

Alabama Charter Application for a 2021 Opening

New Charter Application #000562

Magic City Acceptance Academy

Submitted To:

Alabama Public Charter School Commission
Alabama Charter School Commission
50 North Ripley St.
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Submitted By:

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GENERAL

A. School Information

Open Date: **June 3, 2020**
 Proposed Name: **Magic City Acceptance Academy**
 School Type: **Middle / High**
 Grade Levels: **[6, 7, 8, 9, 10, 11, 12]**
 School District: **Jefferson County, Alabama**
 Neighborhood / Community: **County wide**
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **null**
 Phone:
 Fax:
 Web Site:
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **Birmingham AIDS Outreach (None)**

B. Primary Contact Person

Name: **Michael Vincent Wilson**
 Mailing Address: **205 32nd St. S Birmingham, Alabama 35233**
 Mobile Phone: **2059031187**
 Alternate Phone: **2059031187**
 Email: **mike@mcaa-bao.org**
 Current Employer: **Birmingham AIDS Outreach**

C. Attendance Projections

Grade Level	2020-21 Enrollment		2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		At Capacity 2025-26	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	30	35	40	45	45	50	50	55	55	60	60	65
7	30	35	40	45	45	50	50	55	55	60	60	65
8	30	35	40	45	45	50	50	55	55	60	60	65
9	40	45	45	50	50	50	50	55	55	60	60	65
10	40	45	45	50	50	50	55	60	60	65	65	70
11	40	45	45	50	50	50	55	60	60	65	65	70
12	40	45	45	50	50	50	55	60	60	65	65	70
Total	250	285	300	335	335	350	365	400	400	435	435	470

D. Board Members

Name	Title	Contact Information	Current Employer
Bice, Tommy R	Board Member	P: M: 256-537-3308 E: tbice@goodrichfoundation.org	Goodrich Foundation
Contri, Larry Joe	Board Secretary	P: 205-328-4880 M: 205-478-0099 E: larrycontri45@gmail.com	Retired
Fernandez, Luis R	Board Member	P: M: 205-527-3681 E: kocolo71@yahoo.com	Social Security Administration
Hayes, Tandy Dexter	Board Member	P: M: 205-542-7698 E: tandyhayes@gmail.com	Regions Financial Corporation
Musgrove, Karen Elizabeth	Board Chairperson	P: 205-322-4197 M: 205-567-2425 E: karen@birminghamaidsoutreach.org	Birmingham AIDS Outreach
Shine, Ezra Edgar	Board Member	P: M: 205-290-5992 E: ezrashine@gmail.com	Retired
Sumner, Jennifer	Board Member	P: M: 205-246-3835 E: jennaleigh4@gmail.com	United Ability
Synco, Tracey M	Board Member	P: 205-996-7191 M: 205-401-7179 E: tsynco@uab.edu	The University of Alabama at Birmingham

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Musgrove, Karen	Founder and Chief Executive Officer	P: 205-322-4197 M: 205-567-2425 E: karen@birminghamaidsoutreach.org	Birmingham AIDS Outreach
Wilson, Michael Vincent	Proposed Principal Candidate	P: M: 205-903-1187 E: mike@mcaa-bao.org	Birmingham AIDS Outreach

EXECUTIVE SUMMARY

1. Executive Summary

Mission

The Magic City Acceptance Academy (MCAA) facilitates a community in which all learners are empowered to embrace education, achieve individual success, and take ownership of their future in a safe, LGBTQ-affirming learning environment.

Vision

MCAA will motivate and prepare students in grades six through twelve by providing an exceptional, innovative, and quality-driven education. MCAA's purpose is to engage students who have dropped out, are not thriving in traditional schools, and specifically students who are home-schooled but are not thriving in that environment. Mentors and teachers will be incorporated throughout the diverse MCAA curriculum to empower students in directing their own education. MCAA will provide a safe learning environment and LGBTQ affirming culture for all.

Magic City Acceptance Academy (MCAA) will be located in an area outside the city limits of Birmingham in Jefferson County. We will assure that the students at MCAA have access to the services provided by the Magic City Wellness Center (MCWC), the Magic City Acceptance Center (MCAC), and Birmingham AIDS Outreach (BAO). We will accomplish this through innovative transportation solutions (TBD) along with dedicated space at MCAA for additional licensed social workers and mental health professionals.

CCR Architecture and Interiors. Burnett has assembled a group of LGBTQ youth that attend the Magic City Acceptance Center and hosted two community design sessions to design their dream school. They have discussed school features that induce anxiety and stifle creative learning opportunities. Burnett will continue to meet with the youth, integrate their ideas into the academic model of the MCAA design. The MCAA location has a place for a garden and pond for integrating hands-on learning in a space outside the regular classroom setting.

BAO was founded in 1985 to provide services to persons with HIV. BAO founded MCAC, an affirming LGBTQ youth center in 2014 in response to the growing trend of HIV cases impacting youth under 25. MCAC has served over 1,000 youth with drop-in hours, counseling/support groups, art classes, prom/homecoming, and educational/advocacy classes.

In 2016, BAO opened the MCWC Alabama's only LGBTQ medical/mental health care facility in response to the lack of affirming LGBTQ medical/mental health care in Alabama.

Listening to the youth, MCAC staff reported a large percentage of the youth failing in school, dropping out of school, and claiming to be "home-schooled". Data from the Open Data Network shows that the dropout rate for Jefferson County is 12.6% and higher in Birmingham City at 16/4%.

The youth also report excessive bullying and a lack of support from school administrators and teachers. In a report compiled by the LGBTQ fund of the Community Foundation of Greater Birmingham in 2015, Living LGBTQ in Central Alabama Priorities for Action multiple research studies were cited that emphasize the problems students are facing in schools. In the report The LGBTQ Fund stated, "The availability of accepting and affirming school environments for LGBTQ

youth varies markedly across Central Alabama; some schools are better places for these youth than others. At the school level, concern with opposition by other parents and students to overtly addressing LGBTQ issues lead schools to minimize the issue. While many have policies that protect LGBTQ students from harassment, policies are not widely publicized, and some adults seem to consider teasing and harassment by students as age-normal and thus acceptable behavior”.

The Gay, Lesbian, and Straight Education Network (GLSEN) conducted a school climate survey in 2017 which included national and state by state statistics regarding LGBTQ students. Their findings demonstrate that Alabama schools are not safe spaces for most LGBTQ youth. Two important facts emerged from the 2017 survey, first the vast majority of LGBTQ students in Alabama regularly heard anti-LGBTQ remarks. Many also heard disparaging remarks made to them by school staff (37%) and negative remarks about someone’s gender (52%), and 91% of the students surveyed reported hearing homophobic remarks on a daily basis.

According to Gloria Ladson Billings (1994) all learning should be anchored in texts and other resources that reflect student’s cultures. She also suggested that culture plays an important role in not only communicating and receiving information, but also in the thinking process of groups and individuals. She defined Culturally Responsive Teaching as a pedagogy that recognizes the importance of including cultural references in all aspects of student learning. Ladson-Billings offered seven characteristics of culturally responsive teaching that include; Positive perspectives on parents and families, communication of high expectations, learning within the context of the culture, student-centered instruction, culturally mediated instruction, reshaping the curriculum, and the teacher acting as a facilitator.

The design of the education model has been researched by the MCAA team. MCAA will deliver an affirming, academic experience for students, emphasizing social justice and community service through an arts-infused curriculum. Our teaching will be in a manner that is culturally responsive and designed to meet the needs of our students.

MCAA will leverage the base curriculum, mentoring program, and technological platform of Summit Learning for the foundation of its program; however, MCAA will work with its partners in the community to enhance the curriculum and the educational experience with ongoing projects rooted in the arts, social justice, and community service. MCAA students will have access to case management programs and other existing programs at the Magic City Acceptance Center and the Magic City Wellness Center all of which will be led by licensed social workers, licensed professional counselors.

The educational pedagogy and curriculum design that best meets our needs as a community of learners will be rooted in Constructivism. The basic tenet of Constructivism is that learners, simply put, construct learning through a variety of experiences. Learners construct knowledge rather than simply sit and take in information. As people experience problems and situations they reflect on what they experience and they create or build their own representations and incorporate new information into their pre-existing knowledge (schemas).

The essential components in constructivist theory are to elicit prior knowledge, create cognitive dissonance, and apply the knowledge with feedback and reflection on learning. These components are best utilized in project-based, cooperative, learning activities that reflect elements with meaning to, or are relevant to the students’ lives and community.

MCAA will incorporate and recruit a diverse student enrollment, educators, staff, mentors, and provide a culturally responsive and relevant educational curriculum to empower students and encourage learning. MCAA will provide a 6-12th grade school with curriculum and social programs that embrace the mission and vision of the school. We aspire to root our curriculum in an online

learning platform (Summit Learning) to provide the base for our faculty so they can create a cohesive personalized learning experience through project-based activities in all content areas. Teachers will receive specific, ongoing training and coaching in implementing the curriculum. LGBTQ youth feel ostracized from their community so students will understand that they are important contributors to their community and through mentors, guest speakers, and an integration of community service, the students will see Birmingham as their community. Students will have an opportunity to participate in dual enrollment with local community college and university to accelerate their college studies.

The first two years of the MCAA will be used to establish a culture of learning, advocacy, and enrichment in a LGBTQ affirming environment. MCAA will surround the students with adults that represent teachers, their families, community leaders, school leaders, and role models. The metric for MCAA's academic success will be if the school receives an *A* or *B* on the annual state school report card. Students will be offered a strong academic foundation that encourages growth, retention rate, incorporates feedback from parents and students, exceeds state standardized tests in Math and English Language Arts, provides the student with an active role in establishing their academic goals, and encourages leadership through the mentor program. Social and emotional competencies will be facilitated by the wrap-around services that include licensed social workers to provide programming that encourages self-regulation, social awareness, emotional growth, perseverance, and self-awareness.

The online learning platform will encourage self-awareness and self-efficacy and the culture and climate will include LGBTQ linguistic competence with education strategies that provide student empowerment to be an advocate for their education. MCAA will have a strong student engagement, starting with the designing the school, and strong teacher / student relationships that are built around mentorship.

MCAA will have a strong student engagement component starting with designing the learning space, and teacher/student involvement. Currently, many of the youth that attend the Magic City Acceptance Center have given up on school due to a lack of parental involvement, bullying in school, social anxiety, purposely isolating at school, and a lack of vision of the future. Through the school mentors and creative activities in the community, students will become engaged in school and community with a sense of belonging. MCAA will empower and teach the students skills that will be necessary for them to access in their pursuit of success, gain and retain healthy relationships, plan for the future, and assure quality educational experiences. The students will be integrated in their community through class lessons, community field trips, and volunteer hours.

Learning at Magic City Acceptance Academy (MCAA) will be project-based to ensure that students not only master content but also are able to contextualize it. The curriculum will be designed so that teachers will be able to work common themes across their classrooms, social justice, community services, arts, social support, and creative learning opportunities. MCAA will leverage the base curriculum, mentoring program, and technological platform of Summit Learning for the foundation of its program.

MCAA will be implementing a curriculum that aligns with Alabama State Standards in a way that ensures our students will meet baseline standards outlined by the state bolstered by rigorous academics and deeply embedded social supports. MCAA will establish a team of teachers and leaders including department heads, teachers from each grade and subject, and directors of academics who are responsible for ensuring our curriculum aligns with state standards as well as creating internal measures of success to ensure excellence is possible for all students at MCAA.

MCAA aims to have a low student-to-adult ratio with a personalized curriculum that meets the

needs of each student. Content areas will be individually addressed according to required state standards but will be integrated with all content areas addressed through individual and group work surrounding “real world” project-based activities. One of goals is to allow students to explore their roles in our local and global society through the work that they are completing. MCAA realizes that our students will be assessed in individual content areas as mentioned above. Teachers will be referred to as facilitators and mentors assisting the students as they work through the curriculum.

MCAA will capitalize on our low student-to-adult ratio by ensuring our teachers and facilitators of learning will receive continuous, job-embedded professional development provided by Summit Learning and other professionals who can add valuable, ongoing learning opportunities for faculty and staff. Our focus for our middle school students will be to make sure they are well on their way to meeting grade level standards by the end of 8th grade content so they are then prepared for the rigor and pace of high school. MCAA will prepare our middle school facilitators to be able to teach 6th, 7th and 8th grade materials. This allows for flexibility as well as knowledge of the standards in order to meet our students where they are academically and take them through a goal setting process thereby creating a pathway to success through the goals we have set for them.

MCAA staff will provide the support our students need to reach the goals we have set for them. Once students transition into high school they will have more freedom to curate their class schedules. Students will spend 9th and 10th grade fulfilling their math and science requirements and will have more flexibility once they have completed these core requirements. MCAA will also offer students with a variety of AP science, social studies, ELA and math courses for Juniors and Seniors. Students will truly be able to exercise flexibility with their ELA and social studies curriculum. After 9th grade, students will be able to focus each semester on a specific type of literature or history. Teachers will be encouraged to develop courses that speak to their strong suits and interests which will allow optimum investment from teachers to help students achieve state standards in a new and exciting way.

MCAA will be LGBTQ affirming, where the student is empowered to succeed and build their path to success. MCAA understands that many of the students will come to us with a history of being bullied, social anxiety/depression diagnosis, and anger management issues that could result in undesirable behavior. To handle behavioral and emotional issues, MCAA curriculum will include wrap-around-services with licensed social workers, after school programs, mentors, counseling, support groups, and art classes. Behavior management will be addressed school-wide with guidelines that will be set to ensure the safety and security for all students. There are numerous models in the literature, but we will take a more holistic approach to issues by communicating regularly with the students and parents.

MCAA administration will be present and visible, interacting with students and teachers daily. The visibility and the communication of a warm and caring atmosphere typically eliminates most, but not all behavioral issues. MCAA will empower students to resolve conflicts on their own and in small groups as the principles of restorative justice. Using restorative justice, MCAA will encourage communication between the students and give opportunities to come together in peer-mediated small groups to talk, ask questions, and air their grievances.

Attachments

Section 1: Executive Summary

1.1 Board Resume's	Wilson, Michael, 7/10/20 5:12 PM	PDF / 877.652 KB
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1.2 [Leadership and Board](#)

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EDUCATIONAL PROGRAM DESIGN AND CAPACITY

1. Program Overview

The spark for creating The Magic City Acceptance Academy comes from its sister organization, The Magic Center Acceptance Center. Through working with LGBTQ youth throughout Jefferson County, MCAC determined that there was tremendous demand for a public school that affirms the rights, and provides a vehicle for academic achievement, for the youth served not only at MCAC but also for the broader community. MCAA is envisioned as a space that is affirming and empowering, while providing a rigorous curriculum in a self-paced learning environment.

Essential Design Elements

As noted in the Executive Summary, to effectuate our mission and vision, we developed our Profile of a Graduate. All programming is aligned to this profile, which describes the MCAA graduate as Motivated, Empowered, Empathetic, and Engaged. From our Profile of a Graduate, we distilled the following core components of our academic model:

1. High-quality, Aligned Curriculum
2. Project-Based Learning
3. Blended Learning
4. Arts-Infused Community Projects
5. 1:1 Mentoring
6. Mental and Physical Health Services

High-quality, Aligned Curriculum. We start with quality, defined in terms of alignment, rigor, and usability. From there, we selected base curricula for our core content areas that will allow our teachers and our students to collaboratively modify or enhance the curriculum with culturally responsive texts, resources, projects, and more.

The importance of quality curriculum to student achievement is well-documented. For example, one study found that students who were taught using a high-quality math curriculum for four consecutive years (grades 7–10) outpaced comparison students by a margin of 23 percentile points – an effect that amounts to a stunning four additional years of learning (What Works Clearinghouse, 2016). Also, “...some of the charter school networks which stress high-quality, content-rich curriculum, show out-sized gains that add increased learning for students for every year that they stay in those schools” (Magee & Jensen, 2018). For our students who have often had negative educational experiences, we must start with high-quality content.

What Works Clearinghouse (2016) University of Chicago School Mathematics Project (UCSMP). Institute of Education Sciences.

Magee, J., & Jensen, B. (2018) Lessons from Louisiana: How quality curriculum can scale school improvement.

Project-Based Learning. We use curricula, units, and lessons that allow us to embed meaningful, standards-aligned projects in each content area and learning unit. We chose a learning management system (LMS) that allows our teachers to upload and modify projects in each unit. Because our students largely report feeling disengaged and disconnected, we are excited by the research that demonstrates that project-based learning has a significant impact on student engagement and student retention when delivered effectively (Strobel & Van Barneveld, 2009). This is especially important, given that many of our students will be academically behind and will have experienced significant disengagement in previous settings.

Strobel, J. , & Van Barneveld, A. (2009). When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms.

Blended Learning. Knowing that our students will have a vast array of needs from accelerated learning to remedial learning, we selected an approach that allows our students to learn at their own pace. This means that our teachers will deliver our high-quality curriculum using a blend of in-person instruction and remote practice via a world-class online platform. Our approach engenders student agency, self-reporting, and self-monitoring. It also allows teachers to upload curriculum and lessons plans, monitor progress in real time, and make data-based decisions. Studies have shown that student engagement, student achievement, and positive student perceptions of learning increased when blended learning was used. Students also developed additional skills through the use of blended learning, such as the ability to self-pace and self-direct. (Camahalan and Ruley, 2014; Huang and Hong, 2016).

Camahalan, F. G., & Ruley, A. G. (2014). Blended Learning and Teaching Writing: A Teacher Action Research Project.

Huang, Y., & Hong, Z. (2016). The Effects of a Flipped English Classroom Intervention on Students' Information and Communication Technology and English Reading Comprehension.

Arts-Infused Community Projects. Our students report often feeling disenfranchised, marginalized, and disconnected from their communities. We also have consistently received feedback that our youth want more time with the arts. By embedding arts-infused community projects, we can address the importance of the arts, the importance of multi-disciplinary learning, and the importance of project-based learning, all while pursuing social justice. Studies have shown that arts education can positively impact student engagement, social and cultural knowledge, creativity, communication and expressive skills, and social-emotional development, among other areas (Harland, Kinder & Lord, et al., 2000). Because guiding students to determine the focus of the community art projects, MCAA will be able to ensure that the projects align to the needs and interests of the student body community.

Harland, J., Kinder, K., Lord, P., Stott, A., Schagen, I., & Haynes, J. (2000). Arts Education in Secondary Schools: Effects and Effectiveness.

1:1 Mentoring. Each student will have an assigned adult mentor who builds a strong relationship with the student and leverages the online platform to set college and career

goals for each student. Mentors, teachers, students, and parents alike can regularly monitor progress towards those goals on the online platform, and can give real-time feedback on performance. Individuals can also monitor achievement in each content area and within each learning unit, ensuring that students are on-track. Mentoring and data-based decision-making both have been shown to have positive impacts on student achievement. Specifically, at least one widely-referenced meta study shows that mentoring programs generally have approximately a .12 effect size, which is statistically significant and indicates at least a small positive impact on student outcomes (Hattie, 2012). Research also shows that data-based instruction can have a significant positive impact on student learning (Lewis, Madison-Harris, Muoneke & Times, 2011).

Hattie, J. (2012) *Visible Learning for Teachers: Maximizing Impact on Learning*.

Lewis, D., Madison-Harris, R., Muoneke, A. & Times, C. (2011) *Using Data to Guide Instruction and Improve Student Learning*.

Mental and Physical Health Services. Using BAO’s abundant programming and expert professional staff, students will have regular access to intervention services, counseling services, and medical services to meet their social, emotional, and physical needs. Programming for social-emotional learning will be embedded into each student’s academic experience. Research shows that SEL programs can positively influence student learning, “while reducing misconduct, substance abuse, and emotional distress” (Dusenbury & Weissberg, 2017). For our students who have previous traumatic experiences and are statistically more likely to suffer from emotional distress, such social-emotional supports are critical.

Dusenbury, L., & Weissberg R. P. (2017). [Social Emotional Learning in Elementary School: Preparations for Success](#).

Instructional Strategies

MCAA will use the following culturally-responsive instructional strategies for students, all of which are research-based and well-suited for the anticipated student population.

Instructional Strategy	Description
1:1 Intervention and Mentoring	One of the strategies with the highest effect size on student outcomes, 1:1 mentoring and intervention (or, in some cases tutoring) allows teachers to individualize instruction on a micro level and make direct connections to each student.
Contextual Learning	Teachers will intentionally make connections from the curriculum and lessons to events and issues that are relevant to the student body by adding content to the base curriculum and/or enriching activities accordingly

Cooperative Learning	Students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another through a variety of structures. Common features of effective cooperative learning include team building, positive interdependence, group interaction, structured activity, and individual accountability.
Direct Instruction	This instructional approach is structured, sequenced, and led by teachers and/or present academic content through teacher lecture or demonstration.
Experiential Learning	Experiences outside the classroom enable students to extend classroom learning into real world locales that are relevant to the student body and the topic at hand, such as exploring current trades and industries on-site, or working alongside an expert in a field of study.
Prior Knowledge	Teachers encourage students to draw on their individual, diverse experiences in order to contribute to group discussions and to provide a personalized anchor to learning.
Project-Based Learning	Teacher-facilitated and student-selected projects are aligned to students and open-ended, giving students a choice when it comes to demonstrating their acquired learning.
Socratic Method	Teachers stimulate critical thinking and argumentative dialogue among students by asking culturally relevant questions that spark debate, revealing underlying presuppositions and leading to complex ideas.

Performance Goals

Area	Metric	Goal
Student Achievement	% of students achieving proficiency on state accountability tests	5% annual increase from baseline proficiency on state accountability tests
Student	% of students reaching	At or above state average on annual

Growth	academic growth targets	academic growth targets
College and Career Readiness	% of students deemed college and career ready	At or above state college and career readiness average
Promotion	% of students promoted to the next grade level	80% of students will be promoted to the next grade level annually
Graduation	% of students graduating in 4 years and 5 years	88% of students will graduate within four years and 95% will graduate within five years
Attendance	% of students attending school	90% average daily attendance rate or higher

Attachments

Section 1: Program Overview

– No Attachments –

2. Curriculum and Instructional Design

The mission of MCAA is to facilitate a community in which all learners are empowered to embrace education, achieve individual success, and take ownership of their future in a safe, LGBTQ-affirming learning environment.

While many of our students will be over-aged and under-credited as a result of emotional distress, dropping out, or experiencing a lack of rigor in their homeschool environment, we nevertheless believe that our student population will have a vast range of academic readiness. Therefore, it is imperative that we maintain a small, intimate setting in which teachers can personalize instruction for their students and provide meaningful 1:1 mentorship.

To do so, MCAA will deliver an academic model that embraces the following core components:

- **High-quality, Aligned Curriculum that allows for culturally-responsive adaptations;**

- **Project-Based Learning embedded in each content area and learning unit;**
- **Blended Learning, driven by excellent teachers and a world-class online platform that allows students to learn at their own pace and allows teachers to upload curriculum and lessons plans, monitor progress in real time, and make data-based decisions;**
- **Arts-Infused Community Projects oriented towards social justice;**
- **1:1 Mentoring wherein each student has an assigned adult mentor who helps set college and career goals, regularly monitors progress towards those goals on the online platform, gives real-time feedback on next steps, and serves as a personal ally; and**
- **Mental and Physical Health Services using BAO's wrap-around resources.**

Accordingly, we have designed a learning environment that we firmly believe will enable us to achieve our mission and put out core components into action.

Basic Learning Environment

Physically, our learning environment will reflect the academic model of the school as well as the needs and interests of our student body. Because we aspire to have non-traditional, multi-age classrooms wherein students are energetically engaged in multidisciplinary projects and working in different modalities, we will have a more open concept to the layout of the facility. We have secured an architecture firm for such design purposes and--though plans are still underway--we have provided more detail about the physical environment in the facilities section below.

We also are ensuring that the physical environment is inclusive of student needs and interests and have already engaged a number of our existing youth in our network to provide input on the design of the space. As the school develops, we will continue to involve our students in highly-meaningful ways to ensure the space is reflective of them.

As for the academic learning environment, first and foremost, MCAA aims to improve the opportunities for students to learn in a safe and nurturing environment, which includes a few basic features: (1) flexible grouping in core academic subjects; (2) multi-age classrooms; and (3) project-based and culturally responsive instruction aligned to state standards and a high-quality curriculum.

The Learning environment will be collaborative for the students, and teachers and mentors will serve as instructors and facilitators. While some "whole group" instruction will take place, the majority of work will be carried out individually and in small, collaborative groups. Even in group work, students may have varying learning objectives to accomplish based on the goals set with their mentors and teachers.

MCAA will enroll a total of 250 students in grades 6-12. Because class size will be extremely important to the success of our students--especially given our students' needs for an intimate, safe learning environment--classes will generally be no larger than 20:1 in student:teacher ratio, which is below the state average for our grade spans.

We will offer regular mentorship meetings throughout each week to check-in on students'

academic progress and personal well-being, and we will have at our disposal the full medical and counseling already employed by BAO, MCAC, and MCWC to meet students' needs physically and emotionally.

We will also create robust, ongoing opportunities for community involvement and interaction among students. MCAA will provide students, families, and community with opportunities to become involved with our school community through the following strategies, at minimum:

- Encouraging classrooms to focus on community-related projects where the content areas are integrated, throughout the year;
- Provide numerous and robust opportunities for families to become involved in activities at MCAA; and
- Allowing frequent interactions between younger and older students while working towards a common community-based goal.

Recognizing the broad range of academic readiness our students will have, and understanding the need for flexible scheduling to accommodate mentoring and wellness-related activities for our students who may have unique needs, MCAA will utilize technology to facilitate blended learning. This will look like:

- Daily use of technology for instruction, data analysis, and intervention;
- Use of technology for research and projects;
- Goal-setting with mentors on a tech-based platform;
- Integrated technology in all core content areas; and
- Development of a strong technology infrastructure.

Day-to-day instruction will include both traditional in-person learning experiences and digital learning experiences (Summit Learning). By leveraging best-in-class digital learning such as Summit Learning, we are able to use diagnostic data to flexibly group students into courses and projects that best fit their incoming ability levels. Moreover, we are able to pull out students for direct instruction, small group, or 1:1 intervention while others are working on projects, working on the digital platform, or working in other small groups. Thus, teachers are better able to differentiate using the maximized class time and the platform's real-time data showing the specific standards on which students need enrichment and intervention.

This will minimize the need for extensive whole-group instruction, and support more small group and individualized instruction. This section of our academic model outlines the strategies and systems that MCAA intends to utilize in order to deliver on our vision for academic outcomes where we envision students reaching high academic success in inclusive and flexible settings.

Primary Instructional Methods and Assessment Strategies:

- **Whole group (limited time)**
- **Cooperative (small group)**
- **Tutoring**

Formative Assessments

- **Strategic questioning**
- **Think-pair-share**
- **Exit/Admit tickets**
- **Socratic Questioning**
- **Journal reflections**

Summative Assessments

- **End of unit tests/quizzes**
- **Benchmark tests (beginning, middle, end)**
- **Standardized tests (required state testing)**

Key Instructional Levers

1. (Curriculum) Critical/Key/Foundational Instructional Practices:

- **Designing lessons aligned to state and national standards and curriculum frameworks**
- **Using essential questions to connect instruction to the standards**
- **Including literacy strategies and graphic organizers in our weekly planning and implementation**
- **Requiring verbal and written student responses using the language of standards**
- **Using higher-order thinking questions to gauge and deepen students' understanding**

1. (Assessment) We will monitor the progress of our students by:

- **Developing common formative assessments that are explicitly aligned to standards**
- **Regularly collecting and analyzing student work and providing feedback**
- **Adjusting instruction based on assessment results (differentiation)**
- **Collaboratively analyzing student data regularly**

1. **(Instruction) all teaching and learning activities will reflect a shared understanding of what students should know, do, and understand and will be built around a common framework for instruction that consists of:**

- **Opening - Activating strategies that are centered on the standard, elements(s), and essential question(s)**
- **Mini-lesson - Modeling while referencing standards and key vocabulary; - Using exemplars (examples of student work that meets or exceeds the standard)**
- **Work Period - Engaging students using performance tasks; - Modeling expectations and helping students work both independently and collaboratively.**
- **Closing - Summarizing strategies to check for understanding**

1. **Our communication with students and parents will include:**

- **Goal setting with students**
- **Facilitating student conferences and encouraging students to lead them**
- **Explaining individual student data for parents utilizing common language**
- **Listening to student input about learning**

In the book, the Essentials for Standards Driven Classrooms, (2017) Moore, Toth and Marzano stated the following which essentially sums up our reasons for utilizing the structural model proposed in the summary above. “Teachers need to draw their evidence of learning within lessons - formative assessment results, student work artifacts, and anecdotal record-keeping. Using evidence from what students say, make or write can infer what they understand, know, feel, or think.” They continued by asserting that while summative data has an importance and a place, these data sets are lagging in nature. When teachers and leaders receive most of this data it is too late for effective intervention. Day-to-day, ongoing embedded instruction allows for changes in instructional methods and interventions as needed to assure student success.

Schmoker (2011) in his book Focus is in agreement with these practices. In the book he asserts that formative assessment, even in its simplest form, is the best way to measure instructional methods and student progress.

Curriculum and Instructional Design

In our core content areas, MCAA has utilized the research of EdReports.org to identify high-quality, rigorous, and aligned curricula to ensure that our students are engaging with first-rate content. We will use these materials as our base curriculum, expanding on the content where possible to provide our students with engaging and culturally responsive resources that serve our mission, support our Profile of a Graduate, and reflect our student population.

Outside of the core content areas, curriculum materials can and will vary based on resources that are relevant to the student(s) or project(s) in which they are engaged at any one time. Utilizing materials that are culturally appropriate and responsive will always be a top priority at MCAA. We believe that no one commercially produced curriculum best fits

the needs of all students culturally, emotionally, and academically; therefore, we will engage with faculty in an intense unpacking of the Alabama Course of Study, College and Career Ready Standards for all content areas. We will create pacing guides and benchmark guides to lead the learning, overall, on all grade levels throughout the school year.

After careful review, for the core content areas of English Language Arts (ELA) and Math, we have chosen EngageNY as our base curriculum. For science, we have chosen Amplify Science. EngageNY is among the highest-rated curricula on EdReports, receiving their highest-possible ratings in every single category, including text quality, rigor, alignment, and usability. Similarly, Amplify Science is one of the few highly-rated curricula that is also aligned to Next Generation Science Standards, which we will use for our standards. Amplify will allow us to ensure horizontal and vertical alignment from one grade level to the next and is built for three dimensional learning, allowing MCAA to fully embrace the project-based learning aspect of our model in science. Perhaps more importantly, however, Amplify will prepare our middle school students for success in high school science courses.

We have chosen EngageNY for ELA and Math for numerous reasons. First, EngageNY is rigorous and standards-aligned in both ELA and Math. Second, having used the curriculum in his schools previously, Dr. Wilson can attest that materials are user-friendly and easily adaptable for teachers, allowing them to make culturally responsive modifications where necessary. Third, the materials are open source, allowing MCAA to adopt a first-rate curriculum at little-to-no cost to the school in its startup years. And finally, because the curriculum spans K-12 in both ELA and Math, we will benefit from strong horizontal and vertical alignment by adopting EngageNY across all grade levels. This is especially important, because our students will be learning at their own pace, meaning that some may have a more accelerated path than others, and therefore, might need to access vertically materials from the next grade level up for enrichment purposes.

While we have preliminary selected these base curricula for their excellent quality and adaptability to better serve our student population, we will work with our chief academic officer and faculty upon approval to refine our selections.

We fully recognize that extra time and effort may be required on certain standards/objectives, therefore flexibility and constant assessment will be the norm. We will include end-of-unit assessments, projects, presentations, benchmark assessments, and all forms of common formative assessments to inform our practice as we strive to meet the needs of every student.

Teacher leaders, administrators and curriculum specialists will conduct a yearly review of curriculum resources based on the success level of our students. We will look at data from end of year testing data both formative and summative in making decisions regarding strengths and weaknesses of curriculum materials that we utilize.

The Alabama Standards are listed for ELA and Mathematics in the section below labeled Student Performance Standards. We will spend time unpacking the standards for each grade level and creating pacing guides for each content area. The Next Generation Science Standards for Alabama and the Social Studies Standards are attached as miscellaneous documents for reference.

Primary Instructional Strategies

MCAA will use the following culturally-responsive instructional strategies for students, all of which are research-based and well-suited for the anticipated student population.

Instructional Strategy	Description
1:1 Intervention and Mentoring	One of the strategies with the highest effect size on student outcomes, 1:1 mentoring and intervention (or, in some cases tutoring) allows teachers to individualize instruction on a micro level and make direct connections to each student. Studies show that student mentoring has at least a .12 positive effective size on student outcomes. Moreover, where the school leverages RTI for intervention--which MCAA intends to do--the effect size is far greater. (Hattie, 2012).
Contextual Learning	Teachers will intentionally make connections from the curriculum and lessons to events and issues that are relevant to the student body by adding content to the base curriculum and/or enriching activities accordingly.
Cooperative Learning	Students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another through a variety of structures. Common features of effective cooperative learning include team building, positive interdependence, group interaction, structured activity, and individual accountability.
Direct Instruction	This instructional approach is structured, sequenced, and led by teachers and/or present academic content through teacher lecture or demonstration.
Experiential Learning	Experiences outside the classroom enable students to extend classroom learning into real world locales that are relevant to the student body and the topic at hand, such as exploring current trades and industries on-site, or working alongside an expert in a field of study.
Prior Knowledge	Teachers encourage students to draw on their individual, diverse experiences in order to contribute to group discussions and to provide a personalized anchor to learning.

Project-Based Learning	Teacher-facilitated and student-selected projects are aligned to students and open-ended, giving students a choice when it comes to demonstrating their acquired learning.
Socratic Method	Teachers stimulate critical thinking and argumentative dialogue among students by asking culturally relevant questions that spark debate, revealing underlying presuppositions and leading to complex ideas

Student Performance Standards

In 2011 the Alabama State Board of Education adopted the Alabama College and Career Ready Standards (CCRS) for Math and English Language Arts. These standards, which are based on the Common Core State Standards, are a set of academic expectations for what Alabama students are expected to learn in those subjects each school year. Alabama’s CCRS put in place clear and consistent expectations for students and teachers, and build students’ knowledge and skills to take with them long after graduation, whether they seek a college or a career path after high school.

Student success at Magic City Acceptance Academy will look at the whole child. We want to make sure that students are not only doing well academically, but also emotionally, physically, and socially. Paul Tough (2012) explains how non-cognitive skills are equally as important to a child’s ability to succeed. We agree with Tough’s insight and want to help our students focus on those non-cognitive abilities that are a part of his work. The governing body of faculty and administration who is responsible for building the curriculum will also be responsible for building a metric to measure student success. This metric will look at the whole child from 6th-12th grade inside and outside of the classroom. This team will also be responsible for ensuring all teachers are able to evaluate their mentees and classroom students on academic performance as well as character growth using these metrics.

Through consistent student and teacher evaluation we will be able to have a deep look into how things are going in our school and will allow for monthly assessments of our program as a whole.

In alignment with Summit Learning, if that is the platform we use, students will be assessed in three main areas: Cognitive Skills, Concepts, and Focus Areas. Otherwise we will assure that included in any platform chosen that these focus areas remain in a culturally responsive context.

Attachments

Section 2: Curriculum and Instructional Design

2.1	Curriculum Development Plan	Wilson, Michael, 7/7/20 2:39 PM	DOCX / 132.646 KB
2.2	Scope and Sequence	Wilson, Michael, 7/6/20 7:30 PM	DOCX / 22.857 KB
2.3	Scope and Sequence	Wilson, Michael, 7/6/20 7:30 PM	DOCX / 15.299 KB

3. Student Performance Standards

MCAA's student performance standards will be based on the Alabama College and Career Ready Standards for Grades PK-12, which are aligned to the Common Core State Standards. MCAA teachers will use the State of Alabama Courses of Study to develop and deliver all courses. The use of the Alabama College and Career Standards will ensure that instruction is aligned to state expectations, and that students are prepared to perform well on state assessments and postsecondary, career, or service entrance exams.

Student Performance Standards

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Through consistent student and teacher evaluation we will be able to have a deep look into how things are going in our school and will allow for monthly assessments of our program as a whole.

In alignment with Summit Learning, students will be assessed in three main areas: Cognitive Skills, Concepts, and Focus Areas.

MCAA's learning standards for each grade will be based on the Alabama Courses of Study. (See Attachment 4 for Learning Standards).

MCAA will fully implement the Alabama College and Career Ready Standards and will not

adopt additional standards.

Students will be promoted on the basis of board-approved criteria, including academic credit earned, during the school year, in summer programs, or in other programs approved by the MCAA Board and that meet all federal and state regulations. Students who are eligible for promotion from grade to grade may be retained for other circumstances with appropriate agreement of the parents and school officials, and in accordance with board policies and state and federal requirements.

Grades 6-8

Students in grades 6-8 must successfully complete the requirements of each course with at least a 70% average to be promoted and make adequate academic growth on state assessments. Any student not attaining a passing grade in three or more subjects will be retained in the current grade. Students may take up to two courses in summer school due to failure; once they successfully complete the courses in summer school and demonstrate adequate proficiency, they are eligible for promotion to the next grade level.

Grades 9-12

Students in grades 9-12 must pass the class each semester to receive applicable credit. Students must have at least a 70% average and meet the state attendance requirements to receive credit. Credits (0.5 or 1.0) will accumulate each semester to a summative calculation of 24 at the end of the four-year period. High school faculty will use the following criteria to determine promotion:

- Students must earn 6 credits to earn sophomore status. Two or more course credits must be in core courses.**
- Students must earn 12 credits to earn junior status. Four or more course credits must be in core courses.**
- Students must earn 18 credits to earn senior status. Six of more must be in core courses.**

At Magic City Acceptance Academy, students will earn a half credit for any semester-long courses and a whole credit for a year-long course as long as the minimum required grade was achieved. Students earn credits when they have a minimum of 70% average and meet the attendance requirement for the state.

Grading Scale & Course Weight

Beginning in 9th grade, all students will be ranked on the four grade point average scale (GPA). The GPA calculation will be carried out four decimal places and rounded off.

Letter Grade: A, B, C, D, F

Grade Range: 90-100 (A); 80-89 (B); 70-79 (C); 65-69 (D); 64-Below (F)

Advanced Placement (AP) and Dual Credit (DC) 5, 4, 3, 2, 0

Pre AP: 4.5, 3.5, 2.5, 1.5, 0

On Level Course: 4, 3, 2, 1, 0

Academic Achievement Record (high school transcript) will consist of:

- **All completed coursework**
- **Numeric and Letter Grades**
- **Grade Point Average (GPA)**
- **State Test Scores**
- **AP and Dual Credits**

Communication with Parents

Appropriate information concerning grading, promotion, and graduation policies will be disseminated to parents and students in English and Spanish at orientation, in grade level meetings, in the Parent/Student Handbook, and in the appropriate location on the school website. Where necessary, MCAA will provide translation services for verbal communications. Grades will be communicated with students on a daily/weekly basis, and parents will have anytime/anywhere access to student performance data through the online learning platform, which provides parents, students, and mentors real-time access to academic performance data, allowing them to monitor progress towards academic goals and their college or career goals. Parents will also have access to such data through the student information system and through regular contact from teachers. Teachers and mentors will demonstrate for parents how to set up and access their student's online platform account so that they make check progress anytime.

Teachers will return graded papers and assignments to students, and put grades in the student information system, on a timely basis and will include constructive feedback for students. When a student is failing a nine week or semester the teacher will document a parent conference, either face-to-face or via telephone. The teacher will also document intervention procedures to be put into place for the student.

Students with Limited English Proficiency (LEP) and students with disabilities

LEP students will meet all graduation requirements with needed accommodations such as placement in English/EL and home language support in other subject areas, as appropriate. Students with disabilities will meet the general graduation requirements with appropriate accommodations and curricular modifications as determined by their Individual Education Programs (IEPs).

Credit Recovery

MCAA will have a credit recovery program available for students who have fallen behind in middle and/or high school. Some credits may be recovered via anytime/anywhere learning,

as made possible by our blended approach to meet the unique needs of our students. The principal will be authorized to develop procedures through which a student may recover credits for one or more failed courses, in compliance with all regulations of the Alabama State Board of Education.

5. Provide, in Attachment 5, the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

MCAA will adopt the graduation requirements approved by the Alabama State Board of Education. See Attachment 5 for more details. Alabama’s College and Career Readiness Indicators/Targets include:

1. A benchmark score on any section of the ACT test;
2. A qualifying score on an AP or IB exam;
3. Approved college or postsecondary credit while in high school;
4. A benchmark level on the ACT WorkKeys;
5. An approved industry credential; or
6. Documented acceptance for enlistment into the military.

Attachments

Section 3: Student Performance Standards

3.1	Math COS	Wilson, Michael, 7/7/20 2:42 PM	PDF / 2.244 MB
3.2	ELA COS	Wilson, Michael, 7/7/20 2:41 PM	PDF / 1.586 MB
3.3	Social Studies COS	Wilson, Michael, 7/7/20 2:41 PM	PDF / 1.303 MB
3.4	Science COS	Wilson, Michael, 7/7/20 2:40 PM	PDF / 2.307 MB
3.5	Exit Standards for Graduates	Wilson, Michael, 7/6/20 7:34 PM	PDF / 599.274 KB

4. High School Graduation Requirements (High Schools Only)

High school faculty will use the following criteria to determine grade promotion:

- Students must earn 6 credits to earn sophomore status. Two or more course credits must be in core courses
- Students must earn 12 credits to earn junior status. Four or more course credits must be in core courses.
- Students must earn 18 credits to earn senior status. Six or more must be in core

courses.

The following points are directly from the Alabama Administrative Code 290-31.02(12)

- **A student cannot make up more than three (3) failed courses per semester. The number of courses recovered is not to exceed nine courses in any calendar year (August – July) in credit recovery or any other online program**
- **Students must meet established criteria to enroll in credit recovery including, but not limited to earning a minimum of “40” on the failed course and earning between “60 – 70” in the recovered course.**
- **Upon completion of a credit recovery or Grade results or other online course, the grade must be recorded to the transcript under a separate and appropriate heading.**

At Magic City Acceptance Academy, students will earn a half credit for any semester-long courses and a whole credit for a year-long course as long as the minimum required grade was achieved. Students earn credits when they have a minimum of 70% average and meet the attendance requirement for the state. Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student’s GPA. Weighted GPA is used to determine class rank. Unweighted GPA is used for admission to most colleges and universities, and for scholarships at in-state schools.

Grading Scale & Course Weight

Letter Grade A B C D F

Grade Range 90-100 80-89 70-79 65-69 64-Below

Advanced Placement

(AP) Dual Credit (DC)

5 4 3 2 0

Pre AP 4.5 3.5 2.5 1.5 0

On Level Course 4 3 2 1 0

Academic Achievement Record (high school transcript) will consist of:

- **All completed coursework**
- **Numeric and Letter Grades**
- **Grade Point Average (GPA)**
- **State Test Scores**
- **AP and Dual Credit**

At Magic City Acceptance Academy, college and career readiness is important to the students' high school graduation. Students involved in project-based learning will be able to see the relevance and applicability of what they are learning in the classroom. Additionally, our Summit Learning approach will give more access to low income minority students in those fields. This opportunity will increase the overall success at the college level in any field. Students will be encouraged to take college courses before graduation. In addition to the students meeting the

Alabama graduation requirements state that every student will have the opportunity to explore a career, and take AP, and college courses as part of their instructional program. This college course taking experience will inspire students to reach their highest potential and prepare them for postsecondary success. The Magic City Acceptance Academy college guidance team will encourage students to enroll in postsecondary technical or academic dual enrollment courses, AP courses, or industry apprenticeship programs before graduation. It will be the explicit expectation of the school that students will have enrolled in at least one postsecondary related course before graduation.

Attachments

Section 4: High School Graduation Requirements (High Schools Only)

– No Attachments –

5. School Calendar and Schedule

The number of school days for students in the calendar will be 180. Teachers will work 187 days that will include days designated for professional development. The school year will be divided into four quarters and each quarter will have approximately 45 days. After each quarter, report cards will be sent home and parent/teacher conferences will be scheduled within a week in order to give an opportunity for parents to discuss their children's progress and as a way to increase parental involvement. (Calendar attached)

All classes will meet on Mondays with a Block schedule for the remainder of the week. Classes will begin at 9:00 a.m.. and end at 4:15 p.m.. This allows for 6.06 instructional hours daily including mentoring. MCAA will be open at least an hour before school and after school for programs such as intervention, club meetings, and extracurricular activities. Our schedule provides for the needs of our students by providing sufficient time in all core content areas to develop and implement PBL to the fullest extent. Our schedule also allows for the following;

Mentoring

PLC for teachers and staff

Professional development

Collaborative projects

Parent meetings

Teacher planning

Alabama requires students to be scheduled for 90 minutes for ELA and Math with the other content areas being variable in a 6 hour instructional day not including lunch and recess. There is also a required 30 minute time for physical education in grades 6-8 and none required for high school.

Example daily schedule: Attachment 4

Attachments

Section 5: School Calendar and Schedule

5.1	7. Proposed Daily and Weekly Schedule	Wilson, Michael, 7/7/20 3:20 PM	PDF / 177.257 KB
5.2	6. Proposed Calendar	Wilson, Michael, 7/7/20 3:19 PM	PDF / 188.59 KB

6. School Culture

MCAA will incorporate and recruit a diverse student, educator, staff, mentor, population and utilize a diverse educational curriculum to empower students and encourage learning. MCAA will provide a 6th-12th grade school with curriculum and social programs that embrace the mission and vision of the school. We aspire to root our curriculum in an online learning platform (Summit Learning) to provide the base for our faculty so they can create a cohesive personalized learning experience through project-based activities in all content areas. Teachers will receive specific, ongoing job-embedded training and coaching in implementing the curriculum. Many of the MCAC youth feel ostracized from their community so students will understand that they are important contributors to their community and through mentors, guest speakers, and an integration of community service, the students will see Birmingham as their community. Students will also have an opportunity to participate in dual enrollment with local junior colleges and universities to accelerate their college studies.

Promote a positive academic environment and reinforce student intellectual and social development: The school culture of MCAA will be LGBTQ affirming, where each student is empowered to succeed and build their path to success. Teachers, mentors, licensed board social workers and counselors will surround the students wrap around services to handle behavior and emotional issues. Students will also have access to medical, and legal services (with appropriate approval, parent guardian, court). MCAA understands that many of the students will come to us with a history of being bullied, a social anxiety and depression diagnosis, and anger management issues that could result in undesirable behavior.

MCAA staff and programs for wrap around services include licensed board social workers, integrated MCAC after school programs, mentors, counseling, support groups, and classes in the arts.

Behavior management is an area that will be addressed school-wide with guidelines that will be set to ensure the safety and security for all students. There are numerous models in the literature, but we will take a more holistic approach to issues by communicating regularly with the students

and parents. MCAA administration will be present and visible, interacting with students and teachers daily. The visibility and the communication of a warm and caring atmosphere typically eliminates most, but not all behavioral issues.

MCAA will empower students to resolve conflicts on their own, and in small groups as we teach regularly the principles associated with restorative and social justice. Using the lessons of restorative justice, MCAA will encourage communication between the students and give opportunities to come together in peer-mediated small groups to talk, ask questions, and air their grievances.

MCAA School Culture

The primary goal of the MCAA is stated in our vision statement as follows; The Magic City Acceptance Academy facilitates a community in which all learners are empowered to embrace education, achieve individual success, and take ownership of their future in a safe, LGBTQ-affirming learning environment. It is our goal that all stakeholders, students, parents, faculty, staff, service providers, and community partners will feel safe, welcomed and appreciated for the overall role that they play in the general education and overall well-being of our students.

School culture is described in much of the literature as the norms and shared experiences that evolve over time. It is also described as the character of the school that gives a school qualities beyond its structures, resources, and practices. School culture gives a school stability and is not usually easily changed. MCAA has the opportunity, as a new school, to establish a rich and rewarding culture that is empowering for our students, teachers, and parents. Together we will establish such things important to school culture as symbols, logos, language, traditions, habits, experiences, expectations, honor systems, etiquette, ethics, comradery, loyalty, and tone. All of the previously listed items will contribute to the legacy that will become the MCAA.

Our overarching goal is to empower and motivate our students to stretch in order to set higher goals and to reach their goals and aspirations in life. We hope to accomplish this by giving them a solid and well-rounded education through their educational experience at MCAA. We believe that the components to accomplish those goals must be embedded in everything we do as a school.

According to Fullen (2007) school culture can be defined as the guiding values and beliefs that are evident in the way a school operates. Therefore, at all levels of school culture, it will be conveyed that all are valuable and play an important role in our school and the surrounding community. This will be accomplished beginning with staff. We will provide all teachers and staff with specific training related not only to general populations of middle and high school students but those specifically pertaining to our LGBTQ students.

We will incorporate a collaborative model where educators work with service providers who may or may not be in the school daily, but are licensed practitioners that are contracted to provide services necessary to address the needs of our students. It will be a priority for all to recognize the necessity of an environment that is inclusive rather than exclusive. Building a strong and positive school culture and climate where all feel welcomed and valued is our goal.

It is our belief that through the establishment of a safe and enriching environment we will set in place an avenue for our students to excel. Components of that environment include, but are not limited to;

What constitutes an enriched environment? (Whitaker, 2017)

- . Where students feel safe both physically and emotionally
- . Where there is positive emotional support

- . Classrooms stimulate all the senses (not all at once though!)
- . They have an atmosphere free of undue pressure and stress
- . Where challenges are neither too easy nor too difficult ([Goldilocks Effect](#), Hattie, 2009)
- . Allows for social interaction for significant percentage of activities
- . Promotes the development of a broad range of skills and interests that are mental, physical, aesthetic, social, and emotional
- . Has an atmosphere that promotes exploration and the fun of learning
- . Allows students to be an active participant rather than a passive observer
- . “Where relationships and interactions are characterized by openness, trust, respect and appreciation” (Partnership, 2013).

We will foster an environment that focuses on a growth mindset for all students and staff. [Carol Dweck](#), a Stanford University psychologist, suggested in 2015 that teaching a growth mindset increases motivation and productivity. When students understand that their intelligence isn't fixed, that they have the ability to actually change their intellectual ability, she found that motivation increases and they can actually boost their achievement. Dweck goes on to assert that a growth mindset isn't just about effort. Students need to try new strategies and seek support from others when they need help. Students should be led to understand that mistakes and errors are all part of the learning process and are viewed not as failure, but as a step in helping them achieve success.

It is our goal to invest in our students totally through the creation of a school community that is inclusive and collaborative in nature both inside and outside the walls of the school. We are determined to focus on leading students and faculty to see through their weaknesses to create a culture of turning those weaknesses into strengths in order to maximize potential in all people. This includes the utilization of rigor and relevance in all activities both academic and social in nature.

Strong cultures are created collaboratively rather than individually. We will work with our potential students, their families, faculty and staff, and the surrounding community to identify specific steps that will lead to the positive school culture that we desire.

MCAA will involve all students and families in a comprehensive orientation of our school and the culture, whether they begin at the start of a school year or at some other point in the year. Leadership will provide a general overview of our school covering such items as course offerings, expectations, discipline policy, etc. We will provide each family with parent and student handbooks.

Transitioning students who enter school mid-year into the school's culture: For students entering after the school year has started they will meet their adult mentor and counselor as well as a student mentor(s) who will assist them in getting acquainted with our particular school culture and operations.

Students with special needs, English Language Learners (ELL), and students at risk of academic failure will be fully supported in our academic model and within our community. Further details can be found throughout the application, but concerning culture we believe all MCAA students will play a crucial role in building and maintaining our school culture. We will strive to empower all students in our community with no exclusions. Special education and English as a Second Language (ESL) teachers will work collaboratively with leadership and other faculty to assure that students' needs are met regardless of disability, country of origin, color, race, ethnicity or religion. It is also extremely important to us that our faculty and staff are as diverse as the student population that we aim to serve.

Description of a typical school day for a student and a teacher:

Student

Sarah is a 9th grade student at Magic City Acceptance Academy. It is October of her first year at MCAA and she is really enjoying settling into the rhythm of things at her new school. Sarah's pronouns are she/her/hers and she identifies as a cisgender female. Sarah has a brother, Daniel, who is in 11th grade at MCAA. Daniel's pronouns are he/him/his and he identifies as a transgender male. Sarah was apprehensive about starting high school in a completely new place, but after seeing how excited her brother was to be able to turn his afternoons at the Magic City Acceptance Academy into his everyday school experience, she knew she would also be able to excel in this affirming environment. Sarah and Daniel live in Glen Iris with their parents who are grateful to have a nearby school that fits the needs of both of their children and that openly involves them in their education.

Since it is a Tuesday, Sarah will visit half of her classes today. One of the coolest things about her time at MCAA is that she gets to be in control of her learning through the Summit Learning platform. Sarah is surrounded by classmates her are also learning the ins and outs of a rigorous project-based learning curriculum, everyone is energized by the dedicated faculty who are so well-versed in the platform and able to help students no matter what point they are at.

Sarah arrived at 7:30am this morning, as her and her brother do most days, so her mom would have plenty of time to drop them off on her way to work. Sarah loves getting to school early because she has time to catch up on her homework or get ahead on her schoolwork for the day. Classes do not begin until 9:00am so Sarah is also able to hang out with some of her friends as they arrive before the day begins.

Sarah begins her day in Spanish II. Sarah had a great basis of Spanish coming into MCAA so she was placed in a class that has a mix of students from 9th-12th grade. Sarah's Spanish class is taught completely in Spanish which gives her the opportunity to really work with the language. The work she finds built into her Summit platform is accessible, but challenging, giving her the opportunity to grow at her own pace and really master the material before moving on. Sarah practices verb conjugations with a small group before taking her assessment for that section.

As the bell rings for morning break, Sarah remembers she has an Gay-Straight Alliance meeting today to plan for the upcoming workshop they are hosting. Sarah joined the GSA as an ally to learn how to be a supportive member of the MCAA community, especially to her LGBTQ peers. After this quick meeting, Sarah is excited for the upcoming workshop but knows its now time to Focus on ELA. Her class is currently working on a Defining Self project that begins with looking at how others talk about themselves in a variety of ways, digging into the texts, and ultimately coming up with individual narratives. Sarah chose to begin her investigation by reading Michelle Obama's autobiography, "Becoming." She wrapped up reading the book this weekend and will be using some of her class time today to analyze Mrs. Obama's text. Sarah's ELA teacher left a comment on what she had been doing so far letting her know she is on the right track, but to not forget to cite specific examples from the book.

Sarah leaves class heading into LMI. Upperclass students eat lunch 2nd, Sarah does not have a scheduled session with her mentor today, and she does not currently need any academic interventions so she decides to go say hello to her brother. Sarah knows Daniel is probably lingering in his Algebra II class because he has been working to catch up to his peers. Daniel wants to be an engineer so he is working to end the year by completing Pre-Calculus so he can spend his senior year in AP Calculus. The individualization that Summit Learning allows means that Daniel will be able to do this with the right focus and support from his teacher as well. Sarah looks into the classroom and sees Daniel is definitely hard at work, she peeks her head in to ask him where he plans to eat lunch so she can meet up with him later.

Sarah ultimately settles down with a few classmates outside in the courtyard. The weather is finally cooling off so they are happy to sit outside and talk about their days until it is time for them to eat. Lunch means a few options from the cafeteria which is catered by a local company. There is a daily salad bar in addition to the main meal provided. Sarah finds her brother in the lunchline and they end up sitting together with a few of their mutual friends.

After lunch, Sarah goes to Biology where there will be a lab today. Sarah is learning about the scientific process and is a little nervous about the lab today. She mentioned to her teacher she was nervous about the lab yesterday and as she settles into class notices that her teacher left a note in her student portal to let her know she would be available for all questions during the lab and not to worry! Sure enough the lab goes well and Sarah is excited to come back again in a few weeks. MCAA faculty collaborate to make sure all science classes have equal access to the lab since there is only one on campus for the time being.

Afternoon break reminds Sarah she is about to be in her favorite class of the day! Accessible Arts is one of MCAA's classes that does not live in the Summit Learning Platform, but instead lives with the community surrounding the school! MCAA partners with local artists, makers, and entrepreneurs to bring art to life for MCAA students. Some days Sarah gets to walk with her class to Pepper Place and learn from the folks at Yellowhammer Creative, other days makers from MakeBHM come over to teach a class, and some of the best days in Accessible Arts is when staff from BAO, MCWC, or MCAA guest teach a class. Sarah loves the collaborative nature of the whole class and sees how it ties into aspects from each of her classes.

At the last bell Sarah doesn't rush out the door, she wants to work on her portion for the GSA Workshop. Since Sarah didn't see her mentor, Mr. Thomas, today she decides to see if he is still in his classroom. Sure enough, he is in there with a few other students wrapping up from the day. Sarah asks if she can work in there until she gets picked up and he tells her of course. She settles into a chair near an outlet to plug in her laptop. She puts her headphones in and tells her mom to call her whenever she is there to pick them up. School doesn't close for the day until 6:00, students and parents alike appreciate this flexibility.

Teacher

Mr. Thomas has been teaching high school English for 20 years. He loves helping students expand their worldview through literature and teaching students how to put their thoughts into words. Mr. Thomas knew he wanted to find a way to work at MCAA the minute he heard about it many months ago. He was very comfortable in the school he had been at for years, but there was something he was growing more and more uncomfortable with, only his very closest colleagues knew he was gay and Mr. Thomas was terrified of the repercussions that would come his way if he ever came out to his school community in such a socially conservative community.

Mr. Thomas arrives on campus a little after 8:00am this Tuesday morning. After so many years of early mornings he was thrilled to learn MCAA would be operating on a delayed start time. This gave Mr. Thomas the time he needed to look over his lesson plans for the day. Summit Learning is a new platform for Mr. Thomas, but he has been utilizing project based learning for year. He has found that the platform has really given him a solid foundation to then be able to refine his teaching techniques and approaches.

Mr. Thomas' day starts with his Senior Seminar which is a challenge he loves. Seeing his seniors wrapping up their varied high school careers together at MCAA is so rewarding to him. Many of Mr. Thomas' students came to MCAA from less than ideal circumstances and because of this came to his class with vastly differing skill sets. Mr. Thomas is able to differentiate his instruction so that he can help his students succeed across levels. He loves being able to teach texts

representing traditionally oppressed voices and seeing his students thrive with this incredibly necessary voices.

After the bell rings, Mr. Thomas transitions to his Planning Period where he can collaborate with other 12th grade teachers as well as other English teachers. This collaboration is crucial to the success of MCAA students and faculty and is different than any other school Mr. Thomas has taught at before. He is constantly reinvigorated by the creativity and dedication of his peers.

Mr. Thomas has two mentee meetings during LMI today. His first meeting is with a senior named Marcus. Marcus came from a school environment where he was constantly bullied and never believe he would be academically or socially successful in school. Marcus is already finding his way at MCAA and seeing that college is actually an option for him which he never imagines. Mr. Thomas has encouraged Marcus to investigate local community college options to help him transition to life after high school and is very proud of all he has accomplished so far this year. Cynthia is Mr. Thomas' second mentee meeting today. Cynthia is having a rocky time adjusting to life as a sophomore at MCAA. Academically she is keeping up, but socially she has not found her group of friends yet. Today Cynthia tells Mr. Thomas she took his advice and has gone to drop-in hours at the Magic City Acceptance Center a few times since she last saw him. She has met 2 new friends, an MCAA student and a BCS student who are helping her find her way. Mr. Thomas is so glad he can support his group of mentees as they grow in and around MCAA.

Mr. Thomas takes his lunch in his classroom to prep for his last two blocks of the day, both 10th grade ELA. Mr. Thomas is enjoying working with his 10th grade students as they really hone their research and writing skills in his class. Cynthia is in Mr. Thomas' last class of the day and he truly sees a renewed sense of confidence in her as she participates with his lesson.

Mr. Thomas sticks around after school to wrap up his day and allow space and support for any students who may come by. Another mentee he has not seen today, Sarah, stops by to say hi and finish some work in his room. She puts on her headphones and dutifully gets to work, Mr. Thomas is proud to provide space for his students and is so excited to be part of the MCAA community. The heartbeat of the school is already so strong just a few months in and he knows it is a rhythm that will only grow stronger in time.

Attachments

Section 6: School Culture

– No Attachments –

7. Supplemental Programming

According to the Alabama State Department of Education (ALSDE), Alabama Administrative Code (AAC), Regulations Governing Public Schools, Public School Governance, Chapter 290-3-1-.02(6), all public schools conducting a summer school shall file a registration report with the ALSDE. Registration report forms furnished by the ALSDE shall be returned to the ALSDE no later than the end of the first week of summer school.

The superintendent and the principals administering summer school shall be responsible for organizing the summer school program and registering with the ALSDE. Summer school programs are approved by the local school board of education, and administered by a certified administrator for each individual school/site where a program is located.

Each teacher offering instruction for students in summer school shall be registered on the Application for Summer School and hold a valid certification in the subject to be taught. Time requirements for one (or one-half) unit of credit during summer sessions shall be the time required to master the Alabama Course of Study content standards.

While, as a public charter school, we understand that some of these regulations may not directly apply to MCAA, they provide a competent framework.

At MCAA we intend to make summer options available for promotion, credit recovery, and enrichment. Summer school will typically run daily for four weeks, Monday through Friday from 8:00 a.m.. until 1:00 p.m.. Some enrichment activities may run longer and at different times and possibly be off site in partnership with a local entity that is capable of providing the services related to student needs/interests (program because. drama, visual arts, etc.).

Anticipated participants, including number of students and the methods used to identify them: The anticipation is that minimal students will require any summer program because of course failure due to ongoing assessment and remediation/intervention during the school year and the individualized nature of our curriculum delivery. When necessary MCAA will offer a means for course failure remediation in the summer. We do expect to offer enrichment activities in summer programs. We will aggressively seek additional outside grants to fund these programs. We will also seek corporate and nonprofit partners for internship opportunities for our summer programs.

Staffing for any summer programs will be dependent on the type of programs that we have the ability to offer either through partnerships or through new grant programs.

Students at MCAA will be encouraged to join student organizations which will allow them active engagement within and outside of the school environment. This will involve active engagement with community agencies and volunteer efforts that are designed to enhance the development of the students' personal and social skills. Typically there is no funding involved in this type of activity. Some examples might be:

- Debate
- Art
- Drama
- Gardening/Food
- Social Justice
- Community Service

The above mentioned are not inclusive of the programs that MCAA would like to offer. We

will certainly survey student and family interests in this area to determine specific areas of focus. Typically these programs will be offered after school hours or on weekends. The nature of the program will determine the method of delivery but we believe that there should be extended learning in all extra-curricular areas to include academic content along with social and emotional components. Fund is subjective at this time, once again, we will depend on outside partnerships and grant funding. Leadership intends to apply for 21st Century funding which will provide for some after-school programming.

Attachments

Section 7: Supplemental Programming

– No Attachments –

8. Special Populations and At-Risk Students

The Magic City Acceptance Academy will comply with all federal and state laws, guidelines and regulations with regard to the identification and education of students with disabilities. This includes the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. All staff at MCAA will be regularly updated and participate in “child find” as defined by all regulations in order to identify, locate, and evaluate any student with a suspected disability. Any student, regardless of disability will be thoroughly evaluated, eligibility determined, and provided the appropriate services as identified in the Individualized Education Plan (IEP) developed by the educational team for the student. All students will be served a free and appropriate education in the Least Restrictive Environment.

When students enroll at MCAA, parents will be asked on the enrollment form to identify if their child has a current IEP in place to assure that there is no break in services for the student. Any records will be requested immediately, and appropriate placement and services will be put into place. We will schedule a meeting with the teachers, regular and special education, the parents, and the student (if applicable) to discuss the current IEP and determine if the services are meeting the needs of the student or if there is a need for further evaluation and, if appropriate, a new IEP.

“Child Find”, is of course, a Federal requirement for all schools to locate students with disabilities. MCAA will develop a detailed Response to Intervention team to address the needs of students who have not yet qualified for services but who are in need of support. A Building Based Student Support team will be developed immediately to meet on a regular basis to assess parent and teacher concerns and provide guidance. Parents are allowed to refer their children to the team as well as teachers and administrators. Parents may request an evaluation for their child outside of the RTI process. With consent, an evaluation will be completed to determine the need for services.

Students will be able to apply for enrollment at MCAA regardless of their knowledge of the English Language or their home language is other than English. A Home Language Survey will be included in the enrollment packet to assist us in identifying students in need of support in English Language Acquisition. Students will be allowed to enroll regardless of their ability to produce a birth certificate, social security number, or immigration documentation. Upon enrollment and identification as an English Language Learner (ELL),

students will be given an initial assessment of English proficiency to determine the appropriate instructional program for the student. We will assure that we hire appropriate faculty trained to provide specialized instruction to our ELL students. Each student will have an Individualized Learning Plan (IPL) that is developed collaboratively with the student, teachers, parents and other appropriate personnel. When any student demonstrates a need for support academically we will utilize a multi-tiered approach to assist with content comprehension. The chart below represents our RTI plan: The ALSDE defines Gifted students as: “Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or academic or creative fields. These students require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor” (Alabama Administrative Code (AAC) 29-8-9.12. MCAA will ensure that trained individuals are available and able to find and provide the required ALSDE services to our youth.

Students who qualify for services under these areas all receive modifications and accommodations related to their specific learning needs/problems. This includes changes in such areas as daily scheduling, instructional delivery methods, and instructional resources.

When any student demonstrates a need for support academically, we will utilize a multi-tiered approach to assist with content comprehension. The chart below represents our Response to Instruction/Intervention (RTI) Plan:

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Takes place during the core instruction • Serves all students • Provided by the classroom teacher • Includes main lesson and reteach if needed • Standards based 	<ul style="list-style-type: none"> • Takes place at specified intervention times • Serves students identified based on current data Provided by the classroom teacher • Includes specific reteach 	<ul style="list-style-type: none"> • Takes place at a specified intervention time. • Provided by interventionist or classroom teacher one-on-one

Assessment Data Utilized

- Previous year State Test Results
- Teacher Common Formative Assessments
- Benchmark Tests

Assessment Data Utilized

- Summit Learning assessments
- Teacher observation Benchmark data

Assessment Data Utilized

- All appropriate forms of assessment

Assessment Data Utilized

- All appropriate forms of assessment
- Content based assessments
- College readiness assessments

Assessment Data Utilized

- Summit Learning assessments
- Teacher observation Benchmark data

Assessment Data Utilized

- All appropriate forms of assessment

Progress Monitoring

- Embedded assessments in Summit Learning
- Content based assessments
- College readiness assessments

Progress Monitoring

- Weekly checks for understanding
- Benchmark assessments

Progress Monitoring

- All appropriate forms of assessment

Instructional strategies that we will implement to assist students having difficulty academically are not significantly different than those utilized in a regular instructional setting. Strategies may be modified or amended to assist the student and to accommodate

and modify where necessary in order to support student learning.

The Individuals with Disabilities Education Improvement Act of 2004. Often referred to as IDEA provides for a Free and Appropriate Education (FAPE) for eligible students with disabilities. In order for a student to receive services under IDEA, a student must be determined to have a documented disability that impacts educational progress in one of 13 identified areas (Autism, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury or Visual Impairment)

MCAA will comply with the federal and state requirements to identify and evaluate (Child Find) students who may have disabilities to determine eligibility of each student and to develop individualized education plans, and to place students in appropriate settings, Least Restrictive Environment (LRE). We will follow all procedural guidelines and safeguards and protect the confidentiality of student records. The meaning of appropriate placement will depend on the unique needs of the individual student and the data that is made available to the multidisciplinary team who will make that determination. Under IDEA, an appropriate education to a student with a disability is provided when school personnel comply with the Alabama Administrative Code (AAC), and applicable federal law including all procedural requirements. Also, the individual education program developed for the student must be reasonably calculated to enable the student to receive the maximum educational benefit from the program.

In the federal regulations regarding the implementation of IDEA, an appropriate education is defined as the provisions of general or special education and related services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met. MCAA will strive to ensure that the educational benefits provided for students with disabilities are more than minimal, meaning that our programs will be designed to provide the maximum benefit to the student physically, emotionally and academically.

We will actively recruit personnel for special education, as we will for all positions, with a rigorous advertising campaign utilizing social media as well as other means of making public announcements. We will also make personal contacts with the special education departments of all of the local and area universities and set up recruiting fairs/promotions to let students know of positions available.

The Iris Center at Vanderbilt University describes self-monitoring as a strategy that teaches students to self-assess their own behavior and record the results.

We will provide all teachers at MCAA with the professional development to teach students to self-monitor. The Iris Center suggests that self-monitoring has the following benefits for all students:

- Self-monitoring provides more immediate feedback to students than is possible when the teacher is evaluating the behavior.
- The strategy clearly depicts improvement over time in behavior for both the student and the teacher.
- The self-monitoring process engages students.

- **Self-monitoring facilitates communication between students and their parents.**
- **Students can avoid competition because of the individual nature of the activity.**
- **Self-monitoring incorporates academic and social skills.**
- **The strategy increases students' awareness of their own behavior.**
- **Self-Monitoring produces positive results (Moxley, 1998, Rock, 2005).**

Self-monitoring and self-regulation compliments our academic model of PBL and cooperative groups. Therefore teachers will begin the year teaching all students the process to utilize self-monitoring, self-regulation, self-direction, self-instruction, goal setting and self-reinforcement.

The ALSDE defines Gifted students as: “Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or academic or creative fields. These students require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor” (Alabama Administrative Code (AAC) 29-8-9.12. MCAA will ensure that trained individuals are available and able to find and provide the required ALSDE services to our youth.

Parents, educators, and the broader community have a responsibility to support all children as they reach for their personal best. It is essential to support the growth and development of the whole gifted child including their intellectual, social, emotional, and physical domains.

Ensuring that highly able learners are recognized and subsequently served through systematic programming is of the highest priority. All teachers must be able to recognize a high-ability student who needs more depth and complexity in instruction or may need a referral for further assessment and services. Teachers in specialized programs for gifted learners or those who coordinate gifted and talented programs and services should be familiar with the theory, research, curriculum strategies, and educational practices necessary to develop and sustain high quality classroom-based opportunities for advanced student learning.

Response to Intervention (RtI) is a school-wide initiative that allows the utilization of resources for students in need of academic, social or emotional assistance (see figure 1). The RtI model provides a system of interventions and resources which allow students to make significant progress whether they are at-risk for failure or are gifted and at-risk for not meeting their full potential (Colorado Department of Education, 2008). Based on the premise that all students deserve access to quality curriculum and instruction, RTI requires educators to provide additional time and attention to students based on their individual needs. These needs include underachievers with advanced potential and those who need additional acceleration, enrichment, or counseling services. Gifted learners are a highly diverse population. They differ in their strengths and in their need of services. The RTI model can provide gifted and talented students additional time with teachers prepared to differentiate for their needs, including those who are multi-exceptional (NAGC, 2015). Multi-exceptional students may require services for both strengths and special needs.

They should receive separate interventions for each area. It is common for environmental, cultural, and/or disabling conditions to sometimes mask a child's gifts and talents. Gifted learners should be provided access to a challenging and accelerated curriculum while also addressing the unique needs of their disability (Kentucky Department of Education, 2012). The RTI model is to be used as a supplement, not as a replacement to a systematic program of services for students with high abilities. Teacher training regarding the differentiation of curriculum and instruction is essential in order to meet the needs of students with above-grade level abilities. Students who are gifted or talented are provided strength-based interventions to increase the potential for sufficient progress (Colorado Department of Education, 2008). Data collected on gifted and talented students requires evidence-based instruction, which differs from students in a general education classroom and requires growth targets for advanced levels (Working on Gifted Issues Committee, 2011, Missouri Department of Education).

In addition to state-approved gifted programs, other services shall be provided to expand educational opportunities based on student needs and interests. Gifted and talented students should receive education appropriate to their abilities at all times, not only when they attend a special class for gifted and talented students. The Levels of Services (LOS) model from Missouri is an approach that meets the needs of more students, beginning with targeting all students based on strengths and interest, and with opportunities for advanced learners based on interest and skill. The LOS approach recognizes that significant potential exists among many more students than have traditionally been identified and served in both academic content areas and many talent domains. In cooperation with parents and community members, districts should address these needs with opportunities that are appropriate, challenging, and differentiated. The LOS approach

- is consistent with best practice;
- is best when utilized in addition to a state-approved gifted education program;
- supports appropriate and challenging instruction for high-ability students in many talent areas and academic disciplines;
- supports effective and appropriate differentiation for gifted and advanced learners; and • complements and extends established state-approved gifted programs.

Level I: Services Provided for All Students Opportunities that provide foundational skills and tools that help all students discover and build their personal strengths and talents:

- Character development
 - Creative opportunities
 - Fine arts enrichment programs
 - Flexible grouping, including ability grouping, and cross-grade level grouping
 - Project and Problem-Based Learning
 - Summer and after-school enrichment opportunities
- Level II: Services Needed by Many Students Opportunities that invite students to engage in activities through which they can investigate their interests and verify areas in which they may demonstrate strengths:**

- **Academic competitions**
- **Athletic opportunities**
- **Cluster grouping**
- **Entrepreneurship opportunities**
- **Foreign language study**
- **Independent study**
- **Individualized instruction**
- **Internships and mentorship**
- **School plays and talent shows**
- **STEM/STEAM curriculum**
- **Virtual learning opportunities**

Level III: Services Needed by Some Students Opportunities that involve alternative learning activities for students to engage in rigorous and complex learning based on documented needs in areas of strength and/or sustained interest:

- **Advanced materials**
- **Curriculum compacting**
- **Fine arts talent development programs, such as by audition**
- **Gifted program classes**
- **Honors/advanced classes**

• **International Baccalaureate/Advanced Placement/Dual Credit/High School Honors**

Subject-level acceleration

Level IV: Services Needed by Few Students Advanced opportunities that respond to the unique needs of individual students who have demonstrated outstanding ability, expertise, motivation, and passion to learn:

- **Grade-level acceleration**

The National Association for Gifted Children (NAGC) asserts that it is essential to provide educational opportunities at the appropriate level of challenge for advanced learners throughout the school day. NAGC recommends guiding principles of LoS program design, three of which are:

- **Rather than any single gifted program, a continuum of programming services must exist for gifted learners.**
- **Gifted education programming services must be an integral part of the general education school day.**
- **Flexible groupings of students must be developed to facilitate differentiated instruction and curriculum.**

National standards for specialized programs and services, for gifted education teacher preparation, knowledge and skills for all teachers, and advanced standards in teacher

preparation will help guide and improve teaching and deepen student learning. We will utilize a combination of approaches in meeting the learning needs of our gifted students. These will include most of the traditional forms of service including, pull-out, inclusion, one-on-one, self-directed studies, etc.

National programming standards assist school districts in examining the quality of their programs and services for gifted learners. Recognizing that the ongoing evaluation and re-tooling of a successful gifted program is an evolutionary process, the NAGC Pre-K-Grade 12 Programming Standards detail a framework that focuses on student outcomes. Districts use the program standards both as mileposts for improving programs and services and as rubrics for evaluation. The standards have been endorsed by The Association for the Gifted of the Council for Exceptional Children (CEC-TAG).

English Language Learners (ELLs) are the fastest growing population of students in our school system. According to the National Clearinghouse for English Language Acquisition ([NCELA](#)), it is predicted that by the year 2025, one in four public school students will be an ELL. As this unique learner population continues to grow, it is beneficial to understand the students, as well as quick and easy ways to begin to meet their diverse needs. At MCAA we feel that this important and growing part of our population will be a vital part of our student population therefore it is imperative that we are able to serve their needs.

According to Samantha Anth, PhD from Western Governors University in Salt Lake City, an English Language Learner is also often referred to as Limited English Proficient (LEP). ELLs are students who are between the ages of 3-21, enrolled in school, and have a primary language (L1) which is not English. In order to meet their needs, these students require specific language instruction, in addition to the regular curriculum being delivered as part of the grade-level content. It is imperative that educators encourage the student to continue to develop their L1, while also developing English. A strong foundation in the first language makes learning of the second language far easier. A typical ELL student will take 5-7 years to develop a quality understanding of the English language. While a student will demonstrate command of the social language first, appearing in conversations with friends to be English proficient, more time is required to fully develop a quality understanding of the academic language needed to perform in school.

There are four basic levels of English language proficiency, which may increase or decrease depending on the state system adopted. Each of these four levels have general supports which can be put in place to allow for success of an ELL in the classroom. Each level's support can be used with any student, depending on the content area and student understanding in that specific area. For example, a level 3 student may require little support in mathematics and need more visuals and shortened assignments to truly understand the concepts in science. Additionally, a student's level of English proficiency is not synonymous with their grade level, therefore, a tenth grader could easily be a "newcomer" and would require the same type of support that a "newcomer" in third grade would require.

While this list is not comprehensive, it is a start to provide an opportunity for success in an English-based classroom for an English language learner. The more opportunities that students have to speak, read, listen, and write in English, without the fear of penalty for doing/saying something wrong, the quicker that they will acquire the English language.

Vocabulary and Language Development

Teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like “algorithm” starts a sequence of lessons on larger math concepts and builds the student’s background knowledge.

When introducing new vocabulary or academic vocabulary, it’s essential to do so with visual aids to help ESL students understand what the new words mean.

To build the vocabulary of your students, they should be provided with opportunities for word learning through wide reading, exposure to the high-quality oral language, the promotion of word consciousness, explicit instruction of specific words, and modeling and instruction in independent word-learning strategies.

Guided Interaction

Teachers structure lessons to enable students to work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts within the text. By working collaboratively, ELL students can work off of other students to help them comprehend and learn what is being asked of them.

Explicit Instruction

Use clear instructions or direct teaching of concepts, academic language, and reading comprehension strategies to complete classroom tasks. [Explicit instruction](#) refers to task-specific, teacher-led instruction to demonstrate how to complete a task. It can also be used to teach students both basic and higher-order reading skills.

This will help ESL students to understand what is being asked of them by providing them clear, specific, and easy-to-follow procedures as they learn not only a new skill or strategy, but the language associated with it.

Real World Examples & Context-Based Learning

Context-Based learning refers to the use of real-life and fictitious examples in teaching environments to learn through the actual, practical experience with a subject rather than just its mere theoretical parts.

This way of learning can help ELL’s immensely by providing them with concrete examples with which to comprehend the learning content presented to them in English. As well, implementing students’ interests and real-life examples will help them to gain interest in the subject matter.

Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds, they are more highly motivated and learn at a better rate.

Graphic Organizers & Modeling

Visual learning is beneficial to all students, and especially ELL learners. It provides clues and visual cues to the language context to help English Language Learners grasp concepts, thereby making the content more accessible to the students.

Visual aids used in the classroom are essential for English language learners. Visual aids provide a different form of explanation and give the students information they may not have understood if it was presented to them in written or spoken form.

If a student cannot read or understand spoken English, drawings, videos in their native language, graphs, etc. help the students immensely in learning the content presented. Implement a variety of visual aids, such as graphic organizers, pictures, diagrams, and charts to optimize student learning.

Authentic Assessment

Teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their knowledge of concepts that are not wholly reliant on advanced communication skills.

Just because a student doesn't have a firm grasp of the language, doesn't mean that they don't grasp the learning concept. Allowing ESL students other outlets to show their knowledge can help them succeed in the classroom.

Examples of some authentic assessments include performance-based assessments, project-based assessments, criterion-referenced assessments, and methods that allow students to show and practice knowledge in non-language dependent ways such as Venn diagrams, charts, drawings, mind maps, and PowerPoint slides.

Attachments

Section 8: Special Populations and At-Risk Students

– No Attachments –

9. Unique/Innovative Program Offering

Inclusive Education

Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive society.

Project Based Learning

Project-based learning is a dynamic classroom approach in which students actively explore

real-world problems and challenges and acquire a deeper knowledge. Through our learning platform, Summit Learning, students will engage in projects that have meaning to them personally and collaboratively. We will lead our students to create projects that will impact their communities and their lives as they search to find their place in overall society.

Attachments

Section 9: Unique/Innovative Program Offering

– No Attachments –

10. Student Recruitment and Enrollment

First and foremost, the Magic City Academy is a result of a need seen through the establishment of the Magic City Acceptance Center in 2014. The Acceptance Center was created to work with LGBTQ youth in an accepting and affirming space. Due to the overwhelming success of the center, the need was seen to create an academic space for this group of students and others that mirrored the same open and accepting principles. At the same time it is our goal to achieve a racial and ethnic balance in our school by being open to all students. Due to our location we will be able to market the school to a population that is very diverse in all areas including income. The Magic City Acceptance Academy will open for the 2021-2022 school year to grades 6-12. We will begin marketing as soon as the Charter is approved. We will market the school in the following ways:

Focus groups with students at the Magic City Acceptance Academy.

Flyers distributed throughout the surrounding area.

Corporate sponsorships Attending surrounding neighborhood meetings to explain our vision and mission and answer questions.

Frequent parent/student informational sessions indifferent areas of the city.

Creation of Instagram, Twitter, and Facebook informational pages.

LBGTQ student groups in the area schools

PFLAG meetings

Brochures

Creation of a school website.

Advertisement in local magazines/newspapers

The school administrators and staff will be completely trained and experienced to answer questions, process appropriate enrollment paperwork, assemble transcripts, and generally follow any steps necessary for informing and enrolling families in our school program. We will also identify specific individuals to reach out to local service agencies, at-risk programs, youth organizations, churches, and others as needed.

MCAA is committed to building a culturally inclusive student population at all age/grade levels. Recruitment and marketing plans will be intentional and varied to reach a wide range of families looking for an exemplary choice in a charter school. The community will learn about MCAA Charter school in a wide range of communications. These include: public press releases to local tv, radio and newspapers in Birmingham and surrounding areas with public notices in branch libraries in neighborhoods. We will place MCAA flyers in locations that children and their parents frequent such as Boys and Girls Clubs, YMCA, Boy and Girl Scouts troupes, dance and karate studios, etc. press releases to the Chamber of Commerce and businesses where parents work in the downtown area Recruiting and publicity will begin upon announcement that the Charter status has been awarded in August 2020. Registration for Fall 2021 will open on January 15, 2021 and end on June 1 2021.

If a lottery is needed those procedures will begin on January 15, 2020. The MCAA Charter School will adopt Board policies that relate to managing and communicating enrollment procedures, waiting lists, lottery requirements, withdrawals, re-enrollment and transfers.

Attachments

Section 10: Student Recruitment and Enrollment

10.1	8 Enrollment Plan	Wilson, Michael, 7/7/20 3:32 PM	DOCX / 120.852 KB
10.2	8 Enrollment Policy	Wilson, Michael, 7/7/20 3:32 PM	DOCX / 16.438 KB

11. Student Discipline Policy and Plan

In a school environment, discipline is often solely characterized by student behavior. Discipline encompasses not only student behavior but everything that is related to the learning environment. Those elements include but are not limited to policies, rules, procedures, expectations, and motivators. While it is not possible to plan for every situation that might occur, it is our goal to have a system of rules and procedures that limit and mitigate any discipline problems as they occur. It is the philosophy of the Magic City Acceptance Academy to create a positive discipline plan and provide a learning environment that will encourage appropriate student behavior, cooperation and collaboration. A well-defined and universally communicated and accepted discipline code that is consistently enforced will ensure that students understand our expectations as a school community and the consequences that they will face due to behaviors that are not consistent with the policies. Any conduct code or discipline plan must be taught and must be interwoven into all activities so that it becomes a part of who we are as a school community. There is not a discipline plan in the world that works appropriately until relationships are built with the entire school community.. The School maintains the conviction that a safe and orderly school is essential toward meeting academic as well as social expectations. Effective discipline and the development toward personal and common goals of excellence will be a key component of our philosophy.

The Magic City Acceptance Academy believes that students should feel the support and encouragement of administration, faculty and staff in all aspects of their education, where teachers are viewed as concerned mentors with an interest in their academic interests and their emotional well- being. The Magic City Acceptance Academy further feels that teachers, administrators, and staff should demonstrate and model the character that we expect, and engage

actively in the behavioral standards adopted by the School. Additionally, parents will be viewed as partners in the education of each student. In order to earn and maintain the behavioral policy support of parents, the School will provide clear, reasonable, and fair expectations that further the goals of instruction and the safety of all students and staff.

The School will seek to work in collaboration with parents in order to turn incidents of poor student behavior into opportunities for personal growth, thereby reducing the probability of future disruption to the learning environment and damage to student self-esteem. The philosophy is that discipline directly affects student behavior. We will provide a strict environment where learning comes by enforcing rules, procedures, and high expectations.

The Magic City Acceptance Academy discipline plan will be rooted in equipping students, teachers, and all other members of the School community with the tools needed to secure an optimal teaching and learning environment thus enhancing the opportunity for exemplary academic achievement and personal development. It is the intention of the Magic City Acceptance Academy to utilize Restorative Discipline practices as a part of the Multi-tiered Systems of Support (MTSS). Restorative Practices flips the script on traditional behavior management by focusing on community building and the development of strong and powerful relationships, not just punishment. With Restorative Practices, you challenge your students to understand how their actions affect others and why they might have taken those actions. By doing this, you focus on repairing social injury and damage, and empowering students to be the best they can possibly be in life.

In response to the call of “zero tolerance” utilized in the 1980’s more communities across the country began to implement more punitive practices in regard to student discipline in schools. The use of exclusionary practices and policies such as suspensions, expulsions and referrals to law enforcement agencies increased in school systems all over the country. According to the Restorative Practice Partnership, these practices continue to push many students out of school systems. They report that the use of these practices rarely changes student behavior but actually worsen behavior and attitudes toward school systems and authorities.

Teachers who use restorative discipline practices find that behavior in their classroom improves dramatically. They have better relationships with their students and therefore less stress from unresolved conflicts. Classen, (2019) stated in an article published online at weareteachers.com, “Restorative discipline improved my relationships with students.” The article continues with the following: Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims. Restorative justice resolves conflicts in a cooperative and constructive way.

The article continues by suggesting that any restorative justice plan is based on respect, relationship-building and relationship-repairing. The three main components are prevention, considered Tier 1 Prevention, Tier 2 Intervention, and Tier 3, Reintegration. The basic tenets for the use of restorative practices are as follows:

- Building relationships
- Providing opportunities for equitable dialogue
- Striving to be respectful to all
- Involvement of all relevant stakeholders

- Addressing harm, needs, obligations, and causes of harm
- Encouragement of all to take responsibility

MCAA believes in the importance of setting high expectations for all community members. The Code of Conduct is designed to support the vision and mission of MCAA. It should be noted that the Code of Conduct is a living document and can and will be amended and adapted as we grow as a learning community.

General Principles

The goal of our student discipline practices is to assist students in learning to utilize behaviors that contribute to academic success, social wellness, and exist in a school atmosphere where students and staff are responsible and respectful.

- Classroom management along with engaging instruction are the foundation of effective discipline.
- A positive school culture and environment are best achieved by preventing unacceptable and disrespectful behaviors before they occur and utilizing positive effective interventions after they occur.
- The building of a safe environment where academic success is valued when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- High standards should be promoted by all school personnel through teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as it occurs.
- School discipline that is practiced along with meaningful instruction and guidance offers students the opportunity to learn as they make mistakes and contribute to a positive school community and is more likely to result in getting the student re-engaged in learning.
- Effective discipline in the entire school community maximizes the amount of time students spend learning and minimizes the amount of time students are not actively learning in classrooms.

It is our belief at MCAA that students need to be in school and learning, therefore it will be our practice to minimize out-of-school suspensions utilizing restorative practices that involve the offender and the victim in order to resolve disputes, as mentioned earlier at the lowest level of consequences possible.

There will be three levels of strategies available to teachers and administration and they are: Administrative, Restorative, and Skill-based/Therapeutic.

- Administrative Strategies are statutory, rule-based, or contract-based interventions. They focus on the done “to” the offender, such as detention or suspension.
- Restorative Strategies are problem-solving interventions that are done “with” the offender. They focus on the harm caused and how it will be repaired. This may include; Family group conferencing, victim-offender mediation or classroom peace circles.
- Therapeutic/Resources are done “by” the offender and require internal motivation for behavior change. These interventions include; mental health counseling, anger

management classes, informal mentoring and behavior coaching.

Definitions of Prevention Practices Disciplinary Interventions and Responses

Morning Meetings – Classroom meetings in which the teacher and all students choose to come together and are usually for one of two purposes; to build community at a relatively peaceful time or to resolve a conflict. At the morning meetings, students sit in a circle and complete activities together that help build caring within the group and between individuals. The meeting provides a place where students come to understand the truest meaning of “finding common ground.” They come to see, tolerate and appreciate the ways of one another, including their teachers. The most basic element of this practice of caring that aids the process is the genuine willingness to listen attentively.

Student Advisories – students meet in small groups with an adult advisor to focus on character and civic development. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult, advocate, refine communication skills, and participate in social justice or service- learning projects. Student Advisories offer emotional support for students, develop a trust relationship with the adult mentor/advisor and discuss student progress academically.

Behavioral Intervention Plan – is a proactive plan designed by school staff to correct inappropriate behavior through positive behavioral interventions, strategies, and supports. This plan will be appropriate for students with and without disabilities.

Community Service- will allow the student to participate in some sort of activity to serve and benefit the community.

Conference – conferences can involve students, teachers, administrators, and parents/guardians in discussion about student performance/behavior and potential solutions for any problems identified. Conferences strictly to address student behavior should include/address the social, academic, and personal issues related to the behavior.

Functional Behavior Assessment – involves gathering information about a student’s inappropriate or disruptive behavior and determining approaches school staff should take to correct or manage the student’s behavior.

Mentoring Program – each student at MCAA will be assigned a mentor each year, usually a counselor, teacher, or other staff member) to assist students in setting and working through

goals. Regarding behavioral issues students may be assigned an additional mentor such as an LPC, community member or other professionals who might assist with the student's social and emotional development.

- Parent/Guardian Outreach – school staff are required to inform parents/guardians of their children's behavioral and academic performance. Teachers should reach out to parents to seek assistance with correcting any academic or behavioral issues related to students.
- Peer Mediation – peer mediation is a form of conflict resolution in which students assist other students deal with and find solutions to problems.
- Community Accountability Panels – are meant to hold the offender accountable for the offense by imposing mutually agreed upon consequences to address harm or damage caused. The key participants in this model are the community panel members, the offender, and sometimes the victim, where appropriate.
- Victim-Offender Mediation – provides a forum for victims and offenders to meet in a safe and respectful environment with the assistance of a facilitator. The purpose of the meeting is to explore and discuss the effects of an offense and the ways in which healing can take place.
- Restorative Sentencing Circles – are community meetings designed to address both family and community circumstances that are underlying causes of the inappropriate behavior. They are meant to rebuild relationships, develop rehabilitative plans and respond to victims' needs. They involve the offender(s), victims(s), the friends and family of each and necessary staff.

Examples and definitions of offenses where a student might be suspended (discretionary). These are considered Class II offenses.

Defiance of a School Board employee's authority - any verbal or nonverbal refusal to comply with a lawful and reasonable directive of a School Board employee (Respect, Responsibility)

Possession and/or use of tobacco products - having and/or using tobacco products (including the possession of cigarette rolling papers, e-cigarettes, etc.) on the school premises (Responsibility, Citizenship)

Possession of lighters or matches (Responsibility, Caring, Citizenship) Note: Use of these items on school premises may constitute a Class III offense. 17

Physical contact with another student – hitting, pushing, shoving or striking another student against that student's will, and the student victim fails to respond with physical contact. (Respect)

Fighting – any physical conflict/participation between two individuals (Responsibility, Fairness, Respect)

Stealing - Larceny - Petty Theft - intentional unlawful taking and/or carrying away of property valued at less than \$100 belonging to or in the lawful possession or custody of another (Citizenship, Responsibility, Respect) 2.07 Possession of stolen property (valued at less than \$100) with the knowledge that it is stolen (Respect, Responsibility)

Offensive touching of another student with sexual connotations, such as patting, pinching, or brushing against another's body (Respect, Caring) 2.09 Sexual Harassment – request for sexual favors, use of vulgar or sexually explicit comments, gestures or conduct, obscene or sexually explicit pictures; sexually oriented contact, “kidding,” teasing, or practical jokes directed toward another student or offensive to a third party observer (Respect, Caring)

False accusation of sexual harassment or any other offense. (Responsibility)

Bullying, harassment, intimidation, threats, or hate crimes – verbal, non-verbal, or written/printed communication maliciously threatening injury to another student, property, or reputation of another; intent to extort money or any pecuniary advantage with the intent to compel the student so threatened, or any other student to do any act or refrain from doing any act against his/her will; threatening words or actions, coupled with an apparent ability to carry out the threat, creating a fear in the other student - This includes instigation of a fight.

Gang Affiliation - wearing of apparel, possession of writings or drawings, the performance of gestures or signals, or the altering of one's physical appearance which may indicate affiliation with a gang, secret organization, or other social group, whose presence on school grounds poses a threat to the educational environment (Responsibility, Caring, Fairness)

Directing obscene or profane language to another student or school board employee (Respect, Citizenship)

Leaving school grounds without permission - PARENT SHOULD BE NOTIFIED AND CONTACT SHOULD BE DOCUMENTED. (Citizenship, Responsibility)

Violation of the Technology Resource Agreement, including but not limited to unauthorized use of a standalone computer system, computer network, Internet use or knowledge of restricted computer passwords; physical damage to any technology device or equipment (Responsibility)

Gambling-any participation in games of chance including playing cards or dice games for money and/or other things of value (Respect, Responsibility, Citizenship) Disruption on a school bus or at a school bus stop (Citizenship, Responsibility, Respect) Note: For disruption on school buses, administrator (or designee) may revoke bus-riding privileges without suspending the student from school. If a short period of revoked bus riding privileges is not effective, the administrator or designee may suspend the student for a Class II offense and/or revoke bus privileges permanently.

Intentionally providing false information to a school board employee including, but not limited to: giving false student information, forgery of school notes, and concealment of information directly related to school business (Trustworthiness, Citizenship, Responsibility)

Failure to serve school-based discipline assignments such as detention, Saturday school, etc.

Excessive or repeated Class I offenses (Responsibility)*

Definitions of offenses that require removal or expulsion (non-discretionary). These are considered Class III offenses.

DRUGS - unauthorized possession, transfer, distribution, procurement, use or sale of drugs; unauthorized consumption of drugs while at school including over the counter and prescription medications (Responsibility, Citizenship) NOTE: If a student needs medication – including an over the counter medication - while at school, even on a temporary basis, the parent should contact the school to obtain the necessary permission form for use of medication at school. **3.02 ALCOHOLIC BEVERAGES** - possession, transfer, distribution, procurement, use or sale of alcoholic beverages; attending school under the influence of alcoholic beverages (Responsibility, Citizenship)

ARSON - willfully and/or maliciously burning any part of a building or its contents (Responsibility, Respect)

ASSAULT/BATTERY upon a school board employee that results in personal injury. – (Respect, Citizenship) a) The actual unlawful touching or striking of a School Board employee b) The actual unlawful touching or striking of a School Board employee during the course of a physical altercation between students; or c) The causing of bodily harm to a School Board employee NOTE: Principal (or Designees), in consultation with the Instructional Superintendent, must thoroughly investigate the allegation, and if there is credible evidence that an assault occurred, he/she must complete a physical assault report and submit to police.

AGGRAVATED ASSAULT/BATTERY - Intentionally causing severe bodily harm, disability or permanent disfigurement; use of a deadly weapon. (Respect, Responsibility, Citizenship) NOTE: Principal (or Designees), in consultation with the Instructional Superintendent, must thoroughly investigate the allegation, and if there is credible evidence that an assault occurred, he/she must complete an aggravated assault report and submit to police. The victim must seek medical attention for this violation.

STEALING - LARCENY - GRAND THEFT (Respect, Responsibility, Citizenship) a) The intentional unlawful taking and/or carrying away of property valued at \$100 or more belonging to or in the lawful possession or custody of another; or b) Any theft under duress.

ILLEGAL SCHOOL ENTRY - breaking, entering or remaining in a Birmingham City School structure or conveyance without justification (Responsibility, Respect, Citizenship)

CRIMINAL MISCHIEF/VANDALISM - willful and malicious injury or damages at, or more than, \$200 to public property, or to real or personal property belonging to another (Responsibility, Respect, Citizenship) NOTE: Principal (or Designees), in consultation with the Instructional Superintendent, must complete a property damage report and submit to the Instructional Superintendent. (Ala. Code §16-5-380) The parents, guardian, or other person having control of any minor under the age of 18 with whom the minor is living and who have custody of the minor shall be liable for the actual damages sustained to school property, plus the court costs, caused by intentional, willful, or malicious act of the minor. **3.09 POSSESSION OF FIREARMS** (Including individual components or fragments or bullets) - discharge, possession, transfer or sale of any firearm; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any similar destructive device (Responsibility, Respect, Citizenship) NOTE: Possession of a firearm on school property or within 1000 feet of a school campus violates both federal and state laws. Such laws apply to all persons while on school property. The expulsion or suspension from school for a period of not less than one calendar year is mandated for all violations of this code.

POSSESSION OF WEAPONS - including, but not limited to, a switchblade knife; box cutter; metallic knuckles; laser pointer; tear gas gun; BB gun; stun gun; cell phone gun; paintball gun; pellet gun; chemical weapon or device, including mace or pepper spray; or any other weapon,

instrument, or object which is used in a threatening manner and is seen by the individual being threatened as capable of causing physical harm (includes firearm replicas.) (Responsibility, Respect, Citizenship)

BOMB THREAT - any such communication directed at any Birmingham Public School facility that has the effect of interrupting the educational environment (Responsibility)

EXPLOSIVES, AMMUNITION (BULLETS), OR FIRECRACKERS - preparing, possessing or igniting explosives. (Respect, Citizenship, Responsibility)

SEXUAL OFFENSES/PORNOGRAPHY – (Respect, Caring) a) Acts of a sexual nature including, but not limited to repeated sexual harassment, sexual battery, intercourse, rape or attempted rape related to another student; b) offensive touching or sexual harassment of a school board employee; c) Sexting; or d) Possession, transfer, distribution, procurement, use or sale of pornographic material. 3

GANG AFFILIATION - any major disruption of the educational process caused by the wearing of apparel, possession of writings or drawings, the performance of gestures or signals, or the altering of one's physical appearance which may indicate affiliation with a gang, secret organization or other social group whose presence on school grounds poses a threat to the educational environment. This will apply to any group not officially sanctioned and/or authorized by the school system. Note: This offense **REQUIRES** written documentation of the previous Class II suspension and intervention plan **EXCEPT** when physical contact/violence has occurred. (Respect, Citizenship, Responsibility)

MAJOR DISRUPTION OF THE EDUCATIONAL ENVIRONMENT - any participation in a major disorder involving three or more. This violation **MUST** place students, staff or the educational process at risk, or result in destruction or damage to public or private property or causes personal injury to participants or others (Respect, Responsibility, Citizenship) a) Inciting a major student disorder – Leading, encouraging or promoting a major disorder through: • Words or actions; • Videoling a fight; • Refusal to comply; • Any other offense that may fall within this category.

UNJUSTIFIED ACTIVATION OF A FIRE ALARM OR FIRE EXTINGUISHER SYSTEM
(Responsibility)

THE MISUSE OR ABUSE OF A CELL PHONE DURING SCHOOL HOURS THAT HAS THE POTENTIAL TO CAUSE GREAT HARM TO PERSON OR PROPERTY OR SERIOUSLY DISRUPT THE EDUCATIONAL PROCESS. - This includes school bus transportation (Responsibility) This violation includes, but is not limited to the following: • Illegal purposes; • Cyber-bullying; • Taking pictures/videos of students and school employees; and • Placing pictures/videos on computer websites without authorization; • Sexting; pornography 3

IMPROPER USE OR SABOTAGE OF A COMPUTER OR COMPUTER SYSTEM OR ANY OTHER COMMUNICATION SYSTEM resulting in damage to any part of the unit, data modification, disclosure of restricted information, major disruption in the educational process, or the introduction of unauthorized software into the computer system, to include pornography, hate crimes and any other offense that may fall within this category (Responsibility)

REPEATED DEFIANT OR DISRUPTIVE BEHAVIOR provided there is written documentation of: • all Class I and II consequences and resultant parent conferences; 21 • the involvement of the school counselor, • involvement of the school's assigned Prevention Specialist, • implementation of a viable PBIS program; • Behavior Intervention Plan • **AND** at least two documented revisions of a PST plan or the IEP/PEP **OR** an accumulation of three (3) or more Class II offenses with documented interventions as noted above. (Respect)

THREAT TO A SCHOOL EMPLOYEE - a threat to do serious bodily harm or violence to a school board employee by word or act; a threat to kill, maim or inflict serious bodily harm; a threat to inflict harm involving the use of any weapon, explosive, firearm, knife, prohibited object, or other object which may be perceived by the individual being threatened as capable of inflicting bodily harm; any threat in the form of a “hit list,” written statement or communication indicating a plan or intent to do violence to another; Cyber-bullying. (Respect, Responsibility, Citizenship) NOTE: The school board employee is required to press charges and sign a warrant for the student’s arrest for this violation.

AGGRAVATED BULLYING, THREAT, HARASSMENT OR INTIMIDATION OF A STUDENT OR HATE CRIMES - a threat to do serious bodily harm or violence to another student by word or act; a threat to kill, maim or inflict serious bodily harm; a threat to inflict harm involving the use of any weapon, explosive, firearm, knife, prohibited object, or other object which may be perceived by the individual being threatened as capable of inflicting bodily harm; any threat in the form of a “hit list,” written statement or communication indicating a plan or intent to do violence to another; Cyber-bullying (Respect, Responsibility, Citizenship) NOTE: This offense may require written documentation of a previous Class II suspension and intervention plan, and/or coupled with compelling evidence.

TRESPASSING – entering or remaining in any structure, conveyance, or property without being authorizing, licensed, or invited; or having been authorized or licensed, is warned by an authorized person to depart and refuses to do so (Responsibility, Citizenship) NOTE: Students are prohibited on school property, or at any school-sponsored event, or any after-school event, while on suspension from their zoned school, the alternative school, and while expelled. **PROOF OF NOTIFICATION TO PARENT IS REQUIRED.**

INTERFERENCE WITH SCHOOL PERSONNEL IN THE PERFORMANCE OF THEIR DUTIES IN AN UNSAFE SITUATION (Respect, Responsibility, Citizenship) a) refusal to comply to the lawful request of school officials; b) breaking up fights; and c) using cell phones to contact peers, family members about the altercation. **3.24 ANY OTHER CRIMINAL OFFENSE THAT THE PRINCIPAL (OR DESIGNEE), IN CONSULTATION WITH THE INSTRUCTIONAL SUPERINTENDENT, MAY REASONABLY DEEM TO CAUSE GREAT HARM TO PERSON OR PROPERTY OR SERIOUSLY DISRUPT THE EDUCATIONAL PROCESS.** (Responsibility)

One of the central requirements in the IDEA is that public schools can’t move special ed students from their current “placement”—the specific classroom or other setting called for in a student’s individualized education program (IEP)—unless the parents agree or the school follows certain procedures. This “stay-put” right applies during any proceedings to resolve disagreements between parents and the school about the IEP or to remove a child from the placement for misconduct. Long-term suspension (more than 10 school days) or expulsion counts as a removal. So does a series of short-term suspensions if they:

- total more than 10 days in the same academic year
- involve similar behavior, and
- show other evidence of a “pattern,” such as coming soon after each other.

(20 U.S.C. § 1415(j), 34 C.F.R. §300.536.)

No Special Treatment for Short-Term Suspensions

Schools may treat misbehaving special ed students just like their nondisabled peers when they’re

removed from their regular classrooms for up to 10 days. This type of short-term disciplinary action includes:

- out-of-school suspension
- in-school suspension, or
- placement in what's called an "interim alternative educational setting," such as a special school for students with learning or emotional disabilities.

(20 U.S.C. § 1415(k)(1)(B), 34 C.F.R. §300.530(b)).

Getting to the Reasons for Misconduct

Whenever school discipline could lead to what the law considers a placement change for a special ed student—including long-term suspension or expulsion—the parent and the rest of the IEP team must meet to examine the circumstances. The school will then take different actions depending on the results of this process (known as a "manifestation determination review"):

- If the behavior resulted from the school district's failure to meet its requirements in the child's IEP, it must take immediate steps to fix the problem.
- If the misconduct was a "manifestation" of the child's disability—meaning there was a "direct and substantial relationship" between the two—the school must carry out a formal assessment and either come up with a plan to address the problems or make changes to the child's existing plan. The assessment and behavioral intervention plans are designed to understand why special ed students are misbehaving and give them the support they need to develop more effective coping mechanisms.
- If the rule-breaking wasn't directly related to the disability, then the school can carry out its discipline just as it would for nondisabled students—with one important difference. During the long-term suspension or expulsion, the school must provide special ed students with services that will allow them to continue with their education and meet the goals in their IEPs.

(20 U.S.C. § 1415(k), 34 C.F.R. § 300.530(b)-(f).)

Exceptions for Dangerous Misconduct

Under certain circumstances, schools can move special ed students to an alternative setting for up to 45 days without going through a manifestation review. This exception applies when a child's misconduct at school or a school function includes:

- using, possessing, selling, or trying to buy illegal drugs
- having a dangerous weapon, or
- seriously injuring someone.

Even though schools don't have to get parental permission for this change in placement, parents are entitled to participate along with the rest of the IEP team in selecting the particular alternative setting. (20 U.S.C. § 1415(k)(1)(G), (k)(2); 34 C.F.R. §§ 300.530(g), 300.531.) **taken from an article at Lawyers.com titled *What are the Rules for Disciplining Special Education Students*, by E.A. Gjelten, 2020.

At MCAA, in all cases of discipline regarding a student with disabilities the case manager for the student will be notified immediately.

Attachments

Section 11: Student Discipline Policy and Plan

11.1 [9 Discipline Plan](#)

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12. Family and Community Involvement

We have been able to reach out, over the last 9 months to a variety of groups, corporations, charitable organizations and families concerning our plans for the Magic City Acceptance Academy. During this application process we have had discussions and/or focus group sessions with the students currently attending the Magic City Acceptance Center. As we are approved and move forward we will continue to recruit and involve as many community, business, and family groups as possible in order to entertain as much input as possible.

We have been meeting with various groups, including the parents of existing students who attend the Magic City Acceptance Center to assess the actual need for our school. The overwhelming sentiment is that the school is very much needed. We are including, as attachments, letters of support from potential students and others.

MCAA emphatically recognizes that parental and community involvement will and does play an extremely significant role in the school setting related to the success not only of the student(s) but the schools as a whole. When we are approved until the day we open we plan to actively recruit and connect with families and community members as allies in the work that we intend to do through our school community. The current MCAA board of directors has a parent representative, Jennifer Sumner, parent of a transgender child.

Upon approval we will engage our parent and student community in the following ways:

- Social media
- Created and ongoing email list with monthly updates/newsletter
- Monthly informational meetings
- Focus groups
- **Providing information at surrounding neighborhood groups**
- **Attending civic/public functions with information**
- **News/media reports**

According to an National Education Association Policy Brief published in 2008, the following must exist in order for a school to be successful:

Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family- community involvement as a key to addressing the school dropout crisis¹ and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students.² The evidence holds true for students at both the elementary and secondary level, regardless of the parent’s education, family income, or background and the research shows parent involvement affects minority students’ academic achievement across all races.³

Supporting teaching and learning requires addressing students’ social service needs, as well as their academic ones, and this broad-based support is essential to closing achievement gaps. The positive impact of connecting community resources with student needs is well documented.⁴ In fact, community support of the educational process is considered one of the characteristics common to high-performing schools.

The leadership at MCAA believes that parents and guardians play a vital role in the success of the school. Act 2015-3 states that parents have a right and a responsibility to be involved in all schools. MCAA will create an open and welcome environment for parents in whatever role that they are able to play in the education of their children. We believe that effective and ongoing communication with school teachers, leadership and staff offers a huge role for parents to play in the school life of their child.

We plan to communicate regularly with parents to not only let them know what we are currently doing as a school, but to ask for their guidance and assistance. We will have an open-door policy. Regular communication will be facilitated through school newsletter specifically geared to parents and emailed and hard copies made available.

MCAA will actively recruit and promote parental participation as members of our board. We will also establish advisory committees in multiple areas of school life and invite parents to either lead or collaborate with staff/students/community in these advisory committees.

Belfield, C. R. and H.M. Levin, H.M. 2007. The Price We Pay: Economic and Social Consequences of Inadequate Education. Washington, DC: Brookings Institution Press.

2 Barton, Paul E. 2003. Parsing the Achievement Gap: Baselines for Tracking Progress. Princeton, NJ: Policy Information Report, Educational Testing Service.

3 Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children’s academic achievement. Education & Urban Society 35(2): 202-218.

4 Communities in Schools. 2007.”National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary

and Secondary Education Act.” Alexandria, VA

The creation of an open and inviting environment is the key to community and family involvement. In order to make families feel a part of the school we will be fully transparent in all that we do, inviting parents and community to be a part of every initiative and project. We will encourage parental involvement through workshops and an open invitation to take an active role in the education of their children. This must start at the top, with the principal instituting a true “open door” policy.

Parental involvement and interest plays a vital role in the success of schools, and in student academic success. The leadership and staff at the Magic City Acceptance Academy will make certain that our families are able to play an active role as possible in the life of our school. We feel that an atmosphere of collaboration with families as well as with others in the community are paramount to our success. Both parents and community will be provided a wealth of opportunities to volunteer at our school. To insure opportunities exist some of the following are examples:

- 1. Creation of a Parent Teacher Organization**
- 2. Parent/teacher conferences regularly for the purpose of collaborating on student success.**
- 3. Open House multiple times yearly**
- 4. Project Presentations/fairs**
- 5. School events such as art shows, performances, club activities, etc.**
- 6. Extra curricular activities**
- 7. School website parent page**

We will provide numerous opportunities for parent and community volunteers to participate at our school. We will require some type of parent involvement/volunteering as a condition of enrollment. Some examples for parents and community include, but are not limited to the following:

- Adopt a classroom**
- Mentoring**
- Job Fairs**
- Homecoming**
- Student event sponsors**
- Teacher appreciation**

- **Award banquets**

We will also offer parent workshops on a variety of topics related to family and academic success. We will survey parents several times a year to include a list of topics for PD. When we compile the survey results we will prepare PD for our families on the topics of most concern. If necessary we can partner with a variety of local service agencies or universities to provide pertinent information to our families.

We have been able to reach out, over the last 9 months, to a variety of groups, corporations, charitable organizations and families concerning our plans for the Magic City Acceptance Academy. During this application process we have had discussions and/or focus group sessions with the students currently attending the Magic City Acceptance Center. As we are approved and move forward we will continue to recruit and involve as many community, business, and family groups as possible in order to entertain as much input as possible. We have been meeting with various groups, including the parents of existing students who attend the Magic City Acceptance Center to assess the actual need for our school. The overwhelming sentiment is that the school is very much needed. We are including, as attachments, letters of support from potential students and others. Parental involvement and interest plays a vital role in the success of schools, and in student academic success. The leadership and staff at the Magic City Acceptance Academy will make certain that our families are able to play an active role as possible in the life of our school. We feel that an atmosphere of collaboration with families as well as with others in the community are paramount to our success. Both parents and community will be provided a wealth of opportunities to volunteer at our school. To ensure opportunities exist some of the following are examples: Creation of a Parent Teacher Organization Parent/teacher conferences regularly for the purpose of collaborating on student success. Open House multiple times yearly Project Presentations/fairs School events such as art shows, performances, club activities, etc. Extra curricular activities School website parent page We will provide numerous opportunities for parent and community volunteers to participate at our school. We will ask for some level of parent involvement/volunteering during the enrollment process understanding that there will be circumstances where students are not fully supported at home. Some examples for parents and community include, but are not limited to the following:

- **Adopt a classroom**
- **Mentoring Job Fairs**
- **Homecoming**
- **Prom**
- **Student event sponsors**
- **Teacher appreciation**
- **Award banquets**

We will also offer parent workshops on a variety of topics related to family and academic success. We will survey parental satisfaction surveys several times a year which will include a list of topics for PD that parents feel is needed. When we compile the survey

results we will prepare PD for our families on the topics of most concern. If necessary, we can partner with a variety of local service agencies or universities to provide pertinent information to our families.

The current MCAA board of directors has a parent representative, Jennifer Sumner, parent of a transgender child.

While this component is still in development, we have already made some important contacts in the community. Some of these are:

- Jones Valley Teaching Farm:
- The Birmingham Education Foundation:
- The Community Foundation of Greater Birmingham, LGBTQ Fund:
- PFLAG:
- Central Alabama Pride :
- Red Mountain Theater Company:
- NewSchools Venture Fund:
- Mike & Gillian Goodrich Foundation:

The Mike and Gillian Goodrich Foundation along with the NewSchoolz Venture fund have provided us with grant funding to utilize during the “start-up” period for MCAA. Both groups have told us that our mission and vision align closely with their beliefs as organizations. The NewSchools Venture Fund partnership will span several years as we establish and open MCAA. NewSchools finds, funds and supports teams of educators and innovators who are reimagining public education so every student finishes high school prepared and inspired to create a good life.

Jones Valley Teaching Farm provides student education through their Good School Food program. Their programming is available for delivery to students both during the school day and in after-school programs. They deliver integrated lessons based on content standards aligned with the Alabama Course of Study through food. This will most likely be a contractual relationship.

The Birmingham Education Foundation has also provided us with a letter of support and has provided us with technical support related to educational policy.

PFLAG and Central Alabama Pride are both groups who work with the LGBTQ community in our area and have offered their support in multiple ways. They have provided letters of support and provided advice and a platform that enables us to reach more possible families.

Red Mountain Theater will support us fully in imagining our offering in the area of theater and drama for our students.

Attachments

Section 12: Family and Community Involvement

– No Attachments –

13. Partnership or Contractual Relationships

Due to our proposed location in Homewood and close proximity to Birmingham, we have many valuable resources and potential partners in our neighborhood.

Examples of such partnerships that are already established or are in the works are:

- The Magic City Acceptance Center
- The Magic City Wellness Center
- The Magic City Food Bank
- Soon to be completed, the Dewberry Building will house Magic City Wellness Center and the UAB's 1917 Clinic as well as dental and mental health professionals
- The Alabama Ballet
- Pepper Place
- Jones Valley Teaching Farm
- I3 Academy
- Mike & Gillian Goodrich Foundation
- NewSchools Venture Fund
- New Schools for Alabama
- The Firehouse Shelter
- Red Mountain Theater Company
- UAB School of Social Work
- UAB School of Public Health
- Space One Eleven
- UAB Department of Social Work
- UAB School of Public Health
- University of Montevallo, School of Agency Counseling
- University of Montevallo, School of Social Work
- Birmingham Educational Foundation
- Magic City Acceptance Project
- Jefferson County Children's Policy Council
- Jefferson County Department of Public Health
- Alabama Department of Public Health
- Studio by the Tracks
- and a wealth of other resources.

Attachments

Section 13: Partnership or Contractual Relationships

13.1	New Schools Alabama	Wilson, Michael, 7/14/20 7:52 PM	PDF / 46.561 KB
			WEBARCHIVE /

13.2	New Schools Alabama	Wilson, Michael, 7/10/20 4:47 PM	7.902 MB
13.3	Letters of Support	Wilson, Michael, 7/7/20 3:34 PM	PDF / 482.747 KB

14. Educational Service Providers (ESP) and Other Partnerships

At this time, MCAA currently has not contracted with any outside ESP. MCAA is aware that contracted services will be necessary to provide services, such as: occupational therapy, physical therapy, speech therapy, and other services required for students with disabilities. MCAA, after charter school approval, will contract with New Schools for Alabama for back-office services that include accounting and financial services, food service, federal program management, strategic advisory support, and facilities leasing and financing assistance (see attachment 11).

Attachments

Section 14: Educational Service Providers (ESP) and Other Partnerships

14.1	New School's Letter, Back Office Services	Wilson, Michael, 7/10/20 5:14 PM	PDF / 45.704 KB
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15. Educational Program Capacity

The Magic City Acceptance Academy leadership team will consist of the following positions/personnel: Principal, Chief Academic Officer/Assistant Principal, Chief Operating Officer, and Counselor. Upon actual establishment representatives from faculty, students, parents and the community will be added as an advisory board called the Magic City Acceptance Academy Cooperative. The founding board consists of Karen Musgrove, Larry Contri, Tommy Bice, Tracee Synco, and Jennifer Prohaska. We will add a limited number of additional board members in due time. This application has been completed by Michael Wilson, principal, CeCe Lacey, educational consultant, and Karen Musgrove, Executive Director of Birmingham Aids Outreach. Our board members and leadership team have a broad understanding in the fields of education, management, training, policy, curriculum, instruction, non-profit finance and governance, schools and other areas. Along with the expertise, the team is generally familiar with the needs of the community we seek to serve, the educational needs of students, socioeconomic trends, and the challenges in open a new school with a mission and vision of offering a rigorous, yet individualized, educational program to a group of students who have historically been marginalized and bullied.

Dr. Wilson, PhD – Director/Principal - Dr. Wilson was named the 2019 National Distinguished Principal of the Year for Alabama by the National Association of Elementary School Principals. The program honors outstanding principals who ensure children acquire a sound foundation for lifelong learning and achievement. Wilson has led the instructional and academic design of the programming at Glen Iris with award winning and innovative educational programs such as a learning garden and pond. He is known for the innovative strategies that characterize his leadership, the openness with which he embraces local partnerships, and his lifelong dedication to student achievement. Wilson's

overarching vision is a school in which teachers collaborate within and across grade levels and content areas. Wilson believes that students need to investigate relevant materials and develop opinions and beliefs so that they can articulate orally and in writing problem solving skills. CeCe Lacey, MEd – Founding Charter Consultant has 6 years of experience in Birmingham’s non-profit sector working directly with Birmingham City Schools. Lacey was previously employed with Empower Schools in Boston and worked on their plan for teacher talent pipeline for a group of schools in western Massachusetts, the Springfield Empowerment Zone. Lacey obtained her Masters in Education Policy and Management at the Harvard Graduate School of Education in 2016, during which time she held an internship at Empower Schools in Boston. Karen Musgrove, MEd - CEO for Birmingham AIDS Outreach/Magic City Acceptance Center/Magic City Wellness Center. She has over 25 years of non-profit experience, including starting new research, development, and youth programs. Chris Fisher MSHI, LSSGB is a Healthcare IT Manager at UAB Hospital and BAO board chair. At this time, all MCAA staff identifies as LGBTQ but our gap is race diversity. Once approved, MCAA will hire a diverse staff that includes race, gender identity, and sexual orientation.

Others involved in the development of the MCAA model have been:

Karen Musgrove MeD, LPC, - Karen Musgrove serves as the Executive Director of Birmingham AIDS Outreach and has been in that position since 1996. She has successfully grown the organization from 6 employees to over 65 today with an annual budget of over \$6.5 million dollars. She has led the creation of the Magic City Wellness Center and the Magic City Acceptance Center.

Dr. Larry Contri, EdD. - Dr. Contri served in various positions with Birmingham City Schools over a career that lasted 51 years. He has served as a teacher, elementary principal, high school principal, Director of Schools, and retired as Interim Superintendent. Dr. Contri brings a wealth of experience to our board.

Dr. Tommy Bice - Dr. Bice has also held multiple positions on the local and state level. He retired after a a five year tenure as Alabama State Superintendent of Education.

Luis Fernandez - Mr. Fernandez brings to the board a great deal of experience in organizing community events. He has served as chairperson for the Hispanic Affairs Advisory Council of Alabama and has worked as a visual designer and customer support specialist.

Ezra Shine - Mr. Shine had a long career with Birmingham City Schools as a teacher and administrator. He created and ran the Birmingham City Schools successful Drop-Out Prevention program until his retirement.

Tandy Hayes - Mr. Hayes brings a financial/banking perspective to our board working for Regions Bank. He currently serves the bank as a vice president and is the Regional Retail Sales Project Manager.

Jennifer Sumner - is an administrative assistant and Employment specialist with United Ability. She bring to our board the perspective of a parent of a trans teen.

Dr. Tacey Synco, Ph.D. brings a higher education perspective to our board. She currently serves as Assistant Dean/Assistant Professor at the University of Alabama Birmingham in the school of Public Health. She also has administrative responsibilities in the areas of student recruitment, retention and engagement.

For detailed information on the team please refer to the upload

Attachments

Section 15: Educational Program Capacity

15.1	Leadership Job Descriptions	Wilson, Michael, 7/14/20 8:00 PM	PDF / 591.868 KB
15.2	Michael Wilson's Bio	Wilson, Michael, 7/14/20 7:55 PM	DOCX / 13.982 KB
15.3	Michael Wilson's Resume	Wilson, Michael, 7/14/20 7:54 PM	DOC / 40.5 KB
15.4	List of Leadership Positions	Wilson, Michael, 7/7/20 6:38 PM	DOCX / 118.553 KB
15.5	Leadership Job Descriptions	Wilson, Michael, 7/7/20 6:36 PM	PDF / 591.868 KB
15.6	13 Michael Wilson's Bio	Wilson, Michael, 7/7/20 3:36 PM	DOCX / 13.982 KB
15.7	13 Michael Wilson's Resume	Wilson, Michael, 7/7/20 3:35 PM	DOC / 40.5 KB

OPERATIONS PLAN AND CAPACITY

18. Legal Status and Governing Documents

MCAA is a LLC owned by Birmingham AIDS Outreach. MCAA is a program of Birmingham AIDS Outreach. Birmingham AIDS Outreach is a 501C3.

See attached for all governing documents.

Attachments

Section 18: Legal Status and Governing Documents

18.1	BAO Policy and Procedures Guide	Wilson, Michael, 7/8/20 2:32 PM	DOCX / 113.899 KB
18.2	Tax Status	Wilson, Michael, 7/8/20 2:29 PM	PDF / 744.82 KB
18.3	Statement of Assurances	Wilson, Michael, 7/8/20 2:19 PM	PDF / 332.297 KB

19. Organization Structure and Relationships

MCAA is a LLC owned by Birmingham AIDS Outreach. MCAA is a program of Birmingham AIDS Outreach. MCAA has a governing board of directors. A board member of Birmingham AIDS Outreach will also sit on the MCAA Board of directors (Dr. Tracee Synco 2020-2023).

Organizational Chart attached

Attachments

Section 19: Organization Structure and Relationships

19.1	Org Chart. Attachment 17	Wilson, Michael, 7/13/20 4:35 PM	PDF / 174.093 KB
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20. Governing Board

MCAA's board will adopt relevant policies and procedures from BAO including ethical standards and conflicts of interest. Guidelines are stated here and further described in the attachment:

In alignment with Wohlstetter (2011) we believe that, "all board members ought to have a

passion for and commitment to the charter school's mission; without this enthusiasm, board membership may feel like a chore rather than an opportunity for leadership." (p. 5). We want our board members to be engaged and committed to helping create the best possible environment for our school, and most importantly, our students to succeed. The founding board will consist of five members. None of these members are strangers to fundraising or management and they all share a sense of pride for their city that inspires them to help make it the best it can be. A few of our board members have extensive educational knowledge and will be invaluable in helping us foster the culture of Birmingham Academy. The school leader will be responsible for carrying out mandates from the board and at the school level will involve the upper (9-12) and middle (6-8) school deans in doing so.

The National Alliance for Public Charter Schools (2008) looked at how the role of charter school leaders is very different than that of a traditional public school principal. While we agree with this notion, since charter schools are completely new to the state of Alabama, we believe that we most importantly must have a school leader who has worked very closely in and with Birmingham City Schools in some capacity. Extensive knowledge of this community is going to be an essential quality for our school leader to possess as we forge into our first years as a school. In addition to this knowledge of the community, our leader will need to have excellent communication skills in order to connect with the board, parents, teachers, and students. This leader must also be committed to maintaining excellence among faculty, staff, and students as well. Our leader must be able to manage the daily nuances of life at Birmingham Academy while also managing the bigger picture elements needed to maintain the school's progress, outcomes, and presence in the community.

No board member, or any member of his/her family should accept gift, entertainment, service, loan or promise of future benefits from any person who either personally or whose employees might benefit or appear to benefit from such board connection with Magic City Acceptance Academy or Birmingham AIDS Outreach, unless the facts of such benefit, gift, service, or loan are disclosed in good faith and are authorized by the board. Board members should work out for themselves the most gracious method of declining gifts, entertainment, and benefits that do not meet this standard.

No board or committee members should perform, for any personal gain, services to any Birmingham AIDS Outreach supplier of goods or services, as employee, consultant, or in any other capacity which promises compensation of any kind, unless the fact of such transaction or contracts are disclosed in good faith, and the board or committee authorizes such a transaction. Similar association by a family member of the board or committee member or by any other close relative may be inappropriate.

The relationship between the board and the school leader will be one of accountability and support, resulting in a partnership. Based on the school's development trajectory the Board of Director's relationship with the Principal will change. We will follow the best practices of the Charter School Partners Policy & Governance Toolkit.

We will continue to build our board of directors to 11 members. Board members will participate in development throughout their terms learning how to best support the needs of MCAA and how to help best represent us to the community as we grow.

The MCAA Board of Directors currently consists of five members. Karen Musgrove, Executive

Director of Birmingham AIDS Outreach will serve as our board president. Board members are as follows:

Dr. Larry Contri is retired from the Birmingham School System where he was a Teacher, Assistant Superintendent, and Interim superintendent.

Dr. Tommy Bice retired Alabama State Superintendent of Education, currently working with the Mike and Gillian Goodrich Foundation.

Ezra Shine - Retired Drop-out Recovery Specialist for Birmingham City Schools.

Tandy Hayes - Vice President at Regions Bank.

Dr. Tracee Synco currently services as Assistant Dean for Student Recruitment, Engagement and Success/Assistant Professor at the UAB.

Ms. Jennifer Sumner-Prohaska is a community advocate, a mother of a transgender youth and serves on the BAO board of directors.

All board members have experience and skills working in the Birmingham School System and the understanding of the needs of the students in the system.

Attachments

Section 20: Governing Board

20.1	Board Member Disclosure Forms	Wilson, Michael, 7/9/20 5:52 PM	PDF / 1.828 MB
20.2	Draft Bylaws	Wilson, Michael, 7/8/20 2:37 PM	DOC / 51 KB
20.3	BAO Board Bylaws	Wilson, Michael, 7/8/20 2:36 PM	DOC / 51 KB

21. Advisory Bodies

Magic City Acceptance Academy will utilize the support of a community advisory body called the MCAA Cooperative. The Magic City Acceptance Academy Cooperative will be comprised of 2 MCAA parents, 2 MCAA students (1 middle school and 1 high school), 1 MCAA faculty member, 1 MCAA staff member, 1 BAO staff member, 1 MCAC staff member, 1 MCWC staff member, and 2 MCAA community members at large. Members of the MCAA Cooperative will be appointed by MCAA’s Board of Directors for the first school year, but after that the MCAA faculty, staff, and student positions will be filled by school elections by the entire faculty, staff, and student body annually. The duty of the MCAA Cooperative will be to advise the board on issues pertinent to the entire MCAA community concerning culture, climate, safety, student achievement, student experience, and the school’s guiding mission. This group will meet monthly to discuss pertinent matters and 2 members will serve as liaisons between the MCAA Cooperative and the MCAA Board of Directors.

Advisory Councils will be created as follows:

Student Advisory Council composed of student selected representatives from each advisory to meet regularly with the school leader and others regarding student rules and regulations, academic and enrichment opportunities, and other items as identified by the

students. Minutes of these meetings will be kept and shared with the Governing Board by the school leader.

Parent/Guardian Advisory Council composed of one parent representing each advisory to meet regularly with the school leader and others regarding the school program, support programs and other items as identified by the parents. Minutes of these meetings will be kept and shared with the Governing Board by the school leader.

Community Advisory Council composed of leaders of the Neighborhood Councils and other established community organizations within Woodlawn to meet regularly with the school leader and others regarding the school program, community support and other items as identified by the community leaders. Minutes of these meetings will be kept and shared with the Governing Board by the school leader.

Attachments

Section 21: Advisory Bodies

– No Attachments –

22. Grievance/Complaint Process

An employee or parent has the right to register a complaint anytime he/she feels they have been treated improperly through a misrepresentation of any Magic City Acceptance Academy policies, laws, administrative regulations or procedures, or alleged, unfair, discriminatory, unreasonable or abusive treatment. This does not include employee disagreement with evaluations, that will be viewed as a separate process. Any employee should feel that they can file a grievance complaint without fear or reprisal, retaliation, restraint, or coercion. Any employee who feels the need to file a complaint shall advise their immediate supervisor of their concern and request explanation or relief. For teachers and all other school personnel the principal is considered the person to whom they will report. The principal will hear the concern and offer a response. If the employee is not satisfied they may initiate a formal response and initiate a formal grievance following the following procedures:

1. The grievance must be submitted in writing to the principal or supervisor within fifteen (15) working days of when the problem or incident occurred. The grievance should cite the reasons and nature of the complaint and be signed by the employee on the MCAA Board approved form. If the principal or supervisor feels that the complaint is not within their authority to resolve the complaint, then they shall advise the employee to take the grievance to the next level.
2. If the complaint is not resolved to the satisfaction of the employee at the first level, then the employee, within five (5) working days of the supervisor's reply for the grievance to the next appropriate supervisory level. The supervisor will then schedule a conference with the complainant, if requested, and hear the complaint in person. Within fifteen(15) working days of the receipt of the grievance, the supervisor shall provide the employee with a reply in writing.
3. If the complaint is still not resolved to the satisfaction of the employee, the employee may then, within five (5) working days forward the complaint to the next highest

authority which, in this case would likely be the MCAA Board of Directors. The Board of Directors will hear the complaint within fifteen (15) working days of receipt of the complaint and review all documentation and conduct a conference with the employee. The MCAA Board will submit their decision to the employee in writing and their decision shall be final.

Attachments

Section 22: Grievance/Complaint Process

– No Attachments –

23. Staff Structure

Please see the attached staffing chart. The student teacher ratio is expected to be at 20 students or less per classroom. When adding the total planned adults the ratio is approximately 10 to one. This does not count the services that will be provided by the counselors, physicians, social workers and mental health professionals from our partner agencies.(The Magic City Wellness Center, BAO, Magic City Acceptance Center) Professionals from these portions of our BAO community will be on campus as needed to assure student needs are met. We realize that state and federal allotments will not cover our goal of lower student adult ratios, and we are actively persuing grant funding to assist.

Senior management will be seen daily in various roles. As leaders, they set the tone for the climate and culture in the building. Viability and active participation are keys to assuring a collaborative process is in place between teachers and administration as well as with the students and families in our school community.

Attachments

Section 23: Staff Structure

23.1 [Staffing Chart](#)

Wilson, Michael, 7/8/20 2:41 PM

DOCX / 124.901 KB

24. Staffing Plans, Hiring, Management, and Evaluation

In order to recruit great talent we must first be sure we are able to present Magic City Acceptance Academy as a great place to work. We will of course want to recruit a strong pool of veteran teachers, but we will also want to create a pipeline for first year teachers. We will put together a plan that will best serve our anticipated needs by involving the colleges and universities in the area: Birmingham-Southern College, University of Alabama at Birmingham, Samford, and The University of Alabama. These colleges and universities boast strong education programs and we hope to heavily recruit from within those programs to help build this talent pipeline for MCAA. On the most basic level, our teachers must be mission aligned and possess a true commitment to excellence for themselves and their students. The Irreplaceables (2012) is a summary of research The New Teacher

Project performed on teacher retention. This summary emphasizes our country’s need to “strengthen the teaching profession through high expectations” (p. 7) which supports our desire to have very high expectations for our educators. In recruitment we will also look for teachers who are ready to be part of a support group to enhance their skills as well as to help enhance the skills of their peers. Magic City Acceptance Academy will not only be a growth environment for our students, but for our teachers as well. Through providing consistent and persistent support to our teachers we believe we will be able to help them maintain our culture and in turn they will feel their value as a member of our community and yearn to commit to it fully.

Teachers will be expected to be on campus from 8:8:00 a.m. – 5:5:00 p.m. Monday-Friday. On Mondays every teacher and student will meet with all 8 of their classes. Tuesdays - Fridays will then be separated into “A” days and “B” days. divided into seven periods and teachers will be responsible for teaching five classes each day, one period rotate as a period for observing other teachers or subject-wide planning, and one period will always be for individual planning. Teachers will typically be expected to be available for student support before and after school, but will also be expected to be present for any required meetings during those times. In addition to these daily responsibilities, teachers will be responsible for serving as a mentor to a group of 10-15 students each year. Teacher salaries will be based on experience and we will aim to be able to provide average salaries higher than those offered in district schools as the expectations of our teachers is much higher than what the district currently has for their teachers. We believe that our teachers will be motivated by our mission and by their willingness to best serve their students, but they should also be compensated for the extra hours and commitment we expect from them. Some faculty members will have a lighter course load, as they will serve as a dean, a curriculum head, or a grade level leader. The board as a whole will ultimately decide final numbers for faculty, administrator, and staff salaries once it has been put together.

The recruitment of teachers and staff is ongoing, people have already reached out to us in response to media reports and word of mouth. We will begin the actual recruiting process in October with postings, advertisements, social media and other means. We will host a hiring fair at a location to be determined in February and we will be prepared to make offers to qualified persons at that time for the 2021 school year.

As of this point, we are looking at a variety of options in this area. Teachers, counselors, administration, and other certificated personnel will work as at-will employees and will be considered FTE BAO staff with benefits. Other professionals from different areas of need that are licensed will work on a contractual basis depending on the services needed and the services to be rendered. All staff will work a probationary period (90 days) as required by BAO policies and procedures. The principal, at the end of each year, determines if the position will be extended to the following school year and how many positions are open. Each staff person will participate in a yearly job review as outlined in the BAO and TBD MCAA policies and procedures.

At this point we are looking to take the salary schedules of surrounding school systems to determine an average salary range and then complete full salary schedules for all areas to be competitive and therefore attract the best persons available for any position.

Teacher Salary Schedule (proposed)

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Year	Bachelors	Masters	EDS	PhD
1	43,000.00	48,000	52,000	57,000
2	44,027.00	48,480.00	+1%	+1%
3	44,647.00	48,964.00	+1%	+1%
4	45,093.00	49,453.64	+1%	+1%
5	45,543.00	49,948.18	+1%	+1%
6	45,998.43	50,447.66	+1%	+1%
7	46,458.41	50,953.14	+1%	+1%
8	46,922.99	51,462.67	+1%	+1%
9	47,392.22	51,977.30	+1%	+1%
10	47,866.14	52,497.07	+1%	+1%

MCAA has researched the salary schedules of surrounding school systems as well as the charter schools in the area and created a salary schedule for teachers that we believe is competitive and will attract teachers who excel in their areas of instructional expertise. We believe that offering an incentive of 1% for teachers each year served will be a great incentive for remaining with MCAA.

The recruitment and retention of “High Quality” teachers and staff is more important than ever due to the documented teacher shortages that schools are experiencing in Alabama. John F and Sheila Eller are administrators that wrote an article in Principal magazine published by the National Association for Elementary School Principals (v97, 2018) that we at MCAA believes has wonderful advice for us in these areas.

In the area of recruiting, the authors asserted that the reputation of the school is an important factor. They continued that the public perception of any school makes a huge difference in the number of applicants for any job and therefore makes recruiting the best

teachers an easier task. They also believe that the reputation of the school leader makes a difference in attracting candidates. If a leader has a strong reputation in the educational community as being a fair and sound leader, more resumes from educators seeking a good workspace will be available.

The authors also pointed to the language that is used in your job postings as making a difference. They suggested that you utilize strong and positive action-oriented language in your posts.

The authors asserted that the research tells us that the one point that aids most in the area of teacher retention is the level of support that they feel is given to them by leadership.

With all the above mentioned, as a leader, Dr. Wilson has established a reputation in the education community that will benefit the recruitment and retention of great educators. His reputation of running his school organizations in a collaborative manner have, in the past, and will in the future make an impact in this area.

Year one positions include (once the charter is granted):

Principal - already appointed. Administrative

Academic Officer - September 2020

Counselor LPC - September 2020

Office Manager - October 2020

Teachers - June/July 2020 (hiring process will begin 2/2021) 28.5 Classroom Teachers to open.

2 Specialty area teachers

4 Teacher assistants

Special education teachers and paraprofessionals to support special needs students will be determined by enrollment. Enrollment will be complete in February/March 2021 and we will know needs based on the number of students with current IEP's.

Evaluations will be conducted annually on all staff. Teachers and Leadership will be evaluated through either created documents (some Alabama School Districts have done this) or by a purchased product. Any purchased product will need to be presented to the Board and approved through a Board vote. The current leader is most familiar with the Marzano Teacher and Leader evaluation products. These are online products and extremely user friendly. Importantly, this products looks at evaluation through the lens of student work and activities. We also like the rubric for leaders from New Leaders. Importantly, once an evaluation is completed it is essential that each employee be required to develop a professional learning plan based on any strengths and/or weaknesses identified.

Attachments

Section 24: Staffing Plans, Hiring, Management, and Evaluation

24.1	Leadership Evaluation 2	Wilson, Michael, 7/10/20 1:05 PM	PDF / 4.843 MB
24.2	Leadership Evaluation 1	Wilson, Michael, 7/10/20 1:03 PM	PDF / 2.633 MB
24.3	Teacher Evaluation	Wilson, Michael, 7/8/20 3:33 PM	PDF / 4.223 MB
24.4	Teacher Evaluation	Wilson, Michael, 7/8/20 3:32 PM	DOCX / 34.901 KB
24.5	Guidelines for Hiring and Firing	Wilson, Michael, 7/8/20 3:31 PM	DOCX / 129.554 KB
24.6	BAO Policy and Procedure Guide	Wilson, Michael, 7/8/20 2:42 PM	DOCX / 113.899 KB

25. Professional Development

The school leadership team will initially be over the professional development choices provided to the faculty and staff.

Dr. Michael Wilson, principal, and Curriculum Director, and a Director of Student and Adult Learning, will be leading the design and implementation of professional development in alignment with the mission, vision, and strategic plan of the school. Dr. Wilson has extensive experience leading faculty and coordinating professional development activities. We will coordinate professional development activities, managing professional development logs and credits for teachers, coordinating professional development days and facilitating the work of professional learning communities. Focused learning and trainer opportunities will be concentrated on the topics of school culture, LGBTQ+ affirming practices, SEL, and diversity.

In order to expand the capacity of professional development among teacher leaders there are two coaching positions whose work will be dedicated full-time to coaching and developing the staff in the areas of literacy and math.

The literacy and math coaches will also facilitate the professional development of teachers for Tier 1 and Tier 2 instruction, and embedded training of the Tier 3 Literacy and Math Lab staff. In addition to coaches, a group of lead teachers-one from each grade level- will be identified as Academic Integration Specialists (AIS). These teachers will be charged with

leading their grade levels in areas of literacy, math and SEL learning in partnership with the Director of Student and Adult Learning, as well as the coaches. They will serve as the “master teachers” at their grade level. All teachers will be provided with training on coaching and facilitating professional learning communities.

Within a culture of learning and growth for adults, professional learning will be integral to daily life of educators at Magic City Acceptance Academy.

In order to support the teaching and learning at Magic City Acceptance Academy a professional development and teacher support program is critical. Each component of the academic model will be supported through

professional development. Major areas in which faculty will be expected to develop their knowledge and skills are among the following:

- Understanding and unpacking standards and authoring standards in student-friendly

language

- Professional Learning Community Training
- Project-Based Learning training with the Buck Institute for Education.
- Response to Intervention Training with Purpose Built Schools or Solution Tree's Rtl at Work
- Tier 1 Literacy and Math training by the publisher
- Universal Screening training by the publisher
- Training in Project-Based Learning planning and lesson design framework
- Training in Second Step and implementing a Social-Emotional Learning practice
- Creating assessments and analyzing data
- Technology training

Avenues for delivering Magic City Acceptance Academy faculty professional development include (but are not limited to): **Dedicated Professional Learning Days:** Professional learning is integrated through all learning environments. Workshops can provide valuable information, and MCAA Academy provides a week of training every year prior to the start of school. In addition, MCAA believes it is necessary to follow up with modeling, coaching, mentoring, co-teaching and collaborative planning. Professional learning is provided through a variety of formats, including workshops, professional learning teams, book studies, collaborative planning, action research and coaching. Due to the additional hours in the schedule there is flexibility in the number of days and half days that can be dedicated to professional learning. MCAA will work with other service providers to ensure that families who need it will still have access to childcare on professional development days.

Professional Learning Communities: The school's schedule allows for daily collaborative team meetings of teachers and the school's leadership team. These meetings are both structured and informative. Professional learning is provided in such areas as benchmark review; integrating technology into daily lessons; identification, modification and accommodation for students with different learning needs; creating effective learning environments and general curriculum suggestions. Just as MCAA believes that instruction should be data-driven and map backwards from student needs, the focus of professional learning should be derived from student data. By using data on students and teachers, professional learning can be ongoing and targeted to the areas most likely to impact student achievement. The data wise process provides a structure from which leadership, coaches, and academic integration specialists are able to work through specific needs of students and provide responsive interventions based on the need. (<https://datawise.gse.harvard.edu/>)

Mentoring and Coaching

MCAA is building a structure of leadership capacity where leadership is shared among the

faculty. There is a built in shared leadership model that allows teachers to gain leadership skills and to support other teachers. The Director of Student and Adult Learning will support the literacy and math coaches, lead teachers and the AIS team. The group will learn together on facilitating professional learning communities and will design targeted and differentiated support for teachers. A mentoring program for new teachers that begins with a summer orientation provides support for faculty in onboarding and throughout the year. Frameworks and protocols from Jim Knight and Elena Aguilar will inform the development of mentoring and coaching at MCAA.

Utilizing Community Partners

MCAA will partner with professional learning programs to support its teachers' growth in research-based practices. Possible partners include local universities, non-profit educational organizations, and curriculum/professional development vendors. External professional development opportunities that are made available will be aligned to the mission, vision, and goals of MCAA and fit within the academic model.

As time passes and changes in culture and community take place we understand that the needs for professional learning will also change. The important core elements of any professional development is the need that is outlined and supported by data. The need, supported by rigorous, relevant and engaging professional development is essential to the health and well-being of any organization, especially an educational organization. We will partner with groups outside our faculty in order to provide the highest level of training possible.

We will schedule a variety of professional learning requirements for all staff prior to the opening of school. We will train, until opening, seek funding through donations and/or grants to support us in bringing in our faculty and staff in for sufficient time prior to the opening of school to provide all necessary training. An important aspect of this professional learning will be teacher and staff training on the online educational platform that we are using, (Summit Learning). This learning will also include and model best practices instructionally as well as best practices in classroom/student management.

We expect professional learning to be embedded in the content as well as during designed days on the calendar, during the summer, or after school. As need is identified we are committed to finding the time, resources and presenters/trainers necessary to assure that our faculty and staff remain up-to-date on current issues and trends in education. We will also be serving a special population of students with a wide variety of needs in the area of social and emotional development. It is essential that we collaborate with our wrap-around professionals in order to be knowledgeable of the issues our students are facing and our roles in assisting students and families as they work to resolve specific issues.

When necessary faculty/staff and administrators will find the need to attend specific conferences for professional learning whether in state or in other areas of the country. We will work to assure that the resources are available for such travel. We will also encourage administration and staff to consider active membership in professional organizations that provide their members with relevant training and workshops.

We offer the following as an example of teacher/staff requirements on a yearly basis:

Administrators:

- At least 24 hours or four full days prior to the beginning of each school year
- At least 12 hours or two full days during the school year
- At least 12 hours or two full days from support agencies

First Year Teachers:

- At least 18 hours or two full days prior to the beginning of the school year
- At least 24 hours or four full days for school-wide in-service programs
- At least 18 hours or three full days for support agencies

Experienced Teachers:

- At least 12 hours or two full days prior to the beginning of the school year
- At least 12 hours or two full days during the school year
- At least 12 hours or two full days from support agencies

Upon establishment as a school we will work collaboratively to set up a school-wide mentoring and support program. This will not only be in place to assist new faculty but to support returning faculty as we grow from year to year. Ongoing mentoring and support are essential to the health and strength of our organization. We must work collaboratively with one another and with other agencies/services to provide the best work environment for ourselves as well as a learning environment that will support student success.

Draft Timeline for PD Year One 2021-2022

Personnel	Dates	Topics	Evaluation
Administrators	January	Leadership and Evaluation	Survey
Teachers	June 2021	TBD	Exit Slips
Teachers	June/July 2021	Curriculum Mapping	Documents

Teachers/Administrators	July	Trauma Informed Instruction	Survey
Teachers	July	Supporting LGBTQ Students	Survey
Administrators	July	Teacher Evaluation	Exit Slips
All	Ongoing	Embedded Instructional Improvement Practices	

Attachments

Section 25: Professional Development

– No Attachments –

26. Performance Management

MCAA has defined its primary catchment area to be Jefferson County, which encompasses numerous school districts, including Jefferson County Public Schools. Because our enrollment will likely expand all across Jefferson County and will likely include many students who are not reflected in current state-level or system-level data because they have unenrolled from the public system, it is difficult to ascertain precise data on current student performance against traditional state benchmarks. However, the most recent estimates according to KIDS COUNT Alabama show that roughly 3.3% of students in Jefferson County--over 3,300 kids--dropout each year. From our existing network of youth alone, we know that many have already dropped out or are at-risk of dropping out.

Because we must first have a reasonably reliable understanding of baseline performance before setting appropriate goals, MCAA will use two primary data sets for norming our performance: (1) baseline student achievement data gathered at the beginning and end of year 1; and (2) state averages, in appropriate categories.

Educational Performance Goals

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Area	Metric	Goal
Student Achievement	% of students achieving proficiency on state accountability tests	5% annual increase from baseline proficiency on state accountability tests
Student Growth	% of students reaching academic growth targets	At or above state average on annual academic growth targets
College and Career Readiness	% of students deemed college and career ready	At or above state college and career readiness average annually
Promotion	% of students promoted to the next grade level	80% of students will be promoted to the next grade level annually
Graduation	% of students graduating in 4 years and 5 years	88% of students will graduate within four years and 95% will graduate within five years
Attendance	% of students attending school	90% average daily attendance rate or higher annually

2. Describe the school’s mission-specific organizational goals and targets.

MCAA will evaluate its organizational efficiency and culture using the following metrics.

Area	Metric	Goal
Student, Parent, and Faculty Satisfaction	% of students, parents, and faculty reporting positive reviews	75% of students, parents, and faculty respectively will report positive reviews of school climate on a majority of survey categories annually
	% of students	

Club or Internship Participation	participating in clubs or career-aligned internships	75% of students will participate in clubs or career-aligned internships annually
Board Participation	% of board members attending board meetings and special events	At least 80% average attendance among board members to board meetings and special events annually

3. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and applicable state standards.

MCAA will use numerous assessments for various purposes and at varying intervals throughout the year, all of which will be aligned to the curriculum and standards being deployed. Likewise, MCAA teachers and leaders will regularly analyze data and align instruction throughout the school year.

In addition to the mandatory state assessments, MCAA will administer benchmark assessments three times a year. The benchmark assessments will be aligned to our standards and aligned to the pacing guides used in conjunction with our curricula. We will use the adjust to monitor school wide, grade level, and classroom-specific proficiency and growth against the standards, as well as proficiency and growth on an individual student level. Grade level teams and content-specific teams will have deep-dive data meetings on a monthly basis; however, teams will use data for lesson planning and intervention strategy purposes on a weekly basis as well.

For benchmark purposes, MCAA will use NWEA MAP Assessments, which are widely recognized for their alignment, rigor, and widespread adoption nationwide among data-rich schools. One of the more notable features of NWEA MAP Assessments is that they are nationally-normed, meaning they provide insight into how each student is performing compared to their peers across the country who entered the school year at a similar performance level. Such data provides incredibly precise insight into the school’s true impact on student learning.

In addition to NWEA MAP, we will use a litany of other formative assessment tools throughout the year, including but not limited to the following:

- Exit Tickets;**
- Unit Assessments;**

- **Projects;**
- **Portfolios; and**
- **Presentations.**

Attachments

Section 26: Performance Management

– No Attachments –

27. Facilities

MCAA has invested a significant amount of time finding the building for our school. We want to be sure that MCAA is easily accessible for the students, is located around resources for the students, and fits the needs of our students. We have currently found two buildings that meets our expectations. Once the charter application is approved, Farris Properties, our developer will purchase one of the buildings. BAO has a successful history with Farris as the developer of the Dewberry Building and we have a MOU for the MCAA project.

The school design will be completed by August 2020, construction will start September 2020, and we will take possession of the school July 2021.

Scott Burnett, AIA, LEED AP. Vice President. CCR ARCHITECTURE & INTERIORS will be the architect. The designers, architect, and builders are very aware of all state, local, and authorizer health and safety requirements for the school. Scott Burnett has extensive experience designing charter schools. MCAA is prepared to follow applicable city planning review procedures.

See attached MOU

Attachments

Section 27: Facilities

27.1	Building Attachment 25	Wilson, Michael, 7/13/20 8:32 PM	PDF / 325.08 KB
27.2	Safety Plan Attachment	Wilson, Michael, 7/13/20 3:18 PM	PDF / 117.915 KB
27.3	MOU Attachment 25 A	Wilson, Michael, 7/10/20 5:16 PM	DOCX / 549.666 KB

28. Start-Up and Ongoing Operations

MCAA has been planning this school for more than a year and has the support of one of Birmingham's most respected nonprofits, Birmingham Aids Outreach, behind this effort. In addition the school has an extraordinarily skilled and experienced founding principal (former Alabama Principal of the Year) to organize and execute its startup plan, as well as the resources of New Schools for Alabama (NSFA) and its functional partners, and the capacity of New Schools Venture Fund (NSVF) to draw from as it continues its startup activities.

Identifying a facility location has been done (75 Bagby Ave), a real estate developer has agreed to finance and construct the school (See MOU attached), a founding principal has been hired, a full back-office support function has been arranged (see finance plan section), a foodservice provider has been identified, safety plans and training are being developed with the assumption the COVID-19 situation will remain, and additional support from local partners (BAO, UAB, etc.) the school anticipates plenty of support during the startup phase

National and statewide partners NSFV and NSFA further support MCAA and other new charter schools in by providing best practice startup examples, document tools, facilitating site visits to charter schools, and connecting founders and board members with key functional advisors whether it be leadership development, academics, finance, operations, or governance needs. NSVF has invested hundreds of millions of dollars in new schools over the last twenty years and is an exceedingly careful investor, choosing schools it feels have strong leadership, and the ability to innovate in support of new schools, ideas, and models that support equity in education. NSVF has made an initial grant of \$250k to MCAA to support startup and will be expanding that by another \$265k once school opens – a total grant of more than \$500k. NSFA is organizing both financial support (\$1.5 in competitive grants) to Alabama charter schools and technical assistance specifically targeted to startup and ongoing operations. MCAA is current applicant for these funds and if approved as a charter school will be eligible to receive a \$1.5 million startup grant. Other fundraising activities are underway but having these financial resources and the scale and scope of the management team at BAO at this stage of development will further support a strong startup and ongoing operations function.

Transportation

Alabama law does not require transportation to be provided and Magic City does not currently plan to transport students. With little to no access to local funds transportation is a prohibitive expense. However, the school may provide bus passes or other supports as it is able to do so. Transportation to after school events, athletics, and field trips are, similarly, not required but will be provided to the extent funds allow or as needs arise. Supplemental fees for optional events may be required.

Safety and Security

The safety and security of the students, faculty, staff, and visitors at Magic City Acceptance Academy is of the utmost importance. At the beginning of each year and upon the return each January, MCAA will have mandatory safety-training meetings for all employees and these will be constantly updated and revised. As a BAO related entity, the school has access to best in class healthcare, selfcare, and mental health supports for students and staff. Given the school anticipates opening in what could still be a COVID-19 environment very specific planning has already been done to ensure that proper screens occur either daily or weekly (temperature checks, questionnaires, and staff observation of students) and additional distancing is arranged at events like breakfast and lunch, plans for how to temporarily quarantine students who exhibit symptoms, and an extensive daily cleaning routine will be part of the common staff training. Decades of experience in serving HIV+ clients gives MCAA and BAO a unique and experienced

perspective in responding to a COVID-19 environment and ensuring quality training on social distancing, handwashing, and other behaviors known to limit the chances of exposure to a virus. MCAA anticipates expanding its annual safety and security meeting to include extensive training on how students and staff will arrive, learn, depart, and interact in ways that limit potential exposure. At this meeting, MCAA administration will discuss crisis and emergency plans and go in depth with different situations that may arise. In addition to the meeting and ongoing discussions, MCAA substitutes will be required to have access to the school safety information and specific procedures upon arrival.

Throughout the year, Magic City Acceptance Academy will make certain all exit doors remain locked and the front door has controlled access. MCAA will require that all guests use the main entrance of the building. Upon arrival, guests must sign in, and are only allowed access once they are escorted by a staff member and badged as a visitor.

Magic City Acceptance Academy plans to use a fully executed crisis and emergency plan to handle situations that may arise. MCAA will work with the local emergency responders to revise crisis and emergency plans and procedures on a reoccurring basis throughout the school year. MCAA will work closely with the fire chief throughout the year to develop a plan for an active shooter situation, conduct bi-annual test of the fire hydrants near the school, schedule walk-throughs of our campus and participate in drills. Drills and emergency plans are kept up to date for emergency responders to access. In addition to the crisis and emergency plan, monthly fire and weather safety drills will be performed. After completion of the drills, employees at Magic City Acceptance Academy will reflect on the drills and discuss solutions to any issues that may arise. A map of the school and the drills will be posted in every classroom. Magic City Acceptance Academy is committed to working with the local emergency response agencies to keep our school safe.

Student safety begins with the location of the student. Teachers will have an electronic attendance count that must be submitted with each class and revised throughout the day – as required by Alabama law. Morning drop-off and afternoon pick-up procedures will be developed and implemented by the Director of Operations with consultation with local law enforcement officials.

Magic City Acceptance Academy plans to implement a student safety seminar at the beginning of each semester. During this time, MCAA will teach students the importance of safety when using the worldwide web or social media platforms. The issue of cyber bullying will also be discussed. Bullying forms will be posted on our website, the counselor's office and the main office for any student that may need it. See Complaint report form attached.

Insurance- See Attachment 29

Magic City Acceptance Academy will have a comprehensive set of insurance policies that include workers compensation, general liability, umbrella, directors and officers, employee practices liability, and vehicle coverage. These coverages will align to the state required limits and will be in place prior to launch of the school.

Meal Delivery Plan, including a wellness plan- See Attachment 30

Magic City Acceptance Academy will provide a breakfast and lunch program to all students through a vendor arrangement managed by School Food Wellness Group (SFWG). SFWG is a national school lunch technical assistance firm that specializes in supporting food service startup for new schools, and ongoing food service oversight on an outsource basis. MCAA will receive this support as part of its services agreement with NSFA. SFWG oversees NSLP for charter schools

and district schools in a variety of states and has specific expertise in charter schools. They service the largest charter network in California, Aspire Public Schools, as well as schools in all four time zones of the lower 48 states. Their program of service includes setting MCAA up with a compliant NSLP program, managing provider bid processes, and overseeing point of sale, FRL, and monthly foodservice financial data.

Birmingham AIDS Outreach has a detailed safety plan, including fire, tornado, outside threats, bombs, and social media posts, for our staff and clients and it will be used as a model for the MCAA safety plan. BAO cyber insurance to protect our data. BAO has an FBI and Birmingham Police Department liaison that ensures constant conversations around safety and security. MCAA will follow all federal and state safety guidelines. We will submit a plan in the Virtual Alabama platform and following FEMA suggested guidelines, addressing the following areas:

- Assignments and responsibilities
- Direction, control and coordination
- Communication
- Logistics
- Natural Hazards (Flood, Tornado, Ice)
- Fire
- Biohazards
- Intruder
- Civil Disturbance
- Terrorism

MCAA will utilize the most up to date technology available to assure that our facility is safe and secure. This will include video surveillance systems, panic buttons, sprinkler systems, tornado safe room, and locked and alarmed (push to exit) exterior doors.

At this time, MCAA is still investigating transportation options for the students realizing that the need will be significant and students will be traveling from a large geographic area. MCAA is using local private schools as a model for transportation options.

BAO has extensive insurance on all of our programs that include workers' compensation, liability, property, indemnity, directors and officers, automobile, counseling, mental health, legal, accounting, and medical malpractice. BAO will also ensure that all insurance policies cover MCAA.

Attachments

Section 28: Start-Up and Ongoing Operations

28.1	Budget Year Zero #28	Wilson, Michael, 7/13/20 7:06 PM	XLSX / 33.253 KB
28.2	Safety Plan	Wilson, Michael, 7/13/20 4:53 PM	PDF / 117.915 KB

28.3	Certificate of Insurance	Wilson, Michael, 7/10/20 1:15 PM	PDF / 21.896 KB
28.4	Timeline	Wilson, Michael, 7/8/20 2:51 PM	PDF / 92.453 KB
28.5	Detailed Startup Plan	Wilson, Michael, 7/8/20 2:51 PM	DOCX / 119.556 KB

29. Operations Capacity

MCAA will be a program of Birmingham AIDS Outreach, (BAO) a 501C3. BAO programs include: the Magic City Wellness Center, a medical and mental health facility; the Magic City Acceptance Center, a LGBTQ youth center; HIV education, testing, and treatment; CDC funded prevention projects; research projects in collaboration with the University of Alabama, Birmingham (UAB), Columbia University, University of Pittsburg, and Emory University; COVID-19 testing; Hepatitis C testing and treatment; and an opiate prevention program.

BAO currently operates with a \$6.5 million dollar budget and all programs are supported through grants, federal/state funding, research funding, special events, and donations. BAO has extensive experience in general operations and facilities management. BAO is a leading expert in starting large programs, data collection, reporting to funders, and fiscal management. Currently, BAO programs are located in three separate buildings. The three buildings are linked by computers, phone systems, and computer databases. BAO is audited annually by both state and federal agencies, an outside CPA firm, and local funders; BAO receives 100% on all audits.

BAO, in partnership with Ferris Properties, has repurposed through extensive remodeling, a building to be used by the Magic City Wellness Center and the UAB 1917 Clinic. This property is over 70,000 square feet and BAO has facilitated the design of the building and all of its components.

The current leadership consists of Dr. Michael Wilson who is the founding principal. Dr. Wilson has the experience of 28 years with Birmingham City Schools as a special education teacher, 6-8 assistant principal, K-8 principal, and K-5 principal. He has served on committees within the school system for professional learning, evaluation template creation, safety, alternative settings, among others. On the state level he was a part of the creative committee for the Alabama Council for Leadership Development which was responsible for creating the system used in the state for granting Professional Learning Units (PLU) needed by leaders for certification renewal. Dr. Wilson served on that committee for 5 years reviewing professional learning requests from all over the state and determined if they met the standards required for earning leaders a PLU. Dr. Wilson's last year on that committee was as the chairperson. Dr. Wilson has also served as president of the Alabama Education Association's leadership division and as president of the Alabama Association of Elementary School Principals. In both positions he was in a lead position in organizing several conferences for leaders and teachers. Dr. Wilson has also presented at numerous local and state conferences on a variety of topics. Dr. Wilson supervised the creation and development of the Glen Iris teaching garden and has managed a 35,000 square foot elementary school with 850 students and 150 faculty staff.

Birmingham AIDS Outreach has a full-time facilities manager that will help coordinate the operations of the facility and MCAA will employ facility staff once the school opens.

Magic City Charter School's applicant team includes a blend of local leaders dedicated to providing an additional education option in the greater Birmingham area as well as additional capacity from NSFA's best in class technical assistance and back office providers. The combination of a strong founding staff, a diverse board of directors, and key outsource support from NSFA, and its partners gives MCAA the depth and breadth required to successfully ensure

strong operations capacity. The board of the school is already in place and is described in the governance section. It includes members with backgrounds in accounting and finance, healthcare, nonprofit management, social work, higher education leadership, and other local leaders.

Additionally, MCAA has partnered with New Schools for Alabama for additional operations capacity. NSFA provides CFO/COO level technical assistance to their partner schools and also arranges additional providers for essential services. MCAA will be utilizing NSFA's carefully selected foodservice, back-office, and facilities providers to ensure capable startup and operations functions occur in critical areas. All of these providers are best in class and have been supporting and advising charter schools for ten or more years. LBMC W Squared is the back-office provider and provides a cloud-based accounting, internal control, purchasing, cash management, financial reporting, payroll, benefits, and HR function for the school. LBMC W Squared is a large regional accounting firm with extraordinary capacity and a niche in serving charter schools. NSFA's CFO/COO support provides senior leadership and advisory support that small schools are rarely able to access on their own and works with the board and leadership on annual budgeting, startup and operations, facilities financing, and strategic planning. NSFA also has access to SchoolPrint, a nonprofit facilities advisory program that provides guidance and support to charter schools who are developing or renovating facilities. SchoolPrint is a philanthropic program of the Local Initiatives Support Company (LISC) and supports schools with essential facilities related technical assistance such as architectural, design, building codes, general contractor bidding processes, and owners rep services, among others. The combination of SchoolPrint and MCAA's existing relationship with Ferris (facility developer) provides a tremendous amount of capacity to renovate an existing building over the next 11 months.

Key partners that bring operations capacity include NSFA's technical assistance team led by Chris Reynolds (a former charter leader with experience starting up and running ten schools in four states, including major school facilities renovation projects), the foodservice advisory firm School Food Wellness Group, the back-office accounting provider, LBMC W Squared, and additional support for federal programs, and technology partners, and strategic planning. Additionally, MCAA has access to LISC's program of philanthropic facilities support to charter schools (SchoolPrint). This program assesses charter school finances and their development capacity, and then connect them to pre-qualified organizations that can support their plans for new or expanded school facilities.

Specific facilities projects that NSFA has led or been part of include advising on lease and building renovations and district partnerships in Little Rock, AR as well as the design, development, financing and renovation of over 500,000 square feet of public school facilities in Michigan, Illinois, Texas, and Tennessee. Ferris has been developing buildings in Birmingham and nearby areas for many years and has done buildings for BAO in the past. We are confident in their ability to develop a property for MCAA to lease and occupy by July 2021.

Attachments

Section 29: Operations Capacity

– No Attachments –

30. Unique/Innovative Operational Aspects

At the core of MCAA is a school organization that embraces a diverse, equitable, and inclusive (DEI) education for the stakeholders. MCAA will be the first and only LGBTQ affirming school in

the south and second in the U.S. MCAA will recruit staff that are diverse and understand cultural humility and will be the base of the MCAA DEI platform. Each MCAA student and staff will understand that cultural humility is a process of self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a learner when it comes to understanding another's experience. Teachers and staff will participate in professional training, seminars, and conferences that encourage cultural humility in the school. Weekly staff meetings will encourage conversations and training related to learning, including self-examination and refinement of one's own awareness, knowledge, behavior and attitudes on the interplay of power, privilege and social contexts. Teachers, mentors, and student programs will encourage conversations that promote conversations around DEI. MCAA students will have classes on advocacy, how to be advocates for themselves and others, and how to be equitable in their community. As with all programs at BAO, quarterly surveys will be given to stakeholders and evaluated by the quality assurance team at BAO. All quarterly reports are presented to the BAO board of directors. The BAO program directors meet weekly to discuss challenges, strengths, and review data from the quarterly surveys. The program directors are constantly educating themselves on new program ideas, collaborating across programs to serve their target population, and participating in enrichment training. The staff of BAO is diverse, innovative, and MCAA staff, board of directors, students, and mentors will be innovative, diverse, and creative to enrich the school experience at MCAA.

This unique component of our programming and the statement in our mission gives us an opportunity to reengage students who have disengaged themselves from the traditional education systems due to bullying and harassment due to their LGBTQ status. Reengaging them is the educational process in a school will h

Our involvement with our non-profit partners and being under the umbrella of Birmingham Aids Outreach is unique in itself. This provides us with a direct connection to the community and direct observation and communication regarding the needs of the community. The Magic City Acceptance Center currently serves a large number of youth from Birmingham and the other parts of Jefferson County. This unique opportunity will allow us to directly survey students during the creative period of the MCAA development. This will include, design, curriculum, staffing and numerous areas. This partnership will also allow us to assess needs prior to opening in order to have "wrap around" services in place day

Attachments

Section 30: Unique/Innovative Operational Aspects

– No Attachments –

FINANCIAL PLAN AND CAPACITY

31. Financial Plan

Magic City Acceptance Academy has a strong governance structure with legal, nonprofit and business expertise, and a deep history of receiving and reporting on millions in federal grant funds (BAO). This combination of strong governance and a best in class outsource accounting provider ensures effective creation of internal policies, controls, and related financial practices.

Financial Planning and Accounting

Magic City has selected NSFA's back office outsource solution to ensure a strong annual financial planning and accounting function for the school. Outsourcing to a skilled provider ensures proper accounting procedures, state reporting, and compliance are in place as well as appropriate levels of internal control. Responsibility for accounts payable, payroll, benefits, taxes, purchasing, monthly financial statements, bank reconciliations, etc. will be provided by New Schools for Alabama's back-office provider LBMC W Squared. This firm services charter schools in several states and understands the unique aspects of local, state, and federal reporting. They have clients that are less than a million dollars in revenue to clients with hundreds of millions in annual revenues and have been in business for over 15 years. They have a team that provides support to clients that includes, CPAs, controllers, and full A/P, payroll, and benefits staff. Costs for this service are included in the budget (\$40k annually) and allow the director of operations and school founder to leverage a strong finance function from the outset.

The Dir. of Operations (supported by BAO's COO) is the primary leader charged with collaborating with outsource providers and liaises with the board to ensure strong financial controls and reporting. With approvals of major expenses coming from the Principal and board, this structure ensures a strong internal control environment.

This structure, in collaboration with the Principal ensures a strong system exists to create an annual budget, financial forecasts, and related analyses to support the accounting and finance function of the school. Key systems (payroll, benefits, bank reconciliations, etc.) are all provided via outsource, and include a system for approvals, POs, purchasing utilize an outsource accounting provider to ensure effective and accurate data and reporting. All financial related approvals, such as the annual budget, executive compensation, vendor contracts (audit firm, for ex.), etc., will be approved at regularly scheduled board meetings of the school. Annual and monthly reporting will be uploaded to the state system on a recurring cycle by the selected outsource provider.

Purchasing

The Principal and his or her designee will approve all purchase orders or invoices within the approved budget and all payments/disbursements above an established amount will require two signatures. A complete monthly report of these expenditures shall be made available to the finance committee and Board of Directors as directed. Any purchase or contract above the statutory limit for a charter school will require board approval. Approvals, payments, and access to the general ledger will be appropriately segregated though the use of the outsource accounting firm, providing greater internal control than can be achieved internally in a small organization. The Board of Directors will be responsible for compliance with all applicable state and federal competitive bid laws to the extent they are applicable.

Payroll

Payroll is outsourced but the Director of Operations will prepare and approve payroll source information (time sheets, attendance logs, new hire forms, etc. The outsource provider processes payroll/benefits/taxes/w-2s, quarterly filings, etc., and records all payroll costs in the general ledger. All salary adjustments will be approved by both the principal and director of operations and all salary adjustments of the principal's direct reports (leadership team) are ratified by the board of directors.

Financial Reporting

The outsource accounting firm will provide regular financial reports to the Board of Directors, including budget comparisons, statement of income and expenditures, balance sheet, ongoing financial forecasts and other related information. Reports will be reviewed monthly or as needed by the Finance Committee and the Board of Directors. The review of financial reports should be related to the annual goals and strategic objectives as approved by the board of directors. All financial statements will be available to the public through the school's website.

Financial Policies

Upon approval, a thorough review of existing policies will be conducted to determine what changes may be necessary to ensure compliance with the Alabama code and to ensure effective procedures are implemented for vendor approval, purchasing, payables, cash management, bank authorizations, and other financial management systems.

Magic City's board will review interim financial statements and approve a budget annually by a set date. The principal and director of operations shall have responsibility for preparing and adhering to an annual budget as approved by the board of directors.

The board's role is to be ultimately responsible for the financial administration of the school and the director of operations and principal are responsible for implementing the financial function timely and accurately and with appropriate transparency as required of a public school. It is expected the school will utilize an outsource accounting firm for full payroll, general ledger, and monthly financial statement preparation.

Each year, the board shall approve an audit by an independent accounting firm and provide it to the public, the LEA, and the state of Alabama. This audit will be posted on the school's website along with the annual form 990 report. The process by which an audit firm is selected will include an RFP for an annual financial audit (GAAP) and also any necessary government accounting reports. LBMC W Squared will not bid on this work as they are the outsource firm and will instead assist in preparing the bid request form and evaluating for the board the various audit bids that are received.

Each year, Magic City will adopt an annual budget in an open public meeting. Copies of the approved budget and prior year audited financial statements and Form 990s will be made freely available online. In accordance with open meetings laws in Alabama, all meetings of the board of each nonprofit LLC will be open to the public and appropriate notices published on the website.

Magic City anticipates contracting with a skilled provider for various services including but not limited to accounting, payroll, insurance, legal, and audit services.

Anticipated costs for outsource accounting and payroll services are budgeted at 2.5% of revenues (less than the cost of a full-time director of finance), plus approximately \$10k annually for an audit. Insurance is budgeted at \$24,000.

Criteria for selecting such services like insurance, janitorial, tech support contracts, etc. will be determined by the director of operations and ultimate selections will be approved by the board of directors in accordance with financial policies and procedures of the school operator. Selection of providers will be based on the quality and merits of the proposal or quote, past experience, estimated cost, and other factors. The board is under no obligation to select the low bidder.

Magic City, as an existing nonprofit already maintains directors and officer's insurance and employment practices liability insurance as well as general liability insurance. These policies will be extended to the school once the charter is approved and later to the address the school will occupy in 2021. To further protect the school, staff, and students in accordance with Alabama law an umbrella policy increasing liability levels will also be part of the insurance package. Specifics of the coverage will be aligned with insurance requirements of public charter schools in Alabama.

See Attachment 30 for the detailed budget in Excel format.

Attachments

Section 31: Financial Plan

31.1	Budget Narrative #31	Wilson, Michael, 7/13/20 7:34 PM	DOCX / 21.844 KB
31.2	Commitment of Funds Attachment #32	Wilson, Michael, 7/13/20 7:03 PM	PDF / 158.985 KB
31.3	Budget Form #30	Wilson, Michael, 7/13/20 6:58 PM	XLSX / 41.793 KB

32. Financial Management Capacity

The intent of The Magic City Acceptance Academy is to only employ professionals who are credentialed in the specific areas of internal and external financial management. We will hire COO will be required to have a degree in accounting and be a certified CPA with experience in school finance. Likewise the school bookkeeper should be certified and have experience in school finance. All finances will be reviewed and reported to the board monthly with a yearly audit performed by and outside agency.

During the development phase, prior to opening fundraising will be overseen by the financial professionals currently employed by Birmingham AIDS Outreach. We will seek grant funding for the specific needs of our programs and for resources prior to opening. Community fundraising and community support financially will be strictly monitored and any events/grants/partnerships must be approved by the board.

Birmingham AIDS Outreach (BAO) has extensive experience with financial management that includes state and federal grants, 340B pharmacy reimbursement program, research grants, and foundations. BAO has approved policies by the board of directors that governs the checks and balances of funding. Internally, we will put in place controls so that no one person has complete control of finances with a system of checks and balances. There will be a monetary limit on spending without board approval and checks must be approved and signed by two individuals. All financial reports and information will be presented to and reviewed by the board of directors on a monthly basis. The foundation of BAO's financial management will be implemented at MCAA.

Attachments

Section 32: Financial Management Capacity

32.1	BAO 2018 Audit October 2017 - September 2018	Wilson, Michael, 7/13/20 3:17 PM	PDF / 299.036 KB
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EXISTING OPERATORS

33. Existing Operators

N/A

Attachments

Section 33: Existing Operators

– No Attachments –