-2024, with the school opening to the public in the September 2024.

During the initial charter period, MBLI proposes, a progress review by WVPCSB, in year two / three, and a formal renewal evaluation prior to the end of year five. It is anticipated that WVPCSB will formally evaluate MBLI’s performance against the charter expectations and determine whether the MBLI contract should be renewed for additional periods. Further it is requested that subsequent renewal periods are a set for a minimum of four years.

The timetable of charter implementation activities noted below (summary of key activities, not considered exhaustive) is aligned with the development schedule for MBLI and will maximize the opportunity to engage parents and the community.

PRE-OPENING PLAN

TARGET SCHOOL OPENING DATE: September 2024

The comprehensive plan below will ensure that MBLI has a successful launch in the 2024 school year:

DOMAIN	TASKS	VERIFIED COMPLETE BY	ACCEPTED BY AUTHORIZER
JAN-23			
Site Development	Narrow community engagement to focus on neighborhoods surrounding proposed site	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Offer workshops and learning opportunities that target the families, parents, and students	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Site Development	Draft service agreements	Copy of draft contract	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Create opening preparedness plan, identifying administrative and business needs	Copy of School Start Up Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Evaluate innovative social-emotional learning assessment(s)	Copy of Summaries of assessments evaluated	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Formalize Board of Trustees and finalize meeting calendar for 2023	Copy of Board Meeting Calendar	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Adopt all policies required by charter and bylaws	Copy of adopted Policies and Bylaws	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Refine Executive Director roles & responsibilities	Copy of ED Job Description	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Refine Assistant Director roles & responsibilities	Copy of Assistant Director Job Description	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Finalize accountability process	Copy of policy and related procedure as appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Formalize any service agreements	Copy of signed contract	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Finalize Financial Controls Manual	Copy of Financial Controls Manual	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Apply for private startup funding	Applications	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
FEB-23			
Operations	Complete school concept video for marketing	Video	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Continue community and family engagement	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
MAR-23			

Operations	Implement Capital Campaign	Campaign Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Continue community and family engagement	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
APR-23			
Operations	Finalize / sit facility acquisition or lease	Lease	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Secure site financing	Funding documents	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Continue community and family engagement	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
MAY-23			
Site Development	Continue community and family engagement	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
JUN-23			
Site Development	Continue community and family engagement	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Build authentic relationships to understand community needs and seek input from	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Identify student enrollment and outreach plans	Copy of Student Enrollment Projection; Copy Community Outreach Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Finalize Academic Program and vision over six years for location	Copy of Adopted Curriculum Plans	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Attend National Charter Schools conference	Copy of Conference Registration	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Finalize chart of accounts	Copy of Chart of Accounts	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Governance	Establish board milestones for planning year	Copy of Board Meeting Schedule	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Create Employee Manual for Charter	Copy of Employee Manual	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Submit CSP grant application to USDE	Copy of CSP Grant Application	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Procure insurance	Copy of Insurance Policies	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Establish school bank account using 501(c)(3)	Copy of Bank Account application	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
JUL-23			
Site Development	Build authentic relationships to understand community needs and seek input from	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Refine facility indoor/outdoor needs and prioritize those needs aligned to site vision	Copy of Architectural Drawings	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Attend West Virginia Public Schools Special Education Coordinator Training (if available)	Copy of Meeting Agenda	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Create and validate inclusiveness policies (gender, race, sexuality, etc.)	Copy of Adopted Policies	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Detail planning year calendar	Copy of Calendar with List of Milestones	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Complete background checks of founding board members	Copy of Background Check Reports	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Understand all Title and CSP applications and map completion throughout year	N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Set up charter profile with West Virginia Public Schools	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Operations	Hire and Onboard Executive Director, Assistant Director	Copy of Offer Letters	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Create Sensible Defaults for school budgeting	Copy of Budget	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Complete Financial Controls Manual	Copy of Financial Controls Manual	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Adopt fiscal policies	Copy of Fiscal Policies	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
AUG-23			
Site Development	Create RFP that embeds school vision and articulates non-negotiables (i.e., outdoor space proximity to neighborhood, alignment to families commuting needs etc.) as a foundation for evaluating facility needs	Copy of Request for Proposals	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Design aligned standards and curriculum approaches	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Research and finalize EL training, coaching, and support	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Finalize all entity incorporation and tax documents and procedures	Copy of Documents	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Develop Board goals	Copy of Board Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Apply for US DOE charter school start up grant	Application	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Finalize long-term legal services	Copy of Retainer Agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
SEP-23			

Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Finalize academic programming goals with WVPCSB	Copy of Goals	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Finalize all entity incorporation and tax documents and procedures	Copy of Documents and Procedures	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Complete Draft Employee Handbook	Copy of Employee Handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
OCT-23			
Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Develop Parent and Student Handbook (including attendance and discipline policies)	Copy of Handbooks	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Formalize academic calendar	Copy of Calendar	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Develop school based policies, procedures, and guidebook	Copy of documents developed	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Develop intervention strategy and rubric for struggling learners	Copy of rubric	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Submit first CSP semi-annual report due to USDE Set up Gmail and Google apps	Copy of Report	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Set up Gmail and Google apps	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Create bidding process for all site renovation contractors	Copy of procedure	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Update website	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

NOV-23			
Site Development	Build authentic relationships to understand community needs and seek input from	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Complete school based policies	Copy of policies	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Finalize charter info with WVPCSB before lottery applications open	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Solicit financial and accounting contractor(s)	Copy of contracts	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
DEC-23			
Site Development	Finalize branding	Copy of Marketing Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Create materials for marketing and community outreach efforts	Copy of materials	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Create info manual with goals and expectations	Copy of manual	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Finalize facility identification	Copy of site lease	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Finalize purchase order and reimbursement process/policies	Copy of policy and procedure	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Select auditor	Copy of contract	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
JAN-24			
Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Academics	Validate Parent and Student Handbook (including attendance and discipline policies)	Copy of handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Validate academic calendar	Copy of calendar	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Validate school based policies, procedures, and guidebook	Copy of policies, procedures, guidebook	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Develop intervention strategy and rubric for struggling learners	Copy of rubric	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Validate and publish board meeting schedule	Copy of Schedule	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Embed updated financial policies into Employee Handbook	Copy of Employee Handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
FEB-24			
Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Conduct lottery	Lottery results	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Finalize curriculum, assessment, and material purchases	Copy of adopted curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Finalize progress report and report card templates	Copy of progress report and report card	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Request/order materials for academic opening	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Seek funding for MBLI Summer Scholars Programming	Applications	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
MAR-24			

Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Complete special education and EL certification, as needed	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Attend First Aid, CPR, medicine administration training	Copy of training registrations	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Create 2024-2025 contingency budget	Copy of budget	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
APR-24			
Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Finalize reporting platforms	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Create school year unit mapping and scope and sequence	Copy of adopted curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Finalize contracts with human resources, maintenance, transportation, and food service contractors	Copy of contracts	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Submit final discipline policy to WVPCSB	Copy of policy	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Prepare enrollment packets	Copy of Enrollment Packet	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Finalize contract with financial and accounting contractor(s)	Copy of signed contract	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
MAY-24			
Site Development	Send enrollment packets to families	Copy of Enrollment Packet	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Build authentic relationships to understand community needs and seek input from	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Academics	Develop key elements of technology engagement, programs, platforms, resources	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Continue advocacy towards development of a public career academy feeder pattern for middle school students	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Finalize 'specials' contractors	Copy of contracts	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Submit final signed charter agreement to WVPCSB	Copy of agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Finalize federal, state, and local compliance systems	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Finalize required federal, state, and local reporting process	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Validate 2024-2025 budget at board meeting	Copy of budget	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
JUN-24			
Site Development	Onboarding of volunteer or site-based partnerships	Copy of Volunteer Records, Contracts	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Begin summer programming for new families	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Site Development	Build authentic relationships to understand community needs and seek input from	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	School site set-up	TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Onboarding of volunteer or site-based partnerships	Copy of volunteers; partnership agreements	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Finalize onboarding plans for staff, plan for staff orientation	Copy of onboarding plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Complete online compliance trainings, as necessary or required	Copy of certificate of completion	<input type="checkbox"/> Yes <input type="checkbox"/> No

			Comments:
Operations	Update background checks of all employees	Copy of background check reports	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial	Submit 2024-25 budget to WVPCSB	Copy of budget	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
JUL-24			
Site Development	Build authentic relationships to understand community needs and seek input from	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Finalize trainings on all curriculum, assessment, and reporting systems	Copy of training plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Create opening checklist	Copy of Checklist	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Submit 501(c)(3) and key personnel to WVPCSB	Copy of IRS notice; Copy of list of Key Personnel	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Partner with accountant and bookkeeper to ensure payments to service providers and consultants are in place	Copy of contracts	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Governing Board Orientation and Training	Orientation and Training Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Create and distribute pre-opening press release	Press Release	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Operate MBLI Summer Scholars Program	Enrollment Roster	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Faculty and Staff Orientation(s) and Trainings	Orientation and Training Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Finalize data security system	Copy of purchase agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
AUG-24			

Site Development	Build authentic relationships to understand community needs and seek input from parents to inform site design	Copy of Community Engagement Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Academics	Complete opening checklist and final walk-throughs of academic preparedness	Copy of Checklist	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Identify potential parents for service on the Board	Copy of list of parents	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Operate MBLI Summer Scholars Program	Enrollment Roster	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Prepare for WVPCSB pre-opening site visit	Copy of Site Visit Report	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Operations	Hot school grand opening event	Event Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
SEP-24			
Operations	School Opens to Student	Event Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

PRE-OPERATIONS REVENUE AND EXPENSES

MBLI intends to use grant funds through the US Department of Education (DOE) to support establishing MBLI. DOE awards grants to aid the development and implementation of charter schools. These public funds will help MBLI meet specific budget needs in the pre-operations period and will be an important complement to the per-pupil allotment MBLI will receive. The DOE grant provides MBLI time-limited support, grant period of performance is five years, for specific purposes relative to charter school start and provide continuing sources of funding. Using this time-limited grant requires a clear long range plan that is focused and reflective of MBLI’s immediate budgetary needs and long-term financial goals.

MBLI’s pre-operations budget is balanced; projected revenue stream meets projected spending; and provides assumptions for anticipated costs and services. MBLI researched best practices from financial experts at GOFA, The Rennie Center, Harvard Business Review, and other reputable sources for finance in education, to craft a pre-operations budget within projected resources. MBLI’s pre-operations budget is detailed below.

THE M.E.C.A. BUSINESS LEARNING INSTITUTE (MBLI)

Pre-Operations Financial Plan

Period of Performance: MBLI Charter Approval thru School Open Fall 2024

Estimated Sources of Funding	Amount	Anticipated Source
Federal Funding		
Grant	\$1,500,000	US Department of Education Charter School Planning & Implementation Grant
Other	\$ -	
State Funding		
Grant	\$ -	
Other	\$ -	
Local Funding		
Grant	\$ -	
Other		
Contributions		
Contributions	\$ -	
Donations		
Donations	\$ -	
Fundraising		
Fundraising	\$ -	
Loans		
Loans	\$ -	
Private Grants		
Private Grants	\$ -	
Estimated Total Revenue	\$ 1,500,000	

Estimated Expenditures	Amount	Assumptions
Administrative Software	\$10,150	Student management systems, transportation mapping packages, personnel records systems, etc. \$175 per FTE. 58.0 FTE
Board Preparation, Training and Development	\$10,000	Onboarding, governance, training, and development for MBLI Governing Board Members. Board retreat. Up to 17 members.
Cellular Telephone Service	\$11,250	\$625 per month. 6.0 FTE. Exec Dir (1.0), Asst Dir (1.0), Operations Support (2.0), Principal (1.0), Assistant Principal(1.0)
Ceremonies / Events	\$25,000	1 - 2 community events per month
Classroom Teacher Equipment	\$24,725	Computers, Printers. 23.0 Instructional FTE
Classroom Teacher Furniture	\$62,500	Desks, Bookcases, Storage. 23.0 Instructional FTE
Contracted Academic Services	\$75,000	Curriculum development and academic programming finalization
Contracted Building Services	\$50,000	Acquisition, design, and build out services: 615 Packhorse Road

Employee Benefits	\$23,625	6.0 FTE. Exec Dir (1.0), Asst Dir (1.0), Operations Support (2.0), Principal (1.0), Assistant Principal (1.0)
Professional Fundraising Services	\$20,000	Fundraising support for capital campaign
Insurance	\$15,350	Business insurance products. Quoted from Hiscox
Legal Services	\$12,500	\$7,500 retainer. \$5,000 reserve.
Marketing and Promotions	\$35,000	Student marketing materials development and publication. Public relations representation.
Office Equipment	\$30,100	Desktops, laptops, computers, printer / scanners. 28 non-instructional FTE.
Office Furniture	\$93,800	Desks, chairs, filing cabinets, bookcases, etc. 28 non-instructional FTE.
Office Supplies and Materials	\$14,500	28.0 non-instructional FTE
Other Instructional Equipment	\$54,500	Smart Boards, Projectors, 23.0 instructional FTE
Postage and Shipping	\$5,000	Mailing of general marketing, job, and student enrollment materials
Professional Development / Training	\$50,000	Hands-on training, effective coaching, and quality resources for 58.0 instructional and non-instructional FTE
Audit	\$15,000	Required single audit per US DOE Charter School Grant terms
Staff Salaries & Benefits	\$267,580	6.0 total FTE [Exec Dir (1.0), Asst Dir (1.0), Operations Support (3.0), Principal (1.0)]
Student Equipment	\$60,000	Chromebook computers. Cloud-based management console. Ongoing support from Google. 3 year hardware warranty. \$20 per mo. 250 students.
Student Furniture	\$43,750	Desks, chairs, storage. 250 students. \$175 per student
Student Uniforms	\$18,750	Up to \$75 allowance per student. 250 students
Temporary Facility	\$416,000	Delivery and customization of modular buildings
Travel: Local / Non-Local	\$15,500	Includes travel to National Alliance of Public Charter Schools conference attendance, 6.0 FTE
Utilities	\$40,420	Based on estimate of 67 cents per square foot (sq ft) electricity and 19 cents (sq ft) natural gas
Total Expenditures	\$ 1,500,000	

Describe the plan for school facilities. (\$18-5G-8.b.13)

MBLI intends to locate a property that will support both the startup and long-term facility needs of the school. The school site will combine direct and digital instruction with a project-based curriculum to create a holistic learning environment able to meet each student's academic, social, and emotional needs. Grade

levels at MBLI will be divided into two schools, upper and lower. This strategy allows students to be appropriately challenged while continuing to develop their peer-related social leadership skills.

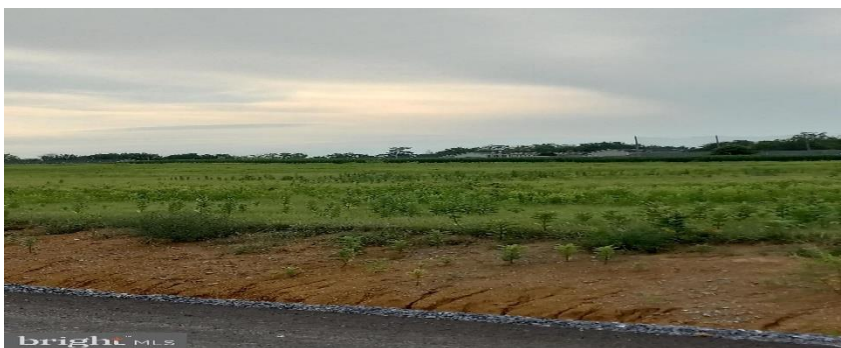
- Lower (Middle) School: 6th – 8th grades
- Upper (High) School: 9th – 12th grades

PROSPECTIVE LOCATION(S)

MBLI has been working with 4 State Real Estate, a Sampson Properties Group, to locate a suitable school location in Berkeley County. Vacant properties located in Berkeley County have been identified as available and preliminarily evaluated for use by MBLI. One option for the school location is a 54 acre parcel of land located on Showers Lane near the entrance of the MillPoint Subdivision.



Another option for the school location is a 48 acre parcel of land located on Tabler Station Road.



A third option for the school location is a 60 acre parcel of land located on Swan Pond Road.



Upon approval of the charter application by the West Virginia Professional Charter School Board, of the application, MBLI will work with 4 State Real Estate to formally evaluate the properties and make a selection for the school location.

LOCATION(S) EVALUATION

Site Selection Criteria. MBLI’s school site selection is affected by many factors, including health and safety, location, size, and cost. MBLI will evaluate both the present and future characteristics of the proposed sites and the surrounding areas. Additionally, MBLI will weigh site characteristics that may adversely affect the choice. A public comment period will be incorporated into the process to receive information and support from the broader community for both the primary site and identified alternative locations.

Screening and Ranking Criteria. To help focus and manage the site selection process, MBLI developed screening and ranking procedures. The procedures were created on the basis of the following criteria, which are listed in the general order of importance: Safety, Location, Environment, Soils, Topography, Size and Shape, Accessibility, Public Services, Utilities, Cost, Availability, and Public Acceptance.

Safety Hazard Criteria. For MBLI, safety is the first consideration in the selection of a school site. In selecting a school site, MBLI considers the following factors: proximity to high-voltage power transmission lines; presence of toxic and hazardous substances; hazardous materials facilities within a certain radius; proximity to railroads; proximity to high-pressure natural gas lines, gasoline lines, sewer lines, or water pipelines; noise; proximity to major roadways; condition of traffic and school bus safety; and safe routes to school.

DESIGN AND DEVELOPMENT

Modular Campus Design Concept



Design. MBLI will retain an architect firm to provide master planning, architecture, and modular designs to maximize MBLI's budget. This design option is well suited for charter school operators: who are not provided facilities, nor facility funding; have a specific deadline for getting the school up, open, and running; but don't want to compromise the school's mission or vision. Additionally, modular buildings fit in anywhere and integrate seamlessly into established communities.

The architect firm will help MBLI determine the following information:

:

- Compliance and permitting requirements (e.g., building codes, zoning restrictions)
- Project delivery options, including selecting a General Contractor
- Design choices that will help save money and provide healthier, more effective learning environments.
- Space allocations for meal preparation and dining; physical education; health services
- Opportunities to incorporate energy enhancements, to reduce consumption and costs.

Accessibility Design Considerations. MBLI will comply with the Americans with Disabilities Act, ensuring that children with disabilities have access to school facilities as required by law. MBLI will carefully consider such requirements in the selection, configuration or alteration of proposed facilities and the planning and construction of any new facility. In addition, emergency routes will be mapped and posted in each room and emergency drills will be performed regularly.

Onsite Health Suite Design Considerations. MBLI’s design plans include a fully functional health suite using a patient-centered design to promote positive health outcomes. The health suite will be designed to promote physical and mental health and include factors proposed to reduce stress in the environment through visual and acoustic privacy. Various measures such as materials choice and ventilation will be optimized to ensure protection for all in contact with the health suite. Waiting rooms, restrooms, and all other areas used often will be designed with low maintenance anti-microbial materials. Natural ventilation will promote higher rates of air changes to move stale air and reduce growth of mold and bacteria.

Onsite Safety Design Considerations. MBLI design plans will include use of security technology at entry points to help protect the students, staff, visitors, equipment, and data. Perimeter security plans will also be provisioned.

ACQUISITION AND COSTS

After approval of the charter application, by the West Virginia Professional Charter School Board, MBLI will take immediate action to finalize the school location. LISC’s School Build Project Cost Calculator¹⁵⁴ will aid in determining how much of MBLI’s financial resources can be dedicated to the facilities. Design flexibility coupled with lower costs make a modular school campus an ideal plan. With higher material and labor costs increasing school construction budgets, modular buildings deliver the same building design and lifespan for less than traditional facilities. Additionally, the economies of scale of modular buildings more than compensate for price spikes, allowing MBLI to absorb the impact of escalating material and labor costs. Furthermore, even though modular costs may be impacted by supply chain adjustments, reductions in material waste can lower material costs overall. When process efficiencies are factored in, modular buildings can be delivered at a cost nearly fifty percent less per square foot than a traditional school building. MBLI, guided by the commercial real estate team, at 4 State Real Estate, will be aided with any necessary facilities funding by a West Virginia based community bank.

CUSTODIAL AND MAINTENANCE PLANS

The primary responsibility of MBLI Facilities Maintenance staff is to ensure that through the provision of quality custodial and maintenance services MBLI is an environment that is safe, healthy, and responsive to educational programming. School facility operations involve the day-to-day running of the MBLI facility and includes energy management, HVAC, cleaning, inspections, opening and closing school; boiler operation;

¹⁵⁴ Retrieved from <https://www.lisc.org/charter-schools/understanding-your-needs/>

responding to daily emergencies; mowing grass; and snow removal. This plan is MBLI's tool for protecting its investment in its school facility.

The Facilities Maintenance staff is responsible for keeping MBLI clean, safe, functional, and secure in accordance with prescribed codes and established district policies and standards. Facilities Maintenance will maintain all MBLI in a state of operational excellence minimizing interruptions, distractions, or obstacles to the education program.

Essential Duties and Responsibilities of Facilities Maintenance

- Perform regular custodial duties in assigned areas of buildings.
- Accept instructions verbally or in writing.
- Maintain inventory of custodial/maintenance supplies and equipment.
- Restock disposable custodial/maintenance items and provide inventory usage data.
- Clean and preserve all areas of the building and grounds.
- Assist visiting members who are utilizing the facilities.
- Maintain work related records and prepare reports as requested.
- Project a positive image for the school's district with his/her team, whenever the public, guests, or visitors are in the building.
- Work closely with the administrators to be prepared for scheduled evening activities and unscheduled events as needed.
- Maintain building and grounds security by opening/closing the building each school day and during special events as directed.
- Work on call as needed for emergency repairs, equipment monitoring, overtime, or special needs falling outside of normal working hours.
- Identify and schedule work to be performed during school extended school breaks.

Daily Duties

Perform general cleanup of all incidents as they arise. Inspect entrances and sidewalks for damage, clutter/dirt, malfunction, or other hazards. Vacuum entrance mats, outside mats, and clean sidewalk up to ten feet from entrance. Wet mop inside of entrances if wet or in bad condition. Sweep all stairways. Machine vacuum all carpeted corridors, walkways, and ten feet in from the doorway of each room. Clip carpet sprigs, as necessary. Remove spots from carpet. Remove gum from floors. Dust mop and sweep corners of all tiled areas. Wet mop if needed. Spot vacuum all classrooms, offices, and other carpeted areas. Pick up any paper left on the floor. Make sure rooms appear orderly. Empty all trash cans (rinse or wash if needed). Put all trash in dumpsters. Remove all marks from walls and lockers. Replace defective

light bulbs as needed. Wash all main entrance windows. Thoroughly clean all surfaces in restrooms. Clean all drinking fountains. Lock all doors as directed by the administration and lock all outside doors as soon as daily activities are over. Close and lock windows. Clean all equipment after use. Hang up brooms, dust mops, and wet mops. Clean and maintain Facilities Maintenance area. Keep shelves and supplies in neat order and stocked with supplies. Turn in any items or articles found to the Lost and Found Department. Check the entire facility for vandalism and report to the administration. Assist with cleanup after large events / activities.

Weekly Duties

Sweep under all entrance mats (both inside and outside). Dust mop and sweep out corners of all the tiled areas that are not covered under daily routines. Vacuum all carpets thoroughly in all classrooms and work areas according to schedule. Wet mop tiled areas. Wax, if needed. Wipe down desks, chairs, and furniture according to schedule. Dust everything in rooms and corridors according to schedule. Make sure all lockers are dusted and marks removed. Wash all hallway door windows. Clean cove molding and edges thoroughly. Check the furniture once a week for breakage and either repair it or report it to the administration for replacement. Check all outdoor equipment for damage or unsafe conditions and inform administration of repair needs.

Monthly

Vacuum or clean all intakes and exhaust vents.

Winter and Spring Break

Lightly scrub and re-wax all hard tile floors. Strip, if needed. Extract carpeted rooms as needed. Extract entrance mats. Lightly dust all rooms. Wash all desktops. Wash inside of all windows. Scrub floors and clean all walls and partitions in restrooms. Make sure all sinks, urinals, and stools are cleaned (in, under, and around).

Summer Duties

Wash all windows inside and out. Wipe down all desks (including teachers'). Wash all walls as needed. Remove all dirt from lights and high dust everything. Wash all doors and frames. Pay special attention around lock assembly. Scrub all floors and re-wax, strip if needed. Thoroughly vacuum all carpeted areas and extract. Completely clean all fixtures, furniture, ceiling, walls, and floors.

Typical Minor Maintenance Duties for Custodians

Replace defective lamps (lighting fixtures, exit lamps, etc.). Repair furniture including desks and chairs, bookcases, cabinets, etc. Replace chair and desk glides. Repair/replace damaged cafeteria tables and seats. Replace cove base, ceiling panels, etc. Repair simple plumbing leaks in faucets, sinks, etc. Remove minor drain blockages in sinks, water coolers, etc. Replace damaged commode seats. Clean restroom exhaust fans. Install/repair paper towel, toilet paper and soap dispensers. Install/repair pencil trimmers. Hang pictures, maps, projection screens, etc. Reset clocks after seasonal time changes and power outages. Simple lock and hardware repairs for doors and windows, door closers, etc. Simple touchup painting (with prior approval and assistance from the maintenance department). Monitor HVAC equipment, thermostats, etc. and reset controls when needed. Replace defective HVAC filters. Remove and dispose of trash and debris in gutters and on roofs. Assist landscaping crew by doing the trim mowing, edging and removal of grass clippings and debris. Prune shrubs, trees, etc. and spread pine straw or mulch around shrubs, flower beds, etc. Repair fences and other outdoor equipment. Preventive maintenance and repair of custodial equipment such as wet and dry vacuum machines, floor machines, lawn mowers, string trimmers, etc. Maintain keys, key control system and master keys.

Outdoor and Grounds Management

The MBLI school grounds must be properly maintained on a routine and preventive basis. This includes, but is not limited to, courtyards, exterior lighting and signage, outdoor equipment, and paved surfaces (e.g., sidewalks, parking lots, and roads). Duties in this area consist of keeping school grounds clear of trash, glass, leaves, and other debris; sweeping sidewalks, parking lots, and paved play areas; hosing down sidewalks, steps, and outside entrance areas; maintaining the lawn in a neat and presentable condition by mowing grass, trimming around the building, sidewalks, fence lines, etc.; pulling weeds and trimming shrubbery as necessary; and spreading mulch in tot-lots as needed. During winter months remove snow and ice from sidewalks, entrances, and bus loading and unloading areas.

Cleaning Procedures

Classroom Cleaning and Care – This will include emptying pencil sharpeners and wastebaskets; cleaning chalkboards and chalk trays; damp wiping or dusting of desks, tables, cabinets, and other specified surfaces; cleaning student cloak closets, sinks, and toilets in assigned work areas; sweeping/dry mopping and wet mopping of floors; vacuuming carpets; washing windows; adjusting venetian blinds and drapes uniformly.

Corridors and Entrance Care – This will include all cleaning in corridors and lobby entrances; removing all loose paper, trash, and rubbish; removing gum and heel marks from the floors; cleaning drinking fountains and glass surfaces in the areas; mopping up wet spots due to weather, leaks or spills; keeping walk-off

mats clean; and proper care and maintenance of equipment and materials used. When floors are wet or slippery use warning signs.

Gymnasium Care – Includes all cleaning associated with the gymnasium including dust mopping before and after athletic events; spot mopping for spills as necessary; cleaning and emptying waste receptacles; washing walls, doors, door frames, and windows; cleaning trash and debris from under and around the bleachers; and, replacing light bulbs/tubes, as necessary.

Health Room Cleaning – The health room is one of the most critical areas in our buildings where regular and proper cleaning is essential. Proper cleaning controls bacteria and odor. Only use wet mops and bowl swabs labeled for use in the health room.

Cafeteria/Kitchen Cleaning and Maintenance – This will include removing trash/garbage from the kitchen and dining areas; washing and sanitizing trash/garbage containers; washing overhead hoods, ducts, pipes, and filters; cleaning refrigerator/walk-in box floors; washing walls, windows, doors, and door frames; wet mopping the kitchen and dining area floors with a germicidal disinfectant cleaner; setting up tables before lunch; putting tables away after lunch; and the proper care and maintenance of the cleaning equipment.

Restroom Cleaning – The cleaning is important. Proper cleaning daily controls bacteria and odors. The equipment used for the restroom should not be used elsewhere. Mark mops, brooms, and bowl swabs to identify them, to prevent use in other areas of the building. Safety precautions should always be used when cleaning. Use wet floor signs. Wear rubber gloves. Used a germicidal disinfectant cleaner, window cleaner, extractor chemical, and stripper. Do not mix cleaning chemicals. Report all necessary repairs and out-of-order signs.

Stairs and Stairwells – This includes the wet and dry cleaning in stairwells; i.e., steps, landings, windows, sills, doors, glass, stair treads, risers, lights and fixtures, and handrails.

Other Maintenance and Operations Issues

Electrical Systems – Contract with professional engineers and electricians to determine preventive maintenance tasks and schedules for electrical components.

Energy Management – Establish an energy policy with specific goals and objectives. Monitor building's energy use. Conduct energy audits to identify inefficiencies. Install energy-efficient equipment, including power factor correction units, electronic ballast, high-efficient lamps, night setbacks, and variable-speed drives for large motors and pumps. Install motion detectors that turn lights on when a room is occupied (and off when the room is unoccupied).

Floor Coverings – Periodic cleaning of carpets and rugs is necessary to minimize the likelihood of dirt and other contaminants causing indoor air quality problems.

Gym Floor – Gym floor must be kept clean and properly maintained.

Heating, Ventilation, and Air Conditioning (HVAC) Systems – HVAC components must be maintained on a timely and routine basis. This preventive maintenance will ensure reliability, reduce operating costs, and increase the life expectancy of the equipment. Air and/or water balancing should be used to improve HVAC performance.

Hot Water Heaters – Hot water heaters should be assessed regularly as part of MBLI’s preventive maintenance program. At a minimum, maintenance should include inspection for failing components and leaks.

Kitchens – Kitchen must be maintained properly to ensure reliability. A high state of cleanliness should be maintained in all food preparation areas.

Painting – Painting should be done on a regular schedule that is published well in advance of work dates to minimize inconvenience to building occupants. A durable, cleanable paint should be used for indoor areas. Surfaces should be properly prepared for painting which may require the use of a primer to cover stains and discolored patches.

Plumbing – Sprinkler systems, water fountains, sump pumps, lift pumps, steam traps, expansion joints, and drains should be targeted for preventive maintenance. Standing water must be avoided at all costs because it damages building materials and can lead to mold which affects indoor air quality.

Roof Repairs – Timely removal of water from the surface and substructure of the roof. All leaks and damaged tiles must be repaired as soon as possible. Contract annual assessment of the roof. Maintain detailed drawings or photographs that show the location of repairs.

PROPERTY CONTROL PLANS

Implementation of School Security. MBLI will be staffed with security personnel responsible for checking and approving the entry of all visitors to the facility, patrol the building, and monitor the security cameras. The security officers will receive required training, which requires specific training, fingerprinting, and background checks. The security guard will receive professional development every school year.

Additional training in de-escalation, multi-hazard procedures and incident command system as provided by FEMA online will be provided to all members of the MBLI Building Safety Team.

Visitor Pass Sign-In and Sign-out System. MBLI will use a Visitor Management System to manage school visitors. Upon entry into MBLI visitors must show photo identification, a pass in the form of a visitor's badge will be issued, and the visitor is escorted to the Main Office. At the Main Office, the visitor will be met by the appropriate individual and accompanied to their destination. At the conclusion of their business all visitors must be escorted to the security desk, where they will sign out before leaving. Ongoing log will be maintained.

Surveillance. MBLI will be equipped with 24 hours Video surveillance of the property monitored by the security guard and administrative team. On a daily basis, hall patrols will be conducted by security and administrative staff. Security will coordinate in conjunction with the principal security audits on a routine basis.

BUSINESS CONTINUITY AND DISASTER RECOVERY PLAN

MBLI is committed to the safety and security of students, faculty, staff, and visitors to the campus. To support that commitment, MBLI has provided a thorough description of MBLI's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The Continuity of Operations Plan (COOP) that follows represents the official policy of MBLI. It is a result of a comprehensive review and assessment of state policies in the context of county location in West Virginia and in the current world situation along with best practices of emergency response protocols¹⁵⁵. MBLI supports the need for a plan for continuity in emergencies and will commit resources to ongoing training, exercises, and maintenance required to keep the COOP current. The plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the MBLI community. Likewise, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential for adequate support from public emergency agencies.

¹⁵⁵ Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program; Arizona Department of Education School Safety Plans and Resources; FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools; Washington State Emergency Management Division in Partnership; Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools; U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities; Alaska Division of Homeland Security and Emergency Management: Safe Schools Training; Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools; Jane's Safe Schools Planning Guide for All Hazards; Los Angeles Unified School District Model Safe School Plan; Fairfax County Public Schools Crisis Management Workbook; Chicago Public Schools Emergency Management Plan; Georgia Emergency Management Agency Family Reunification Protocol

COOP Purpose

It will be the practice of MBLI to maintain a comprehensive COOP for all critical school functions. It has been developed to assist MBLI with protecting staff and students during an emergency. The COOP takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery. MBLI's recovery efforts involve exercising reasonable measures to protect the entire MBLI community and safeguard assets.

Recovery Objectives

The COOP was written with the following objectives:

- To ensure the life/safety of the entire MBLI community throughout the emergency and recovery process;
- To reestablish the essential school related services within target recovery windows;
- To suspend all non-essential activities until normal and full school functions have been restored;
- To mitigate the impact to MBLI's operation through the implementation of effective recovery strategies;
- To minimize confusion by providing a clearly defined command and control structure; and,
- To relocate staff and facilities as a recovery strategy of last resort.

Scenarios and Assumptions

Disaster Scenarios

A disaster is considered a disruption of normal school functions where the expected time for returning to normalcy would seriously impact MBLI's ability to maintain commitments and charter compliance. MBLI is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in the chart below.

Hazard Analysis

Major Hazards List

	Frequency	Magnitude	Warning time	Severity	Risk Priority
	NATURAL				
HAZARD TYPE					

Earthquake	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Flooding	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Tornado	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Winter Storm	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HUMAN MADE					
Chemical / Hazardous Materials	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Fire	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Nuclear Facility Incident	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Power Outage	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Water System Failure	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Accidents (Transportation)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

Medical Emergency	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Mass Contamination	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Apparent Suicide	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Bomb Threat	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Civil Disorder	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Death on Campus	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Explosion	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Hostage Situation	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Intruder	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Kidnapping / Abduction	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

Report of weapon on campus	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Sexual Assault	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Terrorism	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
Weapons Assault	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

MBLI is most likely to be affected by: Earthquake, Flash Flooding, Flooding (River or Tidal), Tornado, Winter Storm, Chemical / Hazardous Materials, Fire, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Assumptions

Assumptions reveal the limitations of the COOP by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations. These assumptions are:

- MBLI will continue to be exposed to and subject to the impact of the hazards described in the Hazard Analysis, as well as lesser hazards and others that may develop in the future.
- It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations may occur with little or no warning.
- A single site emergency, i.e., fire, gas main breakage, etc., could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

- Following a major or catastrophic event, MBLI will have to rely on its own resources to be self-sustaining for up to 120 hours.
- There may be several injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid, and appropriate response will reduce the number and severity of injury.
- Outside assistance will be requested in most emergency situations. Given that it takes time to summon external assistance, MBLI will be prepared to carry out the initial emergency response independently.
- Proper mitigation actions, including fire inspections, will prevent or reduce disaster-related losses.
- Detailed emergency planning, training of staff and students, and conducting periodic emergency drills / exercises will improve MBLI's readiness to respond to and deal with emergency situations.

Limitations

No guarantee is implied by the COOP of a perfect response system. As staff and resources may be overwhelmed, MBLI can only endeavor to make every reasonable effort to respond to the situation with the resources and information available at the time of the incident(s).

Concept of Operations

It is the responsibility of MBLI officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for, and responding to, and managing the recovery from emergency situations that affect MBLI.

It is the responsibility of MBLI to provide in-service emergency response education for all staff.

It is the responsibility of the MBLI Principal, or designated staff member, to conduct the drills / exercises that will prepare the MBLI community for an emergency.

To achieve the necessary objectives, an emergency response protocol sequence has been created that is both integrated and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). The COOP is one element of the preparedness activities.

This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

The Incident Command System (ICS) will be used to manage all emergencies that occur within MBLI. All MBLI personnel will be trained in ICS.

The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in the local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. MBLI recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. MBLI will work with the local government to become NIMS compliant.

The COOP is based upon the reality that the emergency functions that must be performed by MBLI parallels daily functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be utilized during emergency situations. Because staff and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The staff, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

Operational Guidance

Initial Response

School personnel are usually first on the scene of an emergency within MBLI. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. However, at no time will school officials transfer responsibility for student care.

The Principal will be responsible for activating MBLI emergency operations plan and the initial response which may include:

- **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.

- **Reverse Evacuation** – When conditions are safer inside a building than outside. Requires all staff and students to go to safe places in the building from outside the building.
- **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked, and students and staff stay in their offices, work areas and classrooms.
- **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
- **Drop, cover and hold** – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

Notification Procedures

In case of an emergency at MBLI, the flow of information after calling 911, will be from the Principal to the Assistant Director and/or Executive Director. Information should include the nature of the incident and the impact on the facility, students, and staff.

In the event of a fire, anyone discovering the fire will activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building will be evacuated. If a lock down or shelter-in-place incident is in progress, the evacuation will be limited to the area immediately in danger from the fire.

In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information will be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

Training and Exercise

MBLI understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur.

Training and refresher training sessions will be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff will be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Input from all employees is encouraged.

MBLI will plan for three (3) Evacuation, one (1) Severe Weather/Shelter-in place, and plan one (1) Law Enforcement exercises during the school year.

MBLI will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise will govern the degree to which the district will participate as it relates to improving MBLI's ability to respond to and deal with emergencies.

Implementation of the Incident Command System (ICS)

The designated incident commander (IC) for MBLI will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at MBLI, and direction and control of the response transitioned to the IC. This scenario would occur during a community wide disaster.

Source and Use of Resources

MBLI will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

- Request assistance from volunteer groups active in disasters.
- Request assistance from industry or individuals who have resources needed to assist with the emergency.

Incident Command System

MBLI intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the building Principal initially but may transfer to the appropriate emergency responder agency official. To clarify the roles, MBLI officials in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all these functions. For larger emergencies, several individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with MBLI Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

The IC is responsible for field operations, including:

- Isolating the scene.
- Directing and controlling the on-scene response to the emergency and managing the emergency resources committed there.
- Warning the district/school staff and students in the incident and providing emergency instructions to them.

- Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
- Implementing traffic control arrangements in and around the incident scene.
- Requesting additional resources from the EOC.
- The EOC is responsible for:
 - Providing resource support for the incident command operations.
 - Issuing community-wide warning.
 - Issuing instructions and providing information to the public.
 - Organizing and implementing large-scale evacuation.
- Organizing and implementing shelter and massive arrangements for evacuees.
- In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

Activities by Phases of Emergency Management

This plan addresses emergency actions that are conducted during all four phases of emergency management.

Mitigation/Prevention

MBLI will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency with the intent of avoiding repetition of the situation.

Among the mitigation/prevention activities included in the emergency operations program are:

- Hazard Analysis
- Identifying hazards
- Recording hazards
- Analyzing hazards
- Mitigating/preventing hazards
- Monitoring hazards
- Security Audit

Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the emergency operations program are:

- Providing emergency equipment and facilities.
- Emergency planning, including maintaining this plan, its annexes, and appendices.
- Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
- Conducting periodic drills and exercises to test emergency plans and training.
- Completing an After Action Review after drills, exercises, and actual emergencies.
- Revise plan, as necessary.

Response

MBLI will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search, and rescue, as well as other associated functions.

Recovery

If a disaster occurs, MBLI will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to MBLI and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring MBLI to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery includes assistance to students, families, and staff. Examples of federal government recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Emergencies Occurring During Summer or Other School Breaks

If a school administrator or other emergency response team member is notified of an emergency during the summer the response will be one of limited school involvement. In that situation, MBLI will:

- Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members.
- Identify staff and families of students most likely to be affected by the emergency. Notify affected staff and families of students directly and recommend community resources for support.
- Notify the general MBLI community.
- Schedule staff meeting for an update the week before students return to school.
- Remain cognizant of impacts among students and staff.
- When MBLI reconvenes, check with affected staff and families of students, institute appropriate support mechanisms and provide referrals as appropriate.

Organization and Assignment of Responsibilities

Organization

Executive Group. The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the Board of Trustees, Executive Director, Assistant Director, Principal, and Assistant Principal(s).

Emergency Operations Planning Team. The Emergency Operations Planning Team develops the MBLI emergency operations plan, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, and coordinates MBLI planning activities. The MBLI Emergency Operations Planning Team includes Executive Director, Assistant Director, Principal, Assistant Principal(s), School Resource Officer, School Psychologist / Counselor(s), and Nurse(s).

Emergency Response Team. Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for MBLI staff, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable.

Volunteers and Other Service Organizations. This group includes organized volunteer groups and businesses who have agreed to provide support during emergency operations.

Assignment of Responsibilities

Primary responsibility for an emergency function will be assigned to an individual from MBLI that possesses the most appropriate knowledge and skills. Other MBLI staff may be assigned support responsibilities for specific emergency functions. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are the general responsibilities as assigned.

Executive Group Responsibilities

Board of Trustees. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program. Review school construction and renovation projects for safety.

Executive Director. Obtain a resolution from the Board of Trustees giving needed authority and support to develop school emergency operations programs and plans. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system. Authorize implementation of emergency preparedness curriculum. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital. Assign resources (staff and materials) for specific needs. Authorize immediate purchase of outside services and materials needed for the management of emergency situations. Implement the policies and decisions of the chartering authority relating to emergency management. Coordinate use of MBLI facilities as public shelter(s) for major emergencies occurring in the county. Coordinate emergency assistance and recovery.

Assistant Director. Establish emergency operations plan review committee to approve and coordinate all emergency response plans. Consult with the county Emergency Management Office to analyze system needs regarding emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans. Develop and coordinate in-service emergency response education for all MBLI staff. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency. Request assistance from local emergency services when necessary. Serve as the staff advisor to the Executive Director and Principal on emergency management matters. Keep the Executive Director and Principal apprised of the preparedness status and emergency management needs. Coordinate local planning and preparedness activities and the maintenance of this plan. Prepare and maintain a resource inventory. Arrange appropriate training for MBLI staff. Coordinate periodic exercises to test emergency plans and training. Perform day-to-day liaison with the state emergency management staff and county emergency management personnel. Serve as MBLI's Emergency Management Coordinator. Organize MBLI's emergency management program and identify personnel, equipment, and facility needs. Encourage incorporation of emergency preparedness material into MBLI academic programming. Provide copies of the BCDRP to the chartering authority and local Emergency Management office. Monitor developing situations such as weather conditions or incidents in the community that may impact MBLI. Create Critical Incident Response Kits for each MBLI staff and student member with appropriate maps, floor plans, staff and student rosters, photos, bus routes, and other pertinent information to help manage the emergency. Establish Incident Command Post.

Principal. Have overall decision-making authority in the event of an emergency at MBLI until emergency services arrive. With the assistance of the Assistant Director, keep the public informed during emergency situations. Keep chartering authority informed of emergency status. Coordinate with organized volunteer groups and businesses regarding emergency operations. Ensure that the BCDRP is coordinated with the chartering authority's plans and policies. Assign selected staff to the Emergency Operations Planning Team to formalize MBLI's plan. Ensure that MBLI staff and students participate in emergency planning, training, and exercise activities. Initiate plan revisions based on After Action Reports. Assign school emergency responsibilities to staff as appropriate.

Responsibilities include but are not limited to:

- Provide instruction on any special communications equipment or night call systems used to notify first responders.
- Appoint monitors to assist in proper evacuation.
- Ensure that all exits are always operable while the building is occupied.
- Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency and assist in a unified command.

Emergency Operations Planning Team. Organize Emergency Response Teams. Recommend training for the Emergency Response Teams. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team can fulfill duties. Complete classroom buddy list. Provide information to staff, students, and the community on emergency procedures. Aid during an emergency in accordance with designated roles. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the response.

Emergency Response Teams. Assist the Executive Director, Assistant Director, and Principal during an emergency by providing support and care for school staff, students, and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable. Provide the following functions when necessary and when performing their assigned function not put themselves in harm's way:

- **Facility Evacuation** - assist in the evacuation of MBLI and coordinate the assembly and accountability of staff and students after evacuation has occurred.
- **First Aid** - provide basic first aid to injured students and/or staff.

- Search & Rescue - perform light search and rescue to find missing or trapped students and/or staff and note / record the situation for other responders.
- Fire Suppression - provide light fire suppression and utility shut-off.
- Damage Assessment - assess the facility to evaluate whether the building is safe for occupation.
- Student/Parent Reunification - establish protocols for orderly release of students to their parent / guardian.
- Student Supervision - supervise students during emergency response activities.
- Support & Security - secure the school grounds until it is safe to reopen.

Teachers. Assemble classroom emergency kits. Participate in emergency training, drills, and exercises. Direct and supervise student's relocation to designated safe areas within school grounds or to off-site. Visually check rooms and paths of exit for unfamiliar persons. Maintain order in the student relocation area. Verify physical location and status of students. Report to the Incident Commander or designee on the condition of any student in need of assistance. Establish a buddy system for students and teachers with disabilities. Remain with assigned students throughout the duration of the emergency unless otherwise assigned or until students have been released through the reunification protocol.

Students. Assemble student emergency kits. Participate in training, drills, and exercises.

Information Technology Services. Coordinate use of technology. Assist in establishment/maintenance of emergency communications networks. Assist in obtaining needed student and staff information from computer files. Prepare and maintain an emergency file that contains floor plans, telephone line locations, computer locations, and other communications equipment. Establish and maintain computer communication with the chartering authority and with other local agencies capable of such communication. Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site. Report problems in the communications system.

Transportation Coordinator. Establish and maintain MBLI protocols for transportation-related emergencies. Establish and maintain plans for the emergency transport of MBLI staff and students. Train all drivers and transportation staff in emergency protocols involving buses and MBLI's emergency operations plan.

MBLI Incident Commander (Principal). Assume command and manage emergency response resources and operations at the incident command post until relieved by a more qualified person or the appropriate emergency response agency official. Assess the situation, establish response objectives, and institute appropriate emergency response protocol. Determine and implement required protective actions for MBLI

staff and the public. Appoint additional staff to assist, as necessary. Work with emergency services agencies.

Direction and Control

The Executive Director is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. The Assistant Director will provide overall direction of the response activities of MBLI. The Principal will assume the role of Incident Commander. The Incident Commander assisted by a staff will manage the emergency response until local emergency services arrive.

During emergency operations MBLI administration retains administrative and policy control over staff and resources. However, staff and equipment to support response activities may be directed by the Incident Commander. If MBLI's resources are insufficient or inappropriate to deal with an emergency, assistance from local emergency services, organized volunteer groups, or the State will be requested.

Emergency Facilities

School Incident Command post should be established on scene away from risk of damage from the emergency. Predetermined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will be in the main office of MBLI, but alternate locations must be identified if the incident is occurring at that office.

Except when an emergency threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

Continuity of School Administration

The line of succession for the Principal is:

1. Assistant Principal(s)
2. Assistant Director
3. Executive Director

Readiness Levels

Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined.

Action Level Descriptions

The following readiness action levels will be used as a means of increasing MBLI's alert posture (based on the U.S. Department of Homeland Security; as suggested by, the U.S. Department of Education).

- **Green** – Low
 - Conduct 100% visitor ID check.
 - Assess and update emergency operations plans and procedures.
 - Discuss updates to school and local emergency operations plans with emergency responders.
 - Review duties and responsibilities of emergency response team members.
 - Provide CPR and first aid training for staff.
 - Conduct training and drills.
- **Blue** – Increased Readiness
 - Conduct 100% visitor ID check.
 - Review and upgrade security measures.
 - Review emergency communication plans.
 - Inventory, test, and repair communication equipment.
 - Inventory and restock emergency supplies.
 - Conduct emergency operations training and drills.
- **Yellow** – Elevated
 - Conduct 100% visitor ID check.
 - Assign staff to always monitor entrances.
 - Inspect facility and grounds for suspicious activities.
 - Assess increased risk with public safety officials.
 - Review crisis response plans with school staff.
 - Test alternative communications capabilities.
- **Orange** – High
 - Conduct 100% visitor ID check.
 - Assign staff to always monitor entrances.
 - Assess facility security measures.
 - Update parents on preparedness efforts.
 - Update media on preparedness efforts.
 - Address student fears concerning emergency.

- Place school and district emergency response teams on standby alert status.
- **Red – Severe**
 - Follow local and/or federal government instructions.
 - Activate emergency operations plan.
 - Restrict school access to essential personnel.
 - Cancel outside activities and field trips.
 - Provide mental health services to students and staff.

Administration and Support

Agreements and Contracts

If MBLI resources are inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and will be in writing whenever possible. Agreements and contracts will identify MBLI officials authorized to request assistance pursuant to those documents.

Reports

Initial Incident Report – prepared and transmitted by the Principal at the onset of an emergency incident.

Situation Report – prepared and frequently distributed by the Principal during major emergencies or disasters.

Records

Record Keeping for Emergency Operations – MBLI is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This will be done in accordance with the established policies and standard cost accounting procedures.

Activity Logs – MBLI will maintain logs recording key response activities including:

- Activation or deactivation of emergency facilities.
- Emergency notifications to local emergency services.
- Significant changes in the emergency.
- Major commitments of resources or requests for additional resources from external sources.

- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Incident Costs

MBLI will maintain records summarizing the use of staff, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs for inclusion in the annual budget.

Emergency or Disaster Costs

For major emergencies or disasters, MBLI will maintain detailed records of costs for emergency operations to include:

- Staff costs (overtime)
- Equipment operations costs
- Costs for leased or rented equipment
- Costs for contract services to support emergency operations
- Costs of specialized supplies expended for emergency operations

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

To continue normal school operations following an emergency MBLI records will be protected. These records include legal documents, student files, property, and other pertinent records. If records are damaged during an emergency MBLI will seek professional assistance for preservation and restoration.

Post-Incident and Exercise Review

The Executive Director, Assistant Director, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting an assessment following the conclusion of a significant emergency event/incident or exercise. The assessment will entail both written and verbal input

from all appropriate participants. Where deficiencies are identified, staff will be assigned responsibility for correcting the deficiency and a deadline for the corrective action will be established.

BCDR Plan Development, Maintenance, and Update

The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan. The Executive Director is responsible for approving and promulgating this plan.

Distribution of Planning Documents – The Executive Director will determine the distribution of this plan. In general copies of plans will be distributed to those tasked in this document.

Review – The BCDR Plan will be reviewed annually. The Executive Director will establish a schedule for the annual review.

Update – The BCDR Plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources, and capabilities, or MBLI structure occur. Responsibility for revising or updating the BCDR Plan is assigned to the Emergency Operations Planning Team. The Executive Director is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

Separately, address each of the following:

Where will the school building be located?

While MBLI will be open to any eligible student within West Virginia, it is anticipated that most students will live in the community surrounding MBLI’s proposed location, in Berkeley County West Virginia.

How will the facility support the implementation of the school’s educational program?

An effective school facility is responsive to the evolving needs of educational delivery.

Tens of thousands of public schools in the US come to life with students and staff; educational programs; and operational services. MBLI understands that the school staff ranging from teachers to maintenance and members of the community each have a unique connection and influence on the nature and quality of education. MBLI’s educational program, including the curricula, standards, materials, training, and supports available to the students are also essential. However, what MBLI understands even clearer is that the school building, where people and programs converge, has the ultimate ability to make or break it.

MBLI will have a comparatively smaller facility size. MBLI will be a combined middle and high. The middle school is estimated to need 50k square feet and the high school is estimated to need 70k square feet. The research on school size indicates that smaller schools correlate to improved student achievement and lower dropout rates, particularly for children from low-income families. Small schools are typically characterized by increased student motivation, a greater sense of belonging, and less bullying. Additionally, teachers and administrators spend less time on patrolling in smaller facilities.

MBLI class sizes will be small. Numerous studies indicate that small class size contributes to improved student achievement. Students in small elementary classes have been shown to progress more quickly and to retain the educational advantage of having been in small classes throughout their school careers. Small class size is not just relevant to elementary school students. Middle school and high school teachers often have up to 30 or more students in a class for up to five periods each day, making them responsible for more than 125 students. Research suggests that a teaching load of 80 is optimal. But it is impossible to reduce the number of students in a class or the teaching load of secondary school teachers if there are not enough classrooms.

MBLI's facility will support low levels of teacher attrition. Post COVID school districts are struggling with maintaining existing and attracting new teachers. While the shortage is the result of higher certification standards, teacher burn out, rising student populations, and teacher retirement ages, it is exacerbated by subpar working conditions. MBLI will design its facility with teachers in mind focusing creating a space that enhances teaching and learning.

MBLI's facility design will prioritize the health and safety. Adequate ventilation and air quality will be provided to minimize triggering allergies or breathing-related illnesses in students and staff.

MBLI's facility design will include areas for Special Education. MBLI will ensure that all federally mandated elements are incorporated in the design including providing wheelchair access to offices, classrooms, common areas, playgrounds, and bathrooms.

Acknowledge that the school will obtain all required occupation and operation certificates and licenses prior to the first instructional day for students.

MBLI will obtain all required occupation and operation certificates and licenses prior to the first instructional day for students.

Describe the food services to be provided to students (§18-5G-8.b.17).

MBLI will participate in the National School Breakfast program and the West Virginia Feed to Achieve program. MBLI intends to offer daily breakfast. Additionally, MBLI will also participate in the National School Lunch program which permits schools to offer free and reduced priced lunches to students. Lunches through the National School Lunch Program meet one-ninth of recommended levels for key nutrients. Lastly, MBLI will participate in the After-School Snack Program to offer students nutritious snacks once school concludes for the day; as well as the Summer Meals Program to bridge the nutrition gap when school is out. Each of the programs are part of the School Nutrition Program which is a self-sustaining enterprise.

Kitchen and Cafeteria Design plan. The MBLI school food service plan provides space for delivery, storage, preparation and serving of student meals, as well as dining space, and installation of all major foodservice equipment and systems for a school kitchen and cafeteria. The space for the kitchen will be allocated in the planning stage by the number of meals served (or total student capacity) and refined by the size and requirements of the actual food service equipment. MBLI will work closely with the food service management and operations development team of an architect firm to create a cafeteria concept. The architect will be advised to locate the cafeteria convenient to toilet facilities for student use; buffer the noise of the kitchen and dining area from the quiet areas of the school; and locate the kitchen near the building service entrance. The design will include a variety of energy saving accessories where possible to offset the additional cost of operating with electrical power cooking equipment.

STUDENT ENROLLMENT PLANS AND POLICIES

Describe the plans and timelines for student enrollment (§18-5G-8.b.7).

As a public charter school with an open attendance boundary students from all across West Virginia can attend MBLI. However, it is expected that the majority of students will reside within the boundary of the facility from where MBLI intends to operate.

Enrollment Projections

In developing MBLI's enrollment projections, the parental demand for school choice options were analyzed based on (1) district school capacity, the number of public school choice options within the area, population density; (2) the ideal size for a middle / high school and MBLI's educational program; and (3) a reasonable school size enabling the successful execution of MBLI's mission. The enrollment data of the six middle schools in Berkeley County reflects an average enrollment size of 759 students. West Virginia State Department of Education reports middle schools have an enrollment size of 568 students. MBLI's planned middle school enrollment of 375 (min) – 475 (max) students and high school enrollment of 500 (min) – 625 (max) students for a combined middle and high school students of 875 (min) – 975 (max) students are below existing traditional schools for individual middle and high schools.

Enrollment Projections Rationale

As illustrated in the table above, in September 2024, MBLI will open with approximately 250 students, twelve to thirteen classes of 20 students each in grades six and seven. MBLI will reach maximum grade capacity and maximum student size of 875 in September 2029. In starting off with grades six and seven, MBLI will purposefully begin small, allowing school leadership to select the strongest teaching candidates through a hiring, recruitment, and retention process that is rigorous and mission-aligned; and, to establish a targeted and comprehensive professional development program for these teachers. While expanding to full capacity and deliberately building MBLI's infrastructure, the growth model will also allow MBLI to establish a strong foundation of best practices.

Enrollment Timeline

- October 1, 2023: Application window opens
- January 5, 2024: Application window closes
- February 5, 2024: Admissions lottery held

- February 12, 2024: Applicants notified of lottery results
- February 26, 2024: Enrollment packet due for all students selected in the lottery

Applications

Applications for MBLI will be accepted through an online enrollment system, SchoolMint, or other similar product should SchoolMint not be available. MBLI’s admissions application will be limited to collection of a student’s name, contact information, home address for the purpose of verifying the student’s residence within the school’s attendance zone, and grade level. All applications submitted within the Open Enrollment period will have opportunity for admission, regardless of whether they are submitted on the first day or the last day of Open Enrollment. Interested families that do not have access to the internet or need assistance may contact MBLI for alternative application arrangements.

Enrollment

Once an applicant has been offered a seat at MBLI, they will be directed to log in to SchoolMint to complete the three-step registration process. First, accept the offer. Second, complete the registration. Third, upload the required documents. Required documents to finalize enrollment:

- Birth certificate
- Parent/guardian driver’s license
- Proof of residence
- Immunization form, unless homeless
- Physical exam form
- Most recent report card, if available
- Special education documents, if applicable
- Custody court documents, if applicable

Enrollment Retention

This chart represents the goals and strategies MBLI will utilize during the school year to support instruction and reduce dropouts.

MBLI Enrollment Retention Plan Goals & Strategies	
Item	Description

Retention Activity 1	Ensure all information MBLI provides is clear to read, uses plain language, and easily understood. Host multiple orientation sessions for students and parents. Distribute written documentation of MBLI philosophy, policies, and procedures.
Retention Activity 2	Ensure MBLI educational program remains on par with MBLI's stated mission and accomplishes the stated goals as grades expand. Continually review and assess programming incorporating feedback from district, staff, parents, and the community. Adjust any area of the educational program that is missing the mark of addressing stated goals.
Special Education Learners	Ensure that in addition to IEP specifications MBLI Special Education Students receive the support necessary to achieve academic success.
English Language Learners	Ensure MBLI English Language Learners are and are able to succeed academically by learning English at the pace appropriate to move out of LEP designation within one to two years at MBLI.
Free / Reduced Lunch Learners	MBLI created a minimized student fee structure to support Free / Reduced Lunch learners (i.e., field trips and activities)
At-Risk Learners	MBLI will add layers of communication with parents / guardians of At-Risk Learners to ensure they remain apprised of their students. Prior to school start, all students and parents will be required to sign letters of commitment detailing the requirements of the students and their parents / guardians as it relates to their respective roles in the education process at MBLI. During the school year, MBLI will require meetings with parents / guardians in person or via phone (based on the students' progress and level of parental engagement). MBLI will reorient students and parents / guardians to the commitment agreed upon during the information sessions.

Separately, address each of the following:

What is the school's primary recruitment area?

MBLI will be open to all eligible grade six and grade seven students in West Virginia, in the first year, adding a grade in each subsequent year through grade twelve; however, the primary recruitment area will likely be Berkeley County.

Describe policies and procedures for conducting transparent and random admission lotteries, in the event that applications for enrollment exceed capacity (§18-5G-8.b.7; §18-5G-11.a.8).

If the number of applications submitted within the Open Enrollment period exceeds the number of seats available for any grade level, a system generated random lottery will be processed to determine who is offered a seat. By law, charter schools must admit all students who wish to attend the school and may institute a public random drawing – or lottery – process for admissions if the number of students interested in attending the school exceeds the school's capacity. The determination of available spaces will be grade-specific and consistent with the MBLI's charter contract and application.

MBLI plans to assign each applicant a number rather than drawing a student's name. In addition to protecting student and family privacy, drawing numbers rather than names will assist MBLI with randomizing the lottery selection. MBLI staff will maintain a "key" with the names and numbers. SchoolMint, MBLI's planned enrollment management software, enables use of computer-generated randomization, which ensures a random lottery without the possibility of human bias or error.

Lottery results will be emailed to the address entered in the application as well as posted on MBLI's school website.

MBLI will continue the lottery's drawing process after the lottery slots are filled to determine the order of students on the wait list. The wait list will be separate from those admitted through the lottery, and each family will be aware of the position of its student(s) on the wait list at the conclusion of the process.

Update the Wait List and Maintain Accurate Records – MBLI will maintain accurate records related to the order of the wait list. The list will be consistently updated as students are admitted. Parents will be able to contact MBLI and receive a timely answer as to their child's position on the wait list. To aid managing this information MBLI may use a computer software program to keep track of when students are admitted and reordering the wait list accordingly. However, regardless of the record-keeping method MBLI uses the records will be accessible and up to date.

Describe how the school will notify parents, and others, that this school is an educational option for West Virginia students, particularly in the school's primary recruitment area. (§18-5G-8.b.24).

MBLI will not discriminate based on race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination laws. MBLI will be open to all eligible students in the county. MBLI recognizes the importance of marketing and recruiting parents and students. To promote a neighborhood school environment, MBLI's marketing strategy starts in the immediate area of the proposed location and then broadens to the mass county. MBLI's marketing will

include general information to orient the community on charter schools and the benefit of the MBLI program.

Part 1 – Area Analysis

MBLI will be open to all eligible students residing within West Virginia however it is anticipated that most of the student population will come from the surrounding area of the facility. Based on this understanding MBLI will conduct a thorough analysis to determine a target recruitment area that will support the school's enrollment goals (e.g., number and grade level of students). Factors to be considered include but are not limited to capacity of local schools, performance of local schools, and community demographics.

Part 2 – Targeted Marketing

During the pre-opening period, immediately upon approval of the MBLI application, MBLI will conduct a targeted marketing campaign to officially and formally educate West Virginians' about charter schools and the opportunities and benefits available at MBLI. Publications and media will reflect the local community, including use of multiple languages, as needed. These efforts will include, but not be limited to presentations(s); distribution of materials; and press releases detailing timeline progress (e.g., approval/awarding of a charter contract; groundbreaking; completion of facility).

Part 3 – Student Recruitment

Rigorous student recruitment activities will continue until MBLI is fully enrolled and beyond. MBLI's marketing and student recruitment strategy will include, but not be limited to meetings and information sessions for potential students and their families (locations may include MBLI, neighborhood libraries, and community facilities); direct mailings; cable TV and print advertisements; continued distribution of marketing materials describing MBLI; and, once MBLI is open, school tours and visits.

MBLI's marketing efforts will reach students throughout the county to support a reflective balance in the school. Marketing strategies to cater to the community will include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English to accommodate community needs
- Availability of bilingual staff to answer questions
- Enrollment applications in multiple languages via the website
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages) in local public areas (e.g., libraries, grocery stores, community centers)

- Advertising in magazines, newspapers, including free community publications
- Distribution of information to local businesses' human resource department
- Advertisement of Open House Information Sessions in a variety of locations and languages

Not Applicable to MBLI

EDUCATION SERVICE PROVIDER

Regarding the Education Service Provider (ESP):

- Provide evidence of success serving student populations similar to the targeted population, including demonstrated academic achievement and successful management of nonacademic school functions. (§18-5G-8.c.1).
- Provide student performance data and financial audit reports for all current and past public charter schools.
- Provide documentation and explanation for any action taken, legal or otherwise, against the Education Service Provider's public charter schools for academic, financial, or ethical concerns.
- Provide investment disclosures for the Education Service Provider.

Regarding the applicant's relationship with the ESP:

- What is the proposed duration of the service contract with the Education Service Provider?
- What are the annual proposed fees, and other amounts, to be paid to the Education Service Provider? Alternatively, if submitting a contract or proposed contract with the ESP, please note the sections that contain these amounts.
- What are the roles and responsibilities of the governing board, school staff, and the Education Service Provider?
- Describe the scope of services and resources to be provided by the Education Service Provider.
- How will the school's governing board evaluate the Education Service Provider? Provide performance evaluation measures and timelines.
- What methods will the school's governing board use to oversee and enforce the contract with the Education Service Provider?
- Identify conditions under which the contract with the Education Service Provider will be renewed or terminated.
- Please disclose and explain any existing or potential conflicts of interest between the governing board and the proposed education service provider or any affiliated business entities.

APPLICATION ATTACHMENTS

- Board of Trustees Meeting Schedule**, Attachment 1
- Budget Details**, Attachment 2
- Business Curriculum**, Attachment 3
- Bylaws**, Attachment 4
- Core Knowledge Sequence**, Attachment 5
- Employee Handbook**, Attachment 6
- Governing Board, Governance Training Plan**, Attachment 7
- Governing Board, Grievance Policy**, Attachment 8
- Governing Board, Public Gifts Policy**, Attachment 9
- IRS 501c3 Application and Payment Receipt**, Attachment 10
- Marketing Flyers**, Attachment 11
- MS ELA Curriculum**, Attachment 12
- MS Math Curriculum**, Attachment 13
- Organization Chart**, Attachment 14
- Partners Program**, Attachment 15
- West VA Articles of Incorporation Application and Payment Receipt**, Attachment 16