

StudentFirst Academy

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CHARTER SCHOOL APPLICATION



Submitted to: North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
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Prepared by: StudentFirst Academy Board of Directors

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: StudentFirst Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: StudentFirst Academy, Inc.

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Victor B. Mack

TITLE/RELATIONSHIP TO NONPROFIT: Chair, Board of Directors

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Location of Proposed Charter School (LEA): Mecklenburg County

Conversion: No:
Yes: If so, Public or Private:

If a private school, give the name of the school being converted: **StudentFirst Academy**

If a public school, give the name and six-digit identifier of the school being converted: ____-____-____

Description of Targeted Population: StudentFirst Academy's Paideia curriculum is appropriate for the vast majority of school students in Charlotte and surrounding areas. However, our marketing efforts will be designed to support a diverse student body to include groups that are traditionally under-represented in customary accelerated programs.

Proposed Grades Served: K-12 (initially K-8 with a grade level added each year until K-12 is reached)

Proposed Total Enrollment: 624 (K-12 grade levels)

Projected School Opening Year 2013-14 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-8	432		X
Second Year	K-9	480		X
Third Year	K-10	528		X
Fourth Year	K-11	576		X
Fifth Year	K-12	624		X

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

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MISSION, PURPOSES and EDUCATIONAL FOCUS

MISSION

The mission of the proposed charter school is as follows:

StudentFirst Academy will foster a learning environment that is conducive to the academic needs and individual talents of a diverse population of students. We will provide our students: 1) a globally-competitive curriculum; 2) a classical approach to 21st century educational demands; 3) leadership development; 4) an integrated cultural arts program; 5) community engagement; and 6) a democratic school setting. The individual needs and talent enhancement of each student will be fulfilled in conjunction with a college preparatory, educational program that will develop the technical skills necessary for the digital millennium. Each student will have an individual learning plan that identifies his/her strengths, current weaknesses, learning styles, special interests, and goals. We believe this in-depth understanding of each student will allow our teachers the opportunity to inspire the dreams and address the needs of each student in an environment of high expectation and high support. The North Carolina Standard Course of Study will serve as the foundation of the curriculum.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL

Charlotte, like many other urban cities, has a significant achievement gap between whites and minorities. The most noteworthy gap is in the sciences where 80% of fifth grade, white students scored at or above grade level in science while only 34% of fifth grade, black students scored at or above grade level on the same test. In fourth grade math, the gap is 27 points and widens to 29 points in middle school. (Nations Report Card, 2011) The same is true for the gap in reading with the fourth grade reading gap at 26 and 29 for middle school. Charlotte's achievement gap is apparent in the Learning Communities as well. The South Learning Community, an affluent community with a 57% white population in Charlotte-Mecklenburg Schools (CMS), has more than 73% of their elementary students scoring at or above grade level in reading, 84% in math, and 64% in science. Conversely, the Central Learning Community has a 51% Black population in CMS who score at or above grade level in the following percentages: 70% in math, 55% in reading, and 46% in science. With the achievement gap widening as students get older, this leads to higher incidences of drop outs for minorities. Charlotte's drop-out rate is very high and in 2007 had 6,386 non-graduates. (Education Week, October, 2011) This crisis has prompted Charlotte philanthropist Dick Spangler to donate over two million dollars to a local high school that has a drop-out rate of over 46% for black males.

Achievement gaps are the result of multiple factors in the home, school, and community. Within Charlotte, Black students are four times more likely to be identified as intellectually disabled as compared to their white peers and five times more likely to have harsher discipline than their white counterparts. Blacks and Native Americans are overrepresented in special education classes. During the 2007-08 school year, there were 14,713 short-term suspensions of Black males compared to 2,167 for White males and 2,043 for Hispanic males in Charlotte-Mecklenburg high schools. Long-term suspensions show a significant disparity as well: Black males 40; White males six; and Hispanic males 12. Blacks make up 34% of the total CMS student population! The female statistics are no less shocking at 6,345 short-term suspensions and 12 long-term suspensions for Black females compared to 593 short-term suspensions and one long-term suspension for White females.

StudentFirst Academy's goal is to have diversity within its student and teaching ranks. The demographics of StudentFirst Academy will, in all likelihood, mirror the population statistics in the West Mecklenburg sector of Charlotte: 51% African-American, 25% Hispanic, 12% White, 8% Asian, and 4% other, with 79% of the students receiving free or reduced lunch. Although there are several charter schools in Charlotte,

none are located in the West Mecklenburg sector of Charlotte. Also, there is not a charter school in Charlotte with an international focus, a strong mentoring program, a defined leadership program, and an athletic program for all ages centered around wellness. The 2010-11 CMS report card (Charlotte Observer, September 25,-2011) indicated that at least six of Charlotte’s charter schools had test scores below 80. These test scores represent the percentage of students on grade level. Charter school status would allow StudentFirst Academy to offer its unique educational experience to students all over Charlotte.

Building Charter School Support

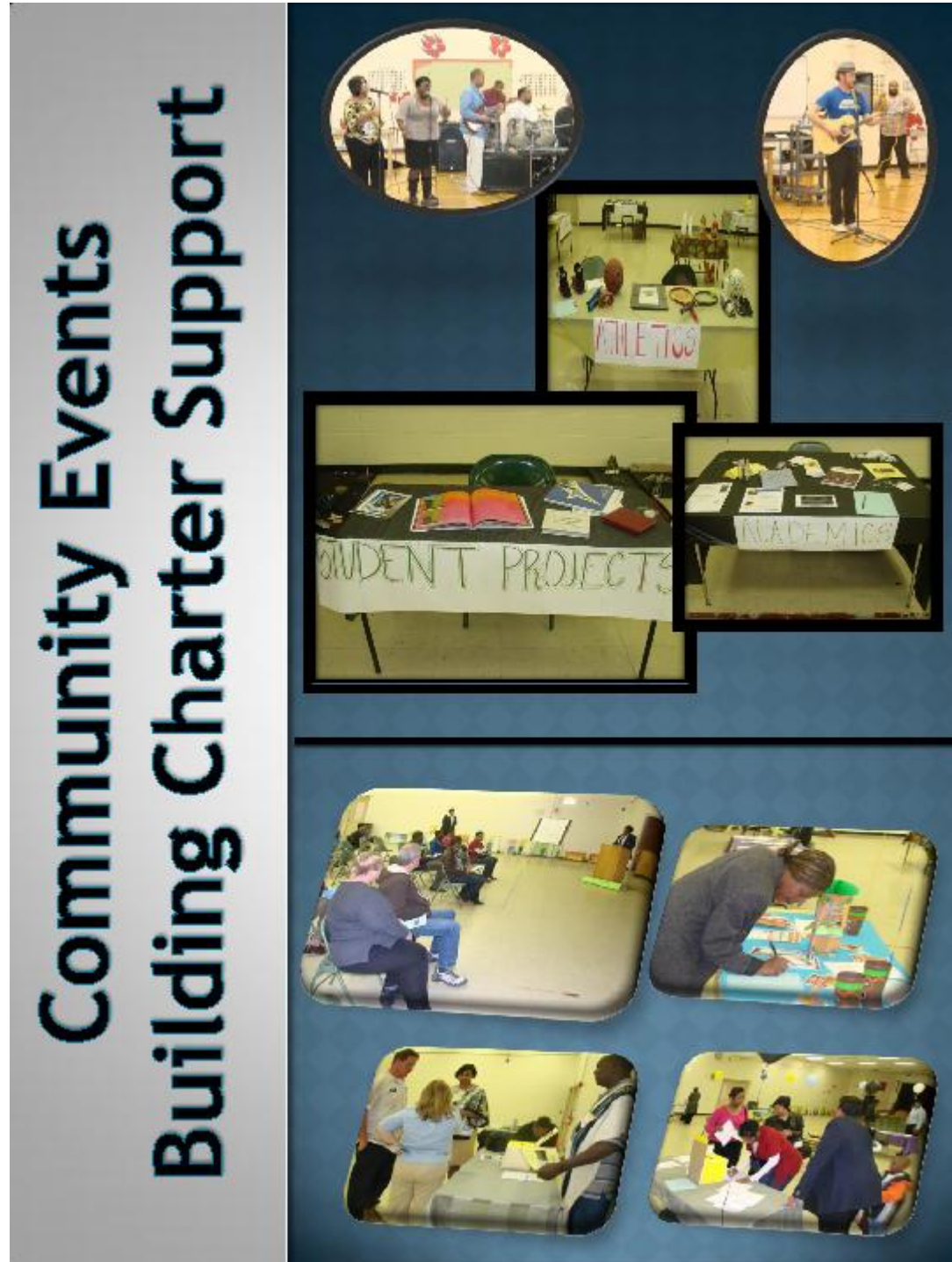
As shown by the chart and pictures below, StudentFirst Academy is having community meetings and other activities or events to gain support from the community and to market the school to parents, students, and teachers.

Discussions with Groups and Individuals Regarding StudentFirst Academy’s Conversion from a Private School to a Charter School			
Date	Location	Name of Individuals and Groups	Comments
9/23/06	StudentFirst Academy	StudentFirst Academy parents	Parents are very supportive about the possibility of StudentFirst Academy converting to a charter school
1/19/07	Paideia Institute	Dr. Terry Roberts, Paideia Institute president	Very supportive of StudentFirst Academy’s mission, vision and curriculum. Pledged his support and will write a support letter
02/07/07	StudentFirst Academy	Patrick Cannon, businessman, Sammie Hicks	Discussed StudentFirst Academy’s conversion from a private school to a charter school; both men were very supportive
4/13/07	StudentFirst Academy	Andre Stevenson, Assistant Professor of Social Work, Johnson C. Smith University	Very supportive, began working on mentoring protocol. Agreed to write a support letter.
8/19/07	Supporters home	Dr. Richard Beall , former Head of School and Founder of International School	Very supportive and pledged his support to assist with charter application and to guide us in start-up.
10/22/07	Email/ phone	Mayor Patrick McCrorey	Discussed StudentFirst’s conversion to a charter school. Mayor and his staff was very supportive, agreed to do a support letter
2/10/10	Lincoln Heights Neighborhood Association	Lincoln Heights Neighborhood Association board members	Very supportive. Agreed to assist StudentFirst Academy in all ways. Began to garner local support through Newsletter campaign
05/18/10	Lincoln Heights Community Center	Lincoln Heights Neighborhood Association board members	Community meeting. StudentFirst Academy Presentation. Question and answer session

10/15/10	Lincoln Heights Community Center	Lincoln Heights residents	Majority of neighbors present were very supportive and wanted information related to StudentFirst and relocation to Lincoln Heights Elementary School.
2/2011	Harvey Gantt Center	100 Black Men CIAA Educational Gala	100 Black Men organization and supporters. Phyllis Handford, StudentFirst Academy Head of School presented StudentFirst Academy to guests

Discussions with Groups and Individuals Regarding StudentFirst Academy's Conversion from a Private School to a Charter School			
Date	Location	Name of Individuals and Groups	Comments
2/2011	Harvey Gantt Center	100 Black Men CIAA Educational Gala	100 Black Men organization and supporters. Phyllis Handford, StudentFirst Academy Head of School presented StudentFirst Academy to guests
6/2/2011	Whitehead Manor Conference Center	Center for Intentional Leadership (Whitehead Associates)	Mayor Anthony Foxx Fundraiser. Phyllis Handford, StudentFirst Academy Head of School presented StudentFirst Academy to guests
9/15/11	Email/phone/in person	Stephan Askew, founder of the Q Foundation and community activist	Very supportive and pledged his support.
12/20/11	In person	Nicole Singletary, Charlotte Chamber of Commerce, Northwest Division, 1 st Vice Chair	Discussed StudentFirst Academy moving into the West Charlotte area. Referred to Jennifer Duru, Ex-officio, for follow up
02/01/12	Various Churches in the neighborhood	Harvest Baptist Church Mt. Carmel Baptist Church Friendship Missionary Baptist Church	Dropped off school literature to local churches
02/08/12	Various Daycares	Local daycares	Dropped off school literature to local daycares
02/16/12	StudentFirst Academy	West Mecklenburg Neighborhood	Presentation introducing StudentFirst Academy Charter proposal
02/08/12	StudentFirst Academy	West Mecklenburg Neighborhood	Black Expo and StudentFirst Academy Introduction to Community
03/2/12	Email/phone	Jennifer Duru, Charlotte Chamber of Commerce, Northwest Division, ex-officio	In discussion with potential partnerships, support and tour times

03/16/12	StudentFirst Academy	West Mecklenburg Neighborhood	Presentation introducing StudentFirst Academy Charter proposal
03/29/12	StudentFirst Academy	West Mecklenburg Neighborhood	Presentation introducing StudentFirst Academy Charter proposal



EDUCATIONAL OUTCOME IMPROVEMENT

StudentFirst Academy has been in operation for ten (10) years as a private school and has effectively demonstrated its effectiveness as evidenced not only through standardized test scores, but through student success stories as well. Students who have attended StudentFirst Academy two (2) or more years score 1.5 grades or higher on the nationally standardized Iowa Basic Skills Test. See graphs in the Private School Conversion section.

StudentFirst has also proven their educational effectiveness and outcomes through the positive change seen in their students' lives. A father of a troubled teen, now in the Army, who graduated from StudentFirst Academy in 2010, states "If it wasn't for StudentFirst, I don't know where my child would be today, dead or jail I imagine. But StudentFirst, they saved his life and at StudentFirst, they put the student first. And if I had to do it all again, I would choose StudentFirst, because they put the student first. They put the student first!" StudentFirst has a reputation in the community as a no-nonsense educational institution that turns lives around.

These case studies exhibit StudentFirst Academy's commitment and dedication to student excellence through the years and with a wide range of student abilities. Chelsea, a fourth grader, came to StudentFirst Academy an "A" student, but unable to read. She had a severe stuttering problem and refused to read aloud or answer any questions because of the ridicule she faced. Within one year of attending StudentFirst, Chelsea was no longer afraid of reading aloud in class and she frequently raised her hand in class to answer questions. Her self-esteem soared and she had minor roles in school productions where her stuttering was so infrequent it was almost unnoticed. Chelsea returned to public middle school and after two years, Chelsea and her mother wanted to return to StudentFirst Academy due to a decline in Chelsea's self-esteem as a result of bullying and an increase in her stuttering. Instead of re-enrolling at StudentFirst Academy, Chelsea and her family relocated out-of-state.

George, a tenth grader, came to StudentFirst Academy after struggling in the public school system since middle school. His parents described him as a boy with high intellect but a tendency to follow. George's promotion to the tenth grade was contingent upon "looping" two core classes during the second semester of his ninth grade year. Socialization and acceptance by the "cool kids" was very important to George. George was vehemently against his parents' decision to enroll him in a small private school he had never heard of before and rebelled by purposely misbehaving during the first two weeks of his enrollment. Tough love, consistency and high expectations soon had George practicing his first love once again, art! George went on to draw StudentFirst Academy's first wall mural of the school's mascot, an owl. He voluntarily contributed this artwork to the school as a surprise to the administration, staff, and students. His artwork still stands today, as a testimony of his hard work, independence, and loyalty to StudentFirst Academy. George has subsequently enrolled at North Carolina Central University and enlisted in the National Guard. Terrence, a second grader came to StudentFirst Academy after expulsion from four other schools. He has four siblings and as his mother stated, "He is the one that keeps me on my knees." Terrence struggled in all areas: reading, math, writing, and leadership. Terrence would have temper tantrums that would leave him kicking walls, yelling at the top of his lungs or kicking tables. Today, Terrence is an advanced seventh grader who received the math award in his class last year, writes in-depth stories and reports, and regularly scores 85 or above on his spelling tests. He is an avid song and script writer who hopes to produce films one day. His teacher last year says she would have never guessed "her Terrence could ever be the boy with temper tantrums!"

Terrence's younger sister, Liberty, came to StudentFirst as a three year old. Now seven years old and in the second grade, she reads at a fifth grade level and performs math at a third grade level. She hides books in her desk and reads even at recess!

Last, but certainly not least, there is Aaron, a 2011 graduate. Aaron attended StudentFirst's summer camp and was a quiet, reserved child. His parents considered StudentFirst after his summer experience, but chose to keep him in the public school system. Peer pressure soon got the best of Aaron and he ended up in the juvenile justice system and retained as a ninth grader. Aaron, like George, was very unhappy with his parents' decision and fought vehemently upon his enrollment. He was removed from his science competition class during his ninth grade year due to disobedience. Aaron has since become the epitome of perseverance. During his senior year in Science Competition III, he achieved a "B" in this high demand class! Aaron also was recognized as a NC All-State Rugby player two years in a row. Aaron's path demonstrates that mistakes are building blocks for future opportunities. Aaron is currently working to earn his tuition for college.

These student biographies provide a glimpse into the StudentFirst Academy philosophy for learning and character development. Every child is different, but some things are the same: children love to learn and when given the right motivation, support and guidance, they learn to love. StudentFirst Academy's 10 year legacy supports student success, community investment, and collaborative learning experiences for students and staff. This community stakeholder mentality is the basis for graduate and former parent volunteerism that supports a "home away from home" culture that encompasses the school and its affiliates.

GUIDING PURPOSES AND GOALS FOR THE PROPOSED CHARTER SCHOOL

Success at StudentFirst Academy will be measured by assessment of both the measurable and non-measurable. Some of the non-measurable success goals are outlined below.

- We expect that each student would be a better educated civic individual, one that demonstrates through school coordinated and individual activities, a higher level of community involvement and global awareness.
- Currently the prospects are bleak for the children in this West Charlotte community. For example, only 45% of black males graduate from West Mecklenburg High School according the Schott Foundation report. Crime is a major problem in nearby neighborhoods, as well very high unemployment. Establishing a school where educational success is valued and where learning is expected, the opportunity will be provided for families, in this neighborhood and beyond, to offer these children a way to escape the spiral of poverty and crime that currently confronts them. By incorporating a global emphasis in both the academic and afternoon programs we expect our students to be open to the world around them and to recognize that there is a greater world beyond their communities.
- Through our leadership programs we expect our students to realize they have the obligation to serve the community through the talents they have developed.
- The school will concentrate on increasing community involvement, through a community center and community based programs, giving community residents the opportunity to improve their living conditions and the skills necessary for a chance at meaningful employment. Between this initiative and the students we graduate we expect to see a community becoming revitalized.
- We expect to see productive citizens who contribute to the economy versus citizens who are being supported by the economy.

- Most of all, we expect to see families proud of themselves, their children and the community in which they live.

Some of the measurable success goals are outlined over the next seven pages. Included in the goal format is the tool by which we will be moving towards success of the goal. A time frame in which the goal must be met is also included. Benchmark goals toward goal completion will be devised during the planning year.

Mission Principle	Goal	2012-2013 Measurable Objectives	Tools
<p style="text-align: center;">Non-academic Goals</p>	<p>1. The students of StudentFirst Academy will be retained from one year to the next within the next five (5) years.</p>	<p>a. 90% of all students in the StudentFirst Academy student body will be retained</p>	<p>Paideia Curriculum Cultural Arts Mentoring Community Center Community Service Health/Wellness</p>
	<p>2. The overall satisfaction of parents is high within the next five (5) years.</p>	<p>b. 80% overall satisfaction rating in an annual survey administered to parents or legal guardians of students attending StudentFirst Academy for one (1) year.</p>	<p>Leadership Academy Cultural Arts Mentoring Community Center Community Service</p>
	<p>2. All upper school students will initiate a community service project within three(3) years of enrolling at StudentFirst Academy.</p>	<p>a. 60% of upper school students at StudentFirst Academy will develop, implement and evaluate a community service project</p>	<p>Leadership Academy Cultural Arts Community Center Community Service</p>

Mission Principle	Goal	2012-2013 Measurable Objectives	Tools
<p style="text-align: center;">Non-academic Goals</p>	<p>1. The students of StudentFirst Academy will be retained from one year to the next within the next five (5) years.</p>	<p>a. 90% of all students in the StudentFirst Academy student body will be retained</p>	<p>Paideia Curriculum Cultural Arts Mentoring Community Center Community Service Health/Wellness</p>
	<p>2. The overall satisfaction of parents is high within the next five (5) years.</p>	<p>b. 80% overall satisfaction rating in an annual survey administered to parents or legal guardians of students attending StudentFirst Academy for one (1) year.</p>	<p>Leadership Academy Cultural Arts Mentoring Community Center Community Service</p>
	<p>2. All upper school students will initiate a community service project within three(3) years of enrolling at StudentFirst Academy.</p>	<p>a. 60% of upper school students at StudentFirst Academy will develop, implement and evaluate a community service project</p>	<p>Leadership Academy Cultural Arts Community Center Community Service</p>

Mission Principle	Goal	2012-2013 Measurable Objectives	Tools
<p style="text-align: center; font-size: 24pt; font-weight: bold;">Community Engagement</p>	<p>1. All students at StudentFirst Academy will perform community service within one (year) of enrolling at StudentFirst Academy.</p>	<p>a. 100% of all K-3 students at StudentFirst Academy will perform two(2) hours of in-house community service per month</p>	<p>Paideia Curriculum Cultural Arts Mentoring Community Center Community Service Health/Wellness</p>
		<p>b. 100% of all 4th-8th grades students will perform four (4) hours of community service per month</p>	<p>Leadership Academy Cultural Arts Mentoring Community Center Community Service Community Service Presentation Skills training</p>
	<p>2. All upper school students will initiate a community service project within three (3) years of enrolling at StudentFirst Academy.</p>	<p>a. 60% of upper school students at StudentFirst Academy will develop, implement and evaluate a community service project</p>	<p>Leadership Academy Cultural Arts Community Center Community Service</p>

Mission Principle	Goal	2012-2013 Measurable Objectives	Tools
<p style="text-align: center;">Integrated Cultural Arts</p>	<p>1. All students at StudentFirst Academy will perform on the StudentFirst Academy Choir within one (year) of enrolling at StudentFirst Academy.</p>	<p>a. 90% of all students at StudentFirst Academy will perform vocally on the choir</p>	<p>Paideia Curriculum Cultural Arts Mentoring Core Knowledge Sequence Health/Wellness</p>
		<p>b. StudentFirst Academy choir will perform 2 times per year in the community</p>	<p>Leadership Academy Cultural Arts Mentoring Voice Instruction Presentation Skills training</p>
		<p>a. 60% of students at StudentFirst Academy will participate in band or orchestral instruments.</p>	<p>Leadership Academy Cultural Arts Community Center Community Service</p>
<p>2. All students at StudentFirst Academy will learn to read music within three (3) years of enrolling at StudentFirst Academy.</p>	<p>b. 90% of students will choose diverse music and dance options when given a choice as evidenced through surveys</p>	<p>International Culture Paideia Curriculum Leadership Academy Community Center</p>	
	<p>a. 80% of students will learn basic greetings, numbers and elementary greetings of 10 cultures and languages</p>	<p>Paideia Curriculum International Culture Project-based planning Presentation Skills Core Knowledge Sequencing</p>	
<p>3. All students will have at or above proficiency in cultural appreciation within one (1) year of attending StudentFirst Academy.</p>	<p>b. 100% of students will participate in monthly International Culture projects throughout the school year</p>	<p>International Culture Paideia Curriculum Project-based planning Presentation Skills Core Knowledge Sequencing</p>	

Mission Principle	Goal	2012-2013 Measurable Objectives	Tools
<h2 style="text-align: center;">Leadership Development</h2>	<p>1. All students at StudentFirst Academy will be knowledgeable on the Ten Secrets to Success within one (1) year of enrolling at StudentFirst Academy.</p>	<p>a. 80% of all students at StudentFirst Academy will recite and demonstrate 8 of the 10 Secrets on a daily basis.</p> <p>b. 100% of students will compile portfolio of activities and service as part of their quarterly review.</p>	<p>Paideia Curriculum Leadership Academy Mentoring Community service Health/Wellness Leadership Academy Paideia Seminars Scholar's Academy Voice Instruction Presentation Skills training</p>
	<p>2. All students at StudentFirst Academy will integrate healthy living practices and strong academic leadership within two (2) years of enrolling at StudentFirst Academy.</p>	<p>a. 90% of students at StudentFirst Academy will participate in 2 extracurricular activities per semester.</p> <p>b. 90% of students will choose healthy snacks found throughout the building and evidence will be based on student surveys</p>	<p>Leadership Academy Cultural Arts Community Center Community Service Nutrition Class Paideia Curriculum Leadership Academy Community Center</p>
	<p>3. All 7th grade students will obtain the necessary college entrance SAT/ACT score within 5 years of enrolling as a student at StudentFirst Academy.</p>	<p>a. 95% of current 7th graders will achieve the necessary standardized test score on the ACT or SAT to go to the college of their choice within the next 5 years</p> <p>b. 40% of our current 2nd graders will qualify for the Duke TIP program in the next 5 years</p>	<p>Community Center Paideia Curriculum Project-based planning Presentation Skills Core Knowledge Sequencing AP Courses Paideia Curriculum Project-based planning Presentation Skills Core Knowledge Sequencing</p>

Globally Competitive Curriculum			
Mission Principle	Goal	2012-2013 Measurable Objectives	Tools
1. All students at StudentFirst Academy will become proficient readers of English within three (3) of enrolling at our school.		a. Students at StudentFirst Academy will score 70% or above on state mandated tests in the core subject of English.	Paideia Curriculum North Carolina Standard Course of Study Core Knowledge Sequence Scholar's Academy AP Courses
		b. All students will read aloud and discuss an essay of literary significance before a panel of teachers and community supporters at the end of each school year, achieving at or above "Proficient" rating in the areas of elocution, comprehension and analysis.	Core Knowledge Sequencing Paideia Seminars Scholar's Academy Voice Instruction Presentation Skills training
		a. Students at StudentFirst Academy will score 70% or higher on state mandated tests in the core subject of math	Everyday Math Core Knowledge Sequencing Math Games and Manipulatives AP Courses
2. All students at StudentFirst Academy will become proficient in math of within three (3) of enrolling at our school.		b. Students in grades 6 and above will design, package and deliver a math game and achieve a score at or above "Proficient" in the areas of design, complexity and packaging.	Everyday Math Paideia Curriculum Presentation Skills Project-based planning
		a. Students at StudentFirst Academy will score 70% or higher on state mandated tests in the core subject of science	Paideia Curriculum Project-based planning Presentation Skills Core Knowledge Sequencing AP Courses
3. All students at StudentFirst Academy will become proficient in science of within three (3) of enrolling at our school.		b. Students at StudentFirst Academy will perform "Proficient" on a yearly Science Fair as evidenced by teachers and experts.	Paideia Curriculum Project-based planning Presentation Skills Core Knowledge Sequencing

Mission Principle	Goal	2012-2013 Measurable Objectives	Tools
<p style="text-align: center;">A Classical Approach to 21st Century Educational Demands</p>	<p>1. All students at StudentFirst Academy will demonstrate proficient and effective in experiential products: subject related projects within three (3) of enrolling at our school.</p>	<p>a. Students at StudentFirst Academy will score 85% or higher in core subject projects</p>	<p>Paideia Curriculum Art Classes Core Knowledge Sequence Arts & Craft Classes</p>
		<p>b. 90% of StudentFirst Academy students will score daily in the month of May in Team-Building, Win-Win and Respect for Self and Others</p>	<p>Paideia Seminars Scholar's Academy Voice Instruction Presentation Skills training Leadership Academy</p>
		<p>a. 90% of students at StudentFirst Academy will score adequate on job skills training form in the areas of: flexibility and adaptability, initiative and self-direction and social and cross-cultural skills.</p>	<p>International Culture Community Service Leadership Academy Mentoring</p>
<p>2. All students in grades 7-9 at StudentFirst Academy will participate in job shadowing and exhibit efficient work ethic and job readiness within three (3) years of enrolling at our school.</p>	<p>b. 80% of students at StudentFirst Academy will perform at or above proficiency in productivity, accountability, leadership, and responsibility.</p>	<p>Leadership Academy Community Service Mentoring</p>	
<p>3. All students at StudentFirst Academy will demonstrate the ability to plan, implement and evaluate projects within three (3) years.</p>	<p>a. Students at StudentFirst Academy will score 80% or higher on state mandated tests in computers</p>	<p>Computer classes Project-based planning Presentation Skills with emphasis on Microsoft Office programs Core Knowledge Sequencing</p>	
	<p>b. Students at StudentFirst Academy will write, produce, act and direct a student production each winter/spring semester</p>	<p>Paideia Curriculum Cultural Arts Courses Presentation Skill</p>	

PURPOSES OF PROPOSED CHARTER SCHOOL

The purpose of StudentFirst Academy is to create ideal citizens who possess the organizing power, wisdom, and self-sufficiency to achieve their primary and secondary education goals while simultaneously promoting the well-being of society. Through the StudentFirst Academy experience, students will maximize their full potential to bring honor to themselves, their family, their nation, and the entire world community.

(Taken from the StudentFirst Academy Chant) StudentFirst Academy’s curriculum and instruction is a reflection of its determination to fulfill its mission and the goals of North Carolina charter school legislation.

The table below delineates the cohesiveness of StudentFirst’s mission and NC charter school legislation:

	<i>Six Legislated Purposes of a North Carolina Charter School (GS 115C-238.29A)</i>	<i>StudentFirst Academy’s Mission</i>
1	Improve student learning	globally-competitive curriculum & leadership development
2	Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted	globally-competitive curriculum, leadership development, community engagement, an integrated cultural arts program, & democratic school setting
3	Encourage the use of different and innovative teaching methods	classical approach to 21 st century educational demands & leadership development
4	Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site	leadership development, community engagement, & democratic school setting
5	Provide parents and students with expanded choices in the types of educational opportunities that are available within public school	globally-competitive curriculum, leadership development, community engagement & integrated cultural arts program
6	Hold the schools established under this part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance based accountability	Team meetings quarterly to address student performance and make necessary changes to individual academic programs based on quantifiable results (testing) or qualitative results (observations); team meetings are held monthly on teacher workdays for students making little to no progress; Instructors make quarterly goals for individual student performance.

In the 21st Century, a student must have what the Partnership for 21st Century Skills calls core skills. (The Partnership is a coalition of business, community, education and government leaders.) These core skills are 1) global awareness, 2) information and communication skills, 3) thinking and problem solving skills, 4) interpersonal and self-direction skills, 5) financial and business literacy and 6) entrepreneurial and civic literacy. The great state of North Carolina’s charter school movement has created the framework, through its legislated purposes, for StudentFirst Academy (SFA) to create a 21st Century student. The following is a more intensive breakdown of StudentFirst Academy’s mission.

(1) Globally-competitive curriculum. The North Carolina Course of Study will serve as the underlying guide for educational content at StudentFirst Academy. Throughout this document the North Carolina Course of Study is defined as the standard North Carolina Course of Study and the new Core Skills. As the technology sector of business and industry grows creating new careers and fields of study, the North Carolina Course of Study continues to meet public demand. The Triangle Park and the Kannapolis Research Campus represent North Carolina’s evolving technology-based economies. North Carolina was able to lure many of the companies associated with these research epi-centers as a result of its productive

schools. StudentFirst Academy will not only use this well developed curriculum to educate its students, but will also tap into the aforementioned rich resources that comprise and fuel our local economies that are by-products of globalization. Within its curriculum, students learn leadership, goal setting, communication and presentation skills, voice training every three (3) years and financial literacy.

As the lines of cultural independence soften, individuals must appreciate, understand, and compete in a global society. StudentFirst Academy will achieve competitiveness for our students by instilling mastery of basic skills and oral presentation skills, as well as insisting our students achieve self discipline. Students will learn in small class sizes, and be exposed to the 102 Great Ideas as outlined in The Paideia Proposal formulated by Paideia Model founder Mortimer J. Adler and the Paideia Group(1982). Students will also have exposure to world cultures and the arts through a cultural arts program that's integrated into the curriculum, as well as monthly celebrations of various cultures.

(2) Classical approach to 21st century educational demand. StudentFirst Academy will facilitate instruction using the Paideia-based educational model as outlined in the Paideia Program by Mortimer J. Adler and the Paideia Group,(1982) Coaching, didactic instruction, and Socratic seminar will serve as the cornerstone of StudentFirst Academy's pedagogy, not only in the classroom, but also via real-world experiences. World leaders, philosophers, and respected scholars of a variety of disciplines were trained and educated using Paideia techniques and methods that modeled efficient thinking and effective communications. StudentFirst Academy will continue this tradition in the image of such great educators as Plato and Socrates to promote lifelong learners, great orators, and profound thinkers.

(3) Leadership development. As quality educated students, leadership development is vital to producing well-rounded, civic-minded individuals. StudentFirst Academy will ensure all students have the opportunity to develop these skills through a leadership development program which begins in elementary school by allowing students to be team leaders on school projects. Students participate in a Pay to Learn program, where they are paid in 'Owl Bucks' based on their achievement of Leadership Skills and Excellence. This program also teaches financial responsibility and is the basis for economic instruction. Students will also have the opportunity to participate in the school security program. Middle school students will have mandatory job shadowing experiences and upper school students will participate in job internships. StudentFirst Academy's Leadership Academy meets daily and drives the culture of the school. Leadership Academy is similar to Steve Covey's 7 Habits for Highly Effective People with the focus being individual and community responsibility.

4) Integrated cultural arts program. The cultural arts program will permeate throughout the curriculum, extra-curricular activities, and culture of StudentFirst Academy. Performing arts exposure will be prioritized to broaden student perspective and develop individual talents and pursuits. Dance, instrumental and vocal music, technical design and production, theatre & visual arts will be the foundation of student cultural awareness and exploration. Elementary students will participate in a multitude of culturally-enriching activities to enhance their knowledge of the arts. As students matriculate into secondary education, specific interests and talents within the aforementioned areas will be the focus of instruction and enrichment. The inclusion of various community resources in the implementation of this program will facilitate meeting the individual needs of the student.

In addition to exploring the various arts, students will also develop an appreciation of global cultures via dialogue, practical applications, and travel. As the social studies/civics and government classes serve as a cornerstone of knowledge, physical engagement with diverse cultures will be facilitated through community venues and resources such as the University of North Carolina at Charlotte International Festival, field trips

to the Native American Cherokee Reservation in the mountains of North Carolina, and in depth study of historical landmarks in Charleston, SC and its contributions to slave trade and the economy of the early 19th century.

(5) Community engagement. Community investors are vital to the success and longevity of any institution. StudentFirst Academy has a cultural arts and volunteer pool that thrives on engaging students in many different facets. Men from the community meet with male students bi-weekly to discuss issues concerning them in a Boy Talk Forum. Women do the same in a Girl Talk Forum.

Youth involvement in community service is necessary for young citizens to begin their commitment and responsibility to society. All StudentFirst Academy students have one (1) to four (4) community service hours required per month.

(6) A democratic school setting. The individual student must have a voice, not only in his/her education, but also the academic environment that will facilitate learning. StudentFirst Academy will provide a school setting that encourages the growth and development of the individual by meeting the student's needs and personal interests. One-on-one instruction will be conducted in conjunction with Socratic seminar and cooperative learning strategies as proposed by The Paideia Group in the Paideia Proposal. This would foster community compromise and civic engagement. By using a variety of teaching techniques, StudentFirst Academy will promote a democratic school setting that values the voice of the individual and the interests of the population.

EDUCATIONAL FOCUS

At StudentFirst Academy we believe every child wants to learn; has the right to a globally competitive, high quality education; and desires to develop the social skills conducive to proactive citizenship. StudentFirst Academy offers smaller classes to tailor activities to the individual student, extended hours for working parents, a cultural arts program, as well as a rigorous, college preparatory curriculum. Community involvement is stressed during instruction and integrated with field experiences. The school philosophy reflects an inherent belief in educating not only the individual, but also the collective, and we each have a responsibility to its fruition. We use the Paideia program and the “Trivium” of classical education to guide the teaching methodology in Lower, Middle, and Upper School.

In addition to the core academic subjects (language arts, social studies, science, and mathematics), our educational focus is also on the following:

- visual arts
- music
- drama
- cultural arts
- oral & written communication
- consumer finance
- logical thinking
- socratic seminars
- experiential learning
- test preparation
- leadership development
- community service
- mentoring
- sports

Understanding each individual student is very important to us, so we use a tool called the ‘SchoolPlace Big 5’ to allow the teachers to understand their students and the students to understand themselves. This tool is a series of fun, but accurate, personality and learning assessments that works for students in grades 4 and up.

StudentFirst Academy provides an educational and nurturing environment that fosters career learners and is a safe haven for all students. We teach students to be independent thinkers and doers.

StudentFirst Academy, as a charter school, will open in fall 2013 with grades K-8, and will grow a grade each year to K-12.

The bell schedule is from 7:30am to 5:30pm. The extended day program, from 2:30pm – 5:30pm contains the following components:

- Cultural arts program
- athletics
- academic enrichment
- homework assistance

GOVERNANCE

PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

Name of Private Nonprofit: StudentFirst Academy, Inc.

Mailing Address: 5308 Bellflower Lane

City/State/Zip: Charlotte, NC 28227

Street Address: 7020 Tuckaseegee Road, Charlotte, NC 28214

Phone: (704) 371-7470

Fax: (704) 371-7471 or (704) 566-6192

Name of registered agent and address: Angela Craighead
1113 E. Glenfiddich Drive
Charlotte NC 28215

FEDERAL TAX ID: 56-2269362

TAX-EXEMPT STATUS (501 (c)(3)) (G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

- Yes (copy of letter from federal government attached)
 No

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 28 2006**

STUDENTFIRST ACADEMY INC
C/O PHYLLIS C HANDFORD
5308 BELLFLOWER LN
CHARLOTTE, NC 28227-8103

Employer Identification Number:
56-2269362
DLN:
206073047
Contact Person:
ERIC J BERTELSEN ID# 31323
Contact Telephone Number:
(877) 829-5500
Public Charity Status:
170(b)(1)(A)(vi)

Dear Applicant:

Our letter dated January 28, 2002, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,



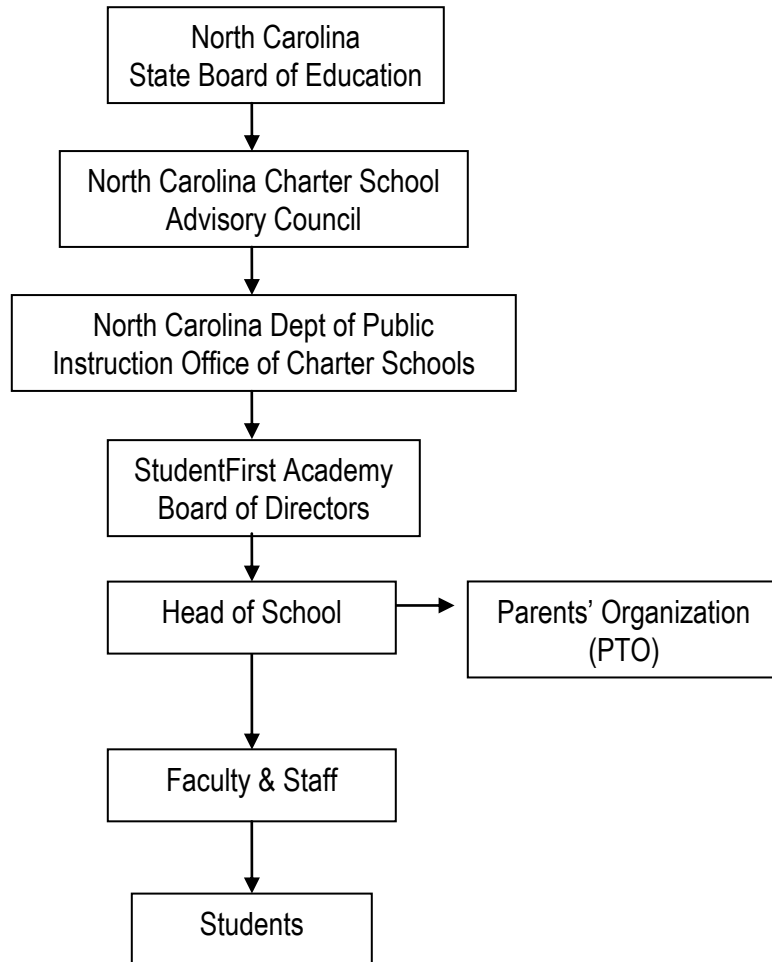
Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Letter 1050 (DO/CG)

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)

StudentFirst Academy does not currently plan to contract for services with an educational management organization or a charter support organization, but reserves the right to do so in the future should it be deemed appropriate by the Board of Directors. If the board decides to pursue a contract for either type of service, the selection process, contracts, agreements, and other federal and state mandated requirements shall be followed strictly.

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d)) StudentFirst Academy Organization Chart



Successful charter schools have a clear and distinct chain of command which involves each party knowing their role and responsibility in creating successful students. Ultimate responsibility for educating students lies in the hands of our officials in the form of the North Carolina State Board of Education who supervises and administers the public school systems of North Carolina. The board sets policy and general procedures for public school systems across the state, including teacher pay and qualifications, course content, testing requirements, and manages state education funds. (from the Office of Charter Schools)

The North Carolina Charter School Advisory Council recommends policies for adoption by the State Board of Education regarding all aspects of charter school operation, including timelines, standards, criteria for acceptance and approval of applications. The council also monitors charter schools and grounds for

revocation of charters. The council will undertake any of the duties and responsibilities directed by the State Board of Education. (from the Office of Charter Schools)

The mission of the Office of Charter Schools is to provide leadership and technical assistance to people interested in starting a public charter school and thereafter maintaining quality education, business, and governance programs within the school in compliance with the North Carolina Charter Schools Act (NCGS115C-238.29). (from the Office of Charter Schools)

The Board of StudentFirst Academy provides leadership for the school: legal, finance and accounting, planning, policy, personnel, resource development, board accountability, decision-making, community relations and contracts. Specific board responsibilities can be found in the Description of Governing Board's Role as Overseer of the Charter School section of the Governance. The table within this same section, specified as Division of Governance and Administrative Roles, distinguishes specific roles of the StudentFirst Academy board and the school leaders, who answer to the board.

The faculty and staff play a vital role in supporting and maintaining the mission of StudentFirst Academy. A list of job descriptions is available in Appendix IV. In an effort to keep parents and the community involved in the governance of StudentFirst Academy bi-annual town hall meetings will be held to address potential changes in policy and procedures, community projects and any suggestions these groups may add to the success of StudentFirst Academy. StudentFirst Academy will also hold special town hall meetings to address any potential major changes to facilities or upcoming events.

The Parents' Association (PTO) is responsible for identifying immediate needs; setting goals for specific needs they deem a goal and fundraising to accomplish the goal. The PTO will also work through the school's community center to identify needs of the community center on an on-going basis, i.e. furniture, games, booklets, magazines, computers.

Parents will also be involved in volunteering at the school for specific programs five (5) hours per month. Parents have the option of making a monthly financial donation of \$50 in lieu of volunteering. These donations will help fund the end of the year trip for our students. While we believe parents are vital to the success of students, we as a school will not be policing volunteer hours and look to the parents to police each other. Parent Academy, a structured parent training session held 4 times a year is yet another way to involve parents in the educational process of our students. These sessions will be held through the community center to address parenting issues, financial issues, and other areas pertinent to the success of a family. All workshops and resources available to the parents of StudentFirst Academy are also available to community members.

Students are the center of the learning process at StudentFirst Academy. Everyone involved in the decision making process of StudentFirst Academy must keep this in mind. One student per year will be selected to be a student member of the StudentFirst Academy Board. The student may cast a vote on matters coming before the Board, the vote will be recorded in the minutes, but the vote will not count in the determination for action.

The activities of StudentFirst Academy will be governed by the Board of Directors of StudentFirst Academy, Inc., which is listed below:

List of Board of Directors

- Dr. Victor B. Mack, Chair. University of North Carolina at Charlotte administrator (Director of Educational Outreach), community activist, and former pre-college coordinator (University of North Carolina at Charlotte Center for Science, Technology, Engineering, and Mathematics Education)
- Deborah Halliday, Vice-Chair. community activist, philanthropist, computer consultant, and auditor.
- Sandra Gay, Secretary. school administrator, former teacher, and former physical therapist/manager.
- Phyllis Handford. Educational consultant, school administrator, college math teacher, and former computer consultant.
- Joseph Johnson. Sales executive and community activist
- James C. Farley III. Entrepreneur, general contracting businessman, and community activist
- Connell Handford Jr., Treasurer. corporate project manager and community activist
- Pamela Harris-Young, Entrepreneur, sales executive, and community activist
- Jennifer Winstel, Bank executive and community activist
- Dr. Nadia Johnson, Educator and community activist
- Larry Kennedy Jr., Entrepreneur, sales executive and community activist

Although we currently don't have an attorney on our board, we have 2 attorneys who represent StudentFirst Academy as part of their pro bono work.

Resumes of Board of Directors

Resumes for StudentFirst Academy's Board of Directors are as follows:

Victor Mack

162 College of Education Building
University of North Carolina at Charlotte

Work Telephone: (704) 687-8801
E-mail: vbmack@uncc.edu

Education

- 2012 **Ph.D. Degree – Curriculum and Instruction in Urban Education**
University of North Carolina at Charlotte
- 2003 **M.Ed. Degree - Instructional Systems Technology**
University of North Carolina at Charlotte
- 1994 **B.S. Degree – Mathematics Education**
North Carolina Agricultural and Technical State University

Professional Experience

- 2006 to Present **Director** of the Office of Educational Outreach, UNC Charlotte
Provides leadership for the continuing education/professional development activities of the College of Education which extend the benefit of UNC Charlotte's regular academic and research activities to practicing teachers, counselors, and school leaders
- 1998 to 2006 **Coordinator** for the University of North Carolina Center for Science, Technology, Engineering, and Mathematics Education Pre-College Program
Responsible for providing mathematics and science enrichment through various educational programs including a Saturday Academy, Summer Scholars Program, internships, forums, conferences, and competitions
- 1996 to 1998 **Assistant Coordinator** for the University of North Carolina Center for Science, Technology, Engineering, and Mathematics Education Pre-College Program
Responsible for assisting in the day-to-day management of the Program; coordinating student activities; generating reports; and record keeping
- 1994 to 1996 **Mathematics Instructor** for Providence High School, Charlotte-Mecklenburg Schools
Responsible for providing instruction to approximately 150 students on a day-to-day basis in geometry, algebra, and integrated mathematics; coordinating student activities; and generating reports.

SYNERGISTIC ACTIVITIES

1. Student First Academy School Board Member, 2008 to present
2. Intel International Science and Engineering Fair Advisory Board Council Member, 2006
3. Regional Science Fair Director, 2003-06
4. Regional Science Olympiad Co-Director, 2001-06
5. National Science Foundation Innovative Technology Experiences for Students Proposal Reviewer, 2005

Professional Honors and Awards

- December 2005 Featured in Pride Magazine Article: Pushing Math and Science
- 1995 to 1996 Featured in The Charlotte Observer Series: Is Teaching For Me?

Deborah A. Halliday

5621 Laurel Road
Charlotte, NC 28226

Phone: (704) 367-9192
Fax: (704) 267-0923

RedSky Gallery
2007-2008

Director, RedSky Gallery Corporate Services

Independent Consultant
1987-2000

Software Training and Implementation

- Technical Training
- Project Management
- Training and Support
- Courseware Development

Clients

- Speer Software Training
- Pitney, Hardin, Kipp & Szuch (NJ Law Firm)
- Gardiner, Carton & Douglas (Chicago Law Firm)
- Medium to large law firms in New York, Washington and Chicago
- Chase Manhattan Bank, Bank of America, Morgan.

American Equine
Products

Norwalk, CT
1986-1987

President, COO

- Expanded sales from \$1.1 million to \$3 million.
- Introduced entire new advertising program.
- Automated sales analysis and budgeting program.

Merck & Co., Inc.
Rahway, NJ
1977-1987

Marketing Manager, Companion Animal Products
Manager, Sales Reporting and Information, MSD Agvet
Senior Sales Analyst, MSD AGVET
Analyst, MSD International
Internal Auditor

Education

1975-1977 New York University (New York, NY)

- M.B.A., International Finance
- International Scholar

1971-1975 Georgetown University (Wash., D.C.) DC

- B.S.F.S., International Economics, School of Foreign Service.
- Graduated Phi Beta Kappa; *cum laude*.

Present/Past Affiliations

2008 – Present: Member, Women's Impact Fund (Charlotte, NC)
2007 – Present: Secretary, Hospitality House Auxiliary Board (Charlotte, NC)
1978 – Present: Member, New York Financial Women's Assoc. (New York, NY)
1987 – 1990: Board of Directors, American Equine Products (Norwalk, CT)
1980 – 1985: Treasurer, Summit Childcare Centers, Inc. (Summit, NJ)

Sandra M. Gay Curriculum Vitae

719 Reigate Road
Charlotte, NC 28262

(704) 777-5413
studentfirstacademy@yahoo.com

Professional Summary:

StudentFirst Academy Charlotte, North Carolina (2002-Present)

Deputy Head of School

Responsibilities include: Any and all responsibilities associated with opening and operating a K-12th grade private school, including but not limited to:

- Hire, train and directly supervise teaching and non-teaching staff of 10; work collaboratively to fully actualize an interdisciplinary curriculum: team teach, model, mentor, advise, assist and counsel
- Conduct periodic evaluations of teaching staff members focusing on instructional practices, methodologies, classroom environment, school community involvement and management techniques; conduct periodic reviews of all non-teaching staff members.
- Determine and ensure the implementation of (1) curriculum, resource goals, objectives and needs, (2) best teaching practices, (3) content integration of subject areas, (4) assessment strategies and effectiveness, (5) compliance with state and educational standards, (6) all school policies and procedures and (7) all administrative requirements; determine curricular resource needs and acquire same;

Brisbane Academy and Tutoring Center Charlotte, NC (2000-2006)

Teacher 1996-2001 (40 students; K-8)

Teach elementary, and middle school Spanish.

Teach middle and high school science and math for course credit

Total Care/Gentiva Monroe, North Carolina (2003-2006)

Outpatient clinic administrator

Physical therapy work hardening, outpatient clinic

Manage staff of 6 and medium sized clinic with revenue exceeding 1.5 million per year

American Therapy Services-The Pines Davidson, NC (1994-1996)

Held multiple job positions within the company: home health contract services, lead PT, staff PT & skilled nursing PT
Company originally called NovaCare, Inc: name change to rehabilitee in 1996

Rebound/ Central Carolinas Network Lancaster, SC (1991-1994)

Multiple positions beginning as staff PT, team coordinator, physical rehab coordinator and ending as Clinical Coordinator from 1992-1994

Responsibilities include Rehabilitation budget, hiring, managing, training, & team development of rehab team of 30

Education:

1987-1990 University of Pittsburgh, Pittsburgh, Pennsylvania

Bachelor's of Science in Physical Therapy

1985-1987 Ohio State University, Columbus, Ohio

Pre physical therapy program

Educational Courses:

Neurological Specialties – Neurological Development Training, Gait Training and Neurologic Disorders, Pool and Operator, Wound Care Specialist

Special Awards:

Physical Therapist of the Year 1994- Rebound Services

Who's Who in Women's HealthCare Management- 2005

Phyllis C. Handford

5308 Bellflower Lane
Charlotte, NC 28227

(704) 277-1832
phyllishandford@yahoo.com

Education: **Spelman College**, Atlanta GA **Pfeiffer University**, Charlotte NC **Walden University**, Baltimore, MD
Bachelor of Arts - May 1981 MBA - August 1997 Doctoral Candidate (PhD in Educ)
Math, Computer Science (minor) Bus Admin (concentration in Finance) K-12 Educational Leadership

Education Employment:

Sept 2001 – Present **StudentFirst Academy (Private school) Co-Founder**
• K-12 grade levels • Homeschool environment
May 1992 – Present **Phyllis C Handford Consulting (Home-based Tutoring Center) Owner**
• SAT/ACT/GED Prep • Math & Language Arts Tutoring • Development of Writing & Study Skills

Computer Employment:

July 1995 – Oct 1997 **NationsBank Services Inc. (Personnel Support) Systems Eng / Proj Lead (Enhancements/Support)**
• Primary contact to Clients for general ledger projects & service requests
• Lead programmer for the general ledger part of the personnel system
• Prepared systems documentation and analysis for the general ledger/personnel system
• Maintained, developed and modified existing personnel systems
Project Lead Project(s): Defined & implemented electronic filing of taxes for each of the companies under the NationsBank umbrella. Because of the complexity of the project, approximately 5 months of testing (10 test cycles) were conducted. This was an extensive project that involved multiple sites for development work and testing.
Budget size: 1.1 million; Size of my team: 10 people (across 4 sites)

Jan 1981 – Jun 1993 **IBM Corporation**
• QA Project Lead and Technical Lead in Development & Testing of the following projects:
Application Programming - **DataTrade Test / ISO 9000 / Systems Programming - PS/2, 9370, AS/400**
Project Lead Project(s): I defined the test environment, generated the project plan (& other documentation) for the testing effort needed for each project & coordinated the various types of project testing needed.

	<u>Budget size</u>	<u>Size of my team</u>
DataTrade:	\$700,000	8
PS/2	\$650,000	10
AS/400	\$500,00 - \$600,000	10
9370	\$50,000 - \$150,000	7

- Systems Application Analyst/Programmer - Dev, testing & documentation of projects
- Student Internship as a Software Developer for the first Space Shuttle

Community Interest: **INROADS, 100 Black Men & Urban League** (create SAT workshops),
Alpha Kappa Alpha Sorority (Regional Coordinator for Math & Science Projects)
Southside Home for Women (GED tutor & mentor)

Special Recognitions: Recognized as a **MOM ON THE MOVE** by "Charlotte Parent Magazine"
Recognized as an **EDUCATOR / BUSINESS OWNER** by "Pride Magazine"
Recognized by Who's Who Women in Business
Recognized as a 2010 "Odyssey of a Woman" honoree by Sigma Gamma Rho Sorority, Inc.

Other Professional Affiliations:

- Teacher at Central Piedmont Community College (8/2006 - 8/2010 & 6/1993 – 6/1996)
- Computer Consultant Transportation Technical Writer at Booker Engineering, Inc. (7/2006 – 7/2008)
- Teacher at Love of Learning Program & Freedom School at Davidson College (Summers 2000 – 2006)
- Teacher at Math & Science Program at UNCC (Summers 2001 – 2006)
- Teacher at Harding University, Garinger, & West Mecklenburg High Schools (8/2001 – 11/2001 & 11/2002 – 6/2003)
- Computer Consultant Senior QA Analyst at Optum, Inc. (10/2000 – 4/2001)
- Computer Consultant Business / QA Analyst & Project Mgr at First Union Corp. (5/1999 – 5/2000 & 4/1998 – 11/1998)
- Home-based Consultant Technical Analyst / Y2K Programmer at HAS Corp. (11/1998 – 4/1999)
- Computer Consultant Technical Analyst / Test Coordinator at SeaLand Corp. (11/1998 – 2/1999)
- Computer Consultant Project Mgr / Senior Analyst at Blue Cross Blue Shield (11/1997 – 4/1998)
- Teacher at Brisbane Academy Math & Science Preparatory School (6/1993 – 6/1995)

Joseph R. Johnson Jr.

9757 Whitewood Trail
Charlotte, NC 28269

Home #: (704) 881-2000 cell#: (704) 564-3002
famud1@carolina.rr.com

Objective: Result-driven professional seeking challenging career opportunities with an established organization which can utilize my strong business, sales, and leadership skills as well as managerial experience.

Education: Florida A&M University, Bachelors of Science: Political Science & Public Administration

Professional Verizon Affiliations:

- **12/2008-Present Major Account Manager (National Accounts)**
- **08/2006-12/2008 Business Account Executive**
- **05/2005-Present Business Sales Representative (Charlotte, NC)**
- **10/2004-04/2005 Assistant Manager (Charlotte, NC)**
- **09/2002-09/2004 General Manager (Memphis, TN)**
- **12/2000-09/2002 Assistant Manager (Charlotte, NC)**
- **02/2000-12/2000 Sales Representative (Charlotte, NC)**

Responsibilities at Verizon have included the following:

- Meet and exceed monthly sales quota and revenue objectives by further penetrating and building strong relationships within existing National Accounts.
- Keep accounts ahead of the curve on strategic wireless data technology trends and also manage churn.
- Continue growth of accounts through networking, prospecting, and developing new projects through evolution of data and sound financial business plans.
- Acquire accounts of businesses with up to 500 employees.
- Generate accounts through phone prospecting, networking, referral strategies, & relationship building with C Level Executives.
- Managed distribution of wireless products and services through retail / business channels.
- Developed and prepared sales team.

Special Verizon Recognitions: * 2006, 2005, 2003, & 2002 Winners Circle Award Winner
* 2008 10th in the region President Cabinet Rankings
* 2005 161% of quota (4th in the CAR/TN Region)
* Started Verizon Wireless School Supply drive in the City Of Memphis.

Community Service Activities: - Member of Big Brothers Big Sisters (Mentor)
- StudentFirst Academy (member of Board of Directors)
- Mentor for Mecklenburg County Student Athletes

References: Available upon request

James C. Farley III

9454 Old Bailes Road
Indian Land, SC 29707

Work: 803-547-5727
tfarley@farleyassociatesinc.com

SUMMARY

A construction professional adept at running a 20 million dollar general contracting business that includes 38 employees.

PROFESSIONAL EXPERIENCE

Farley Associates Inc. General Contractors, Indian Land, SC **2005 – Present**

President

- Responsible for all operations and Profit/Loss of the corporation
- Responsible for the setting and implementation of corporate strategy

Farley Associates Inc. General Contractors, Indian Land, SC **2005 – 1999**

Vice President / Project Manager

- Responsible for all operations and Profit/Loss of individual projects
- Responsible for managing 5-7 Project Superintendents
- Responsible for all client relationships

Farley-Miles Construction Company, Indian Land, SC **1999 – 1997**

Project Superintendent

- Responsible for all quality control and scheduling for individual projects
- Implemented short interval planning on individual projects

Contract Construction Company, Columbia, SC **1997 – 1996**

Project Superintendent

- Responsible for the successful completion of the USC Soccer Stadium project
- Maintained access to adjacent existing field and ongoing operations throughout project duration

Farley-Miles Construction Company, Indian Land, SC **1996 – 1994**

Office Engineer

- Assisted with estimating projects
- Reviewed submittals

EDUCATION

Carolinas Associated General Contractors (CAGC), Charlotte, NC, - Supervisors Institute

Associated General Contractors (AGC), Charlotte, NC, - Project Manager Program

Associated General Contractors (AGC), Charlotte, NC, - Advanced Management Program

Wake Forest University, Charlotte, NC - Business Essentials Program

Central Piedmont Community College (CPCC), Charlotte, NC - Civil Engineering Technology

Garinger High School, Charlotte, NC - graduated 1990

COMMUNITY SERVICE ACTIVITIES

- StudentFirst Academy board member
- St. Gabriel Catholic Church building committee

References: Available upon request

Connell Handford Jr.

4207 Gifford Park Ct
Charlotte, NC 28215

(980)322-4345
connell.handford@bankofamerica.com

EDUCATION:

9/99-6/03 **Stanford University**, Bachelor of Science: Management Science & Engineering

EMPLOYMENT:

11/09 – Present **Bank of America**, Program Mgr – Global Trade & Supply Chain Finance, Strategic Initiative Delivery & Support

- Oversee execution of program of initiatives with cumulative funding allocation in excess of \$10MM
- Lead team of Change Managers in applying six-sigma methodology in execution of initiatives on-budget & on-time
- Track program-level delivery of key benefits to Global Trade buss & report to key executive partners
- Responsible for career development and performance planning for team of associates

9/07 – 11/09 **Bank of America**, Change Manager, Global Treasury Operations – Transformation Change Management

- Managed End-to-End delivery of numerous initiatives within Global Trade & Global Wire Operations LOBs
- Completed key project deliverables in every phase of DMAIC process within process-intensive environment
- Led transition efforts relative to Global Trade platform migration of Merrill Lynch clients and associates
- Executed initiatives with executive-level visibility in very time-sensitive environments

8/06 – 9/07 **Bank of America**, Change Consultant, Enterprise Initiative Delivery, Electronification of Paper

- Led project efforts deploying new technology and process solutions aimed at reducing paper consumption costs
- Designed strategic project plans in order to meet specific Business Imperatives
- Managed substantial project budgets (as much as \$650K) in order to meet project requirements
- Managed resources across departments (Technology, LOB, Finance, etc.) in order to drive projects to conclusion

9/05-8/06 **Bank of America**, Business Analyst, Consumer Risk Operations/Card Operations Production Support

- Processed system access/maintenance requests submitted daily by LOB
- Issued and maintained access to Collections employees across various platforms (RMS, TSYS, BureauLink, etc.)
- Maintained central Collections systems (CACS, CROSS) through extensive knowledge of system table maintenance
- Implemented CACS Table changes associated with appropriate LOB initiatives

1/04-9/05 **Burlington Northern Santa Fe (BNSF)**, Terminal Trainmaster / Operations Supervisor

- Selected for highly competitive management trainee program
- Supervised operating employees in a terminal setting; first line of contact for employee issues or inquiries
- Designed strategic daily plans aimed at processing freight traffic through terminal in a timely and efficient manner
- Drove employee performance toward best practices through terminal operations testing
- Assisted in creation and implementation of terminal initiatives aimed at eliminating unnecessary operational costs

6/00-9/02 **Bank of America**, Summer Intern – Card Services, Consumer Risk Operations, and Change & Info Mgmt

- Generated and drove completion of project deliverables for various initiatives including Consumer Risk Operations Service System (CROSS) and Relationship Based Collections (RBC) Pilot projects
- Coordinated all internal communications within the CROSS project (placed collections associates throughout the enterprise on a common platform)
- Created process maps to document associate workflows & determine target areas for process improvement
- Tracked & updated project plans for various initiatives handled by Bankruptcy, Debt Management, & Locate Services
- Led key control room activities related to incident tracking & resolution mgmnt during CROSS project implementation

COMMUNITY SERVICE ACTIVITIES:

Youth Basketball Coach (Mentor & teach basic basketball skills to elementary students)

Community Tutoring (Tutor Elementary students in Math, Reading, & Writing)

StudentFirst Academy (Academic mentor & Board member)

HONORS & ACHIEVEMENTS:

- Six-Sigma Green Belt Certification, 2008
- Summer Venture in Management Program Graduate, Harvard University, 2002
- Bank of America Intern Scholarship Recipient, 2001
- Black Student Union Dean's Academic Award, 2000
- LEAD Summer Business Institute Alumni, Columbia University, 1998

REFERENCES: Furnished upon request

Pamela Harris-Young

HOME: 704-553-4777

EMAIL: Pam@visightllc.com

6805 Conservatory Lane
Charlotte, NC 28210

PROFESSIONAL HISTORY

VISIGHT ASSOCIATES LLC, Charlotte NC 2011 – present

Partner – Consultant in Sales Force Effectiveness and Executive Leadership

OTSUKA AMERICA PHARMACEUTICALS INC. Princeton, NJ 2009 – 2010

Senior Vice President of Sales

NOVO NORDISK INC., Princeton, NJ 2005 – 2009

Vice President of Sales, Managed Care and Gov't

NOVARTIS, East Hanover, NJ 2003 - 2005

National Vice President of Sales for Novartis II and Novartis III Sales Forces

PHARMACIA (Pfizer), Peapack, NJ 2001 - 2003

Regional Vice President – Southeast Area (December 2001- May 2003)

BRISTOL-MYERS SQUIBB, Princeton, NJ 1986 -2001

Area Vice President (West) (March 2000 – December 2001)

Director of Plavix™ Marketing (May 1999 – March 2000)

Regional Sales Director (July 1996 – May 1999)

Field Development Manager (November 1994 – July 1996)

District Sales Manager (October 1988 – November 1994)

Sales Trainer (July 1987 – October 1988)

Sales Representative (March 1986 – July 1987)

ARISTA RESEARCH, MOUNTAINSIDE, NJ 1985 – 1986

National Market Researcher

PFIZER – ROERIG DIVISION, New York, NY 1980 – 1985

Sales Representative

EDUCATION

THE COLLEGE OF NEW JERSEY, EWING, NJ 1980

Bachelor of Science, Marketing major

Executive courses in Strategic Sales Leaders at: University of Pennsylvania 2001, University of Michigan 2003, Northwestern University 2007

Jennifer Winstel

6727 Conservatory Lane
Charlotte, NC 28210

917-589-6947
jenniferwinstel@aol.com

EXPERIENCE

Royal Bank of Canada, Capital Markets, Managing Director, Head of US Institutional Equity Sales 2007-2011

- Managed 45 Institutional Equity Salespeople. Restructured 70% of the sales force over 3-year period.
- Improved Average Client vote on top 100 clients from ranking of 24 to 11.
- Responsible for the opening of 3 new offices: LA, Chicago and Philadelphia
- Active Member of the following Operating Committees:
 - Global Equity Operating Committee
 - US Equity Operating Committee
 - Diversity Leadership Committee
 - 401 Investment Committee
 - Donations Committee
 - Capital Commitment Committee
 - Executive Sponsor of RWomen USA

Royal Bank of Canada, Managing Director, Head of Middle Market Institutional Sales 2003-2007

- Established Business and hired over 20+ salespeople to service the US market
- Greater than 20% growth in Revenues every year
- Designed entire compensation structure and Instituted Cross Sell Initiative with Incentives

Royal Bank of Canada, Dain Rauscher, Branch Manager 2001-2003

- Managed over 40+ High Net Worth Brokers
- Top Recruiter of the Year 2003

Tucker Anthony, Head of New Business Development (Acquired by Royal Bank of Canada 2001) 1999-2001

- Recruited HNW financial Consultants and Established new Branch Offices
- Established CPA-Attorney Referral Program
- Integration of Sales businesses through Acquisitions

Raymond James Financial, Administrative Manager to Head of Private Client Group 1994-1999

- Oversight of all Support Personnel in Private Client
- Liaison to Legal and Outside Counsel on Contract Disputes and Settlement of Outstanding Notes
- Conducted all Branch P & L Analysis and reported to President and Head of Private Client
- Created Initiative of FC Women's Symposium and first marketing brochure targeting women's market
- Recruiting of Sales and Administration and the launch of new branch offices

Merrill Lynch Pierce Fenner & Smith 1990-1994

- Field Service Manager 1992-1994
- Management Trainee 1991--1992
- Cold Caller and Sales Assistant 1990-1991

EDUCATION

1986-1990 Bowling Green State University, **Bachelor of Bus Admin, Specialization in Marketing**

1998-2000 Securities Industry Institute – Wharton School Executive Educ **3 Year Program (Financial Services Industry)**

EXTRACURRICULAR / COMMUNITY SERVICE

Financial Women's Association Member: Mentor Program, and Financial Literacy Program

Financial Women's Association Dais for Distinguished Business Leaders 2011

Board Member of Nylon Wound – Not for Profit since 2005

NASD Arbitrator (FINRA) since 1994

Ronald McDonald House Volunteer of NYC and Charlotte 2009-2011

Sharon Weekday School Board Member 2011-2012

Rang NYSE and NASDAQ closing and opening bells in 2009

LICENSES: Series 7, 8, 63, 65

Nadia I. Johnson

5213 Prosperity View Drive
Charlotte, NC 28269

954-649-4078
n.indra712@yahoo.com

EDUCATION

Ph.D. University of Miami, English, December 2009.
M.A. Florida State University, English, April 2005
B.A. Florida State University, August 2000 (Major in English Lit, Minor in Journalism)

HONORS, AWARDS, AND ACCOMPLISHMENTS

McKnight Doctoral Fellow, 2004 (Alternate) Recvd annual funding for conference travel.
Center for Latin American Studies Doctoral Research Grant, University of Miami, 2006
Research Assistant, University of Miami, 2006-2008
Teaching Assistant, University of Miami, 2004-2006, 2008
Teaching Assistant, Florida State University, 2003-2004
Department Travel Grant, University of Miami, 2004, 2005, 2006, 2007, 2008
Kriloff Graduate Student Travel Scholarship, Univ of Miami, 2005, 2006, 2007, 2008
Graduate Activity Fee Allocation Committee Travel Grant, University of Miami, 2007
Three articles published in *Anthurium: A Caribbean Studies Journal*, 2006, 2007, 2008
Three articles published in *The Encyclopedia of the African Diaspora* 2008
Seven conference presentations at various universities, 2004 - 2008

TEACHING EXPERIENCE

English & Global Studies Faculty, Providence Day School, Charlotte, NC (2010 – Present)

Adjunct Instructor, Northwest Florida State College & Nova Southeastern University

ENC 1102 Writing About Literature, Spring 2010
ENC 0020 College Prep, Fall 2009
COMP 2000 Advanced Composition: Argumentative Writing Fall 2008
LIT 2031 World Literature II, Fall 2005

Graduate Instructor, University of Miami & Florida State University

ENG 106 Composition II: "Representations of the Bad-man in Jamaican Popular Culture," Spring 2006,
Summer 2008, Fall 2008
ENG 105 Composition I: "Readings in Popular Culture" Fall 2004, Fall 2005
ENG 106 Composition II: Gender Issues in Ethnic Women's Writing, Spring 2005
ENC 1102 Composition II: "Exploding Stereotypes in the Media" Spring 2004
ENC 1905 Remedial Writing: "Basic Skills Writing" Summer 2004
ENC 1101 Composition I: "Engaging Cultural Mediums" Fall 2003

Writing Tutor, University of Miami & Florida State University

Tutored student-athletes, Spring 2009
Tutored undergraduate and graduate students as well as ESL students, Spring 2004

OTHER PROFESSIONAL EXPERIENCE

- Managing Editor, *Anthurium: A Caribbean Studies Journal*, August 2008-May 2009.
- Research Assistant, Caribbean Literary Studies, August 2006-2008.
- Copy Editor, *Anthurium: A Caribbean Studies Journal*, August 2006-Present.
- Conference Coordinator, "The Asian Experience in the Caribbean and the Guyanas: Labor and Migration, Literature and Culture," University of Miami. November 1-3, 2007.
- Chair, "Metaphors of Belonging." The Asian Experience in the Caribbean & the Guyanas: Labor & Migration, Literature & Culture, Univ of Miami, Coral Gables, Fl, November 1-3, 2007.

GUEST LECTURES

- "*The Dragon Can't Dance* by Earl Lovelace." ENG 361: Caribbean Literature (Dr. Patricia Saunders) Univ of Miami, Fall 2005
- "*Second Class Citizen* by Buchi Emecheta." ENG 496: Black Diaspora Women's Writing (Dr. Saunders) Univ of Miami, Fall 2005
- "*Beyond the Limbo Silence* by Elizabeth Nunez." ENG 496: Black Diaspora Women's Writing (Dr. Patricia Saunders) University of Miami, Fall 2005

PROFESSIONAL MEMBERSHIPS:

Modern Language Association, Caribbean Studies Association, Caribbean Literary Studies, & College Language Association

Larry D. Kennedy Jr.

14108 Wild Elm St.
Charlotte, NC 28277

(704) 650-5803
lkennedy@riddellsales.com

To obtain a challenging position with a market leader that utilizes my experience in product management, sales management, and account management

QUALIFICATIONS

- ❑ Innovative professional with 14+ years of progressive experience within the sales industry
- ❑ Quick study, with an ability to easily grasp and put into application new ideas, concepts, methods and technologies.
- ❑ Exceptional leadership, organizational, oral/written communication, interpersonal, analytical, and problem resolution skills.
- ❑ Thrives in both independent and collaborative work environments.
- ❑ Strong ability to negotiate

EXPERIENCE

Riddell Sports, Inc.

05/98 – Present

NC/SC Account Executive

- Oversee day to day operations for sports equipment and apparel sales – NFL, NCAA and High School
- Analyze competitive product offerings in terms of features and benefits as well as price points
- Meet with owners, athletic directors, coaches, and the sales force to define new product requirements and work with product development to document these requirements in product specifications
- Distributed key account sales reports to region managers and review sales goals with region managers via telephone conferences
- Processed incoming orders, coordinated shipments, and handled customer-related issues

Football University, LLC

08/11– Present

Southeastern Regional Director

- Oversee all south region camps and any camps in the south we may add
- Work with each RD on all fundamentals of running his camp, i.e. RD Manual, registrations
- Build a team of scouts in each of my responsible cities to assist in required invite counts
- Travel to cities when needed to build and work with RD/ Scout team
- Monitor registration numbers across the region
- Assist in selection of players for the East Bay and Army All American games

Ballantyne Gator Youth Football Organization

Head Coach (Volunteer)

- Provided leadership and direction for 4 youth football teams
- Responsible for all in-season and off-season aspects of the program

Charlotte Speed, Inc.

Present

Minority Owner – Professional Indoor Football League

ACCOMPLISHMENTS

- University of Florida Football Team Captain – 1994
- All SEC / All American Defensive Back
- Miami Dolphins – 1995
- NFL Europe – Düsseldorf Rheinfire – 1996
- Tampa Bay Storm – 1997 -1998

EDUCATION

1995 **University of Florida**, Gainesville, FL, Bachelor of Science: Criminology

Listed below are the following:

- the corporation's Bylaws, as currently in effect, are reproduced in their entirety
- the conflict of interest policy adopted by the Board, which is based on a model policy developed by the Internal Revenue Service
- a stated commitment to the NC Open Meetings Law (G.S.143.318.9 et seq)
- the articles of incorporation

**BYLAWS
OF
STUDENTFIRST ACADEMY, INC.**

**ARTICLE I
OFFICES**

SECTION I. PRINCIPAL OFFICE

The principal office of the corporation is located at 5308 Bellflower Lane, Charlotte, N.C. 28227, Mecklenburg County

SECTIONS 2. OTHER OFFICES

The corporation may have other offices at such other locations within its geographic area as its Board of Directors may from time to time designate.

**ARTICLE II
NON-PROFIT PURPOSES**

SECTION 1. IRS SECTION 501(C)(3) PURPOSES

This corporation is organized exclusively for one or more of the purposes as specified in section 501(C)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under 501(C)(3) of the Internal Revenue Code.

SECTIONS 2. SPECIFIC OBJECTIVES AND PURPOSES

To promote the involvement of its member in civic and charitable endeavors through mutual cooperation, joint planning and organized executing; and to provide services and programs of tutoring, teaching computer skills, math skills, language arts skills and leadership development to school age children K thru 12 on a year round basis.

**ARTICLE III
BOUNDARIES**

The Studentfirst Academy Inc. shall serve the geographic area of grater Charlotte and Mecklenburg County.

**ARTICLE IV
DIRECTORS**

SECTION 1. NUMBER

The corporation shall have not less than five (5) directors but not more than thirteen (13) directors, and collectively they shall be known as the Board of Directors.

SECTION 2. QUALIFICATIONS

Directors shall be of the age of majority in this state and any state where they shall reside and as defined in Article 3 of these Bylaws.

SECTION 3. POWERS

Subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 4. DUTIES

It shall be the duty of the directors to:

- (A) Perform any and all duties imposed on them collectively or individually by law, by the Articles of incorporation, or by these Bylaws;
- (B) Appoint and remove, employ and discharge, and except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any of all officers, agents and employees of this corporation.
- (C) Supervise all officers, agents and employees of this corporation to assure that their duties are performed properly;
- (D) Meet at such times and places as required by these Bylaws;
- (E) Register their addresses with the Secretary of the corporations, and notice of meetings mailed or faxed to them at such addresses shall be valid notices thereof.

SECTION 5. TERM OF OFFICE

Each director shall hold office for a period of two years and until his or her successor is elected and qualifies. A director may be re-elected for a second two-year term. Any director may be returned to the Board after being off for two years.

SECTION 6. COMPENSATION

Directors and members of any committee of the board shall not be entitled to compensations for their services as Director or committee members. Directors and members of any committee shall be entitled to the extent authorized by the board, to reimbursement for reasonable expenses incurred by such member when conducting activities on behalf of the organization.

SECTION 7. PLACE OF MEETINGS

Meetings of the Board of Directors shall be held at any place designated from time to time by the Board.

SECTION 8. REGULAR MEETINGS

The Board of Directors may provide by resolution the date, time, and place for the holding of regular meetings without other notice than such resolution.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the President, Vice-President, Secretary, or by any two directors. Such meetings shall be held at the place designated by the person or persons calling the special meeting.

SECTION 10. NOTICE OF MEETINGS

Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the Board of Directors:

- (A) Regular Meetings. No notice need be given for any regular meeting of the Board of Directors.

- (B) Special Meetings. At least one week prior notice shall be given by the secretary of the corporation to each director of each special meeting of the board. Such notice may be oral or written, may be given personally, by first class mail, by telephone, or by facsimile machine, and shall state the place, date, and time of the meeting and matters proposed to be acted upon at the meeting. In the case of facsimile notification, the director to be contacted shall acknowledge personal receipt of the notice.
- (C) Waiver of Notice. Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the Articles of Incorporation, these Bylaws, or the law of his state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to giving of such notice.

SECTION 11. QUORUM FOR MEETINGS

A quorum shall consist of a majority of the members of the Board of Directors. Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the chair shall entertain at such meeting is a motion to adjourn.

SECTION 12. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Article of Incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 13. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the President of the Board, or if no such person has been designated or, in his or her absence, the president of the corporation or, in his or her absence, by the Vice President or, in the absence of each of these persons, by the President chosen by a majority of the directors present at the meeting. The secretary shall act as secretary of all meeting of the board, provided that, in his or her absence, the presiding officer shall appoint another person to serve as secretary of the meeting.

Meetings shall be governed by such procedures as may be approved for time to time by the Board of Directors, in so far as they are not inconsistent with or in conflict with the Article of Incorporation, and these Bylaws.

SECTION 14. VACANCIES

Vacancies on the Board of Directors shall exist (1) on the death, resignation, or removal of any directors, and (2) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the President of the Board, President, Secretary, or Board of Directors, unless the notice specifies a later time for such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Directors may be removed for office, with or without cause, as permitted by and in accordance with the laws of this state.

Unless otherwise prohibited by the Article of Incorporation, these Bylaws or provisions of law, vacancies on the board may be filled approval of the Board of Directors. If the number of directors then in office is less than a quorum, a vacancy may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the board shall hold office until the next election of the Board of Directors or until his or her death, resignation, or removal from office.

SECTION 15. NON-LIABILITY OF DIRECTORS

The director shall not be personally liable for the debts, liabilities, or other obligations of the corporations.

SECTION 16. INDEMNIFICATION BY CORPORATION OF DIRECTORS AND OFFICERS

The director and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of this state.

SECTION 17. INSURANCE OF CORPORATE AGENTS

Except as may be otherwise provided under provisions of law, the Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

ARTICLE V
OFFICERS

SECTION 1. DESIGNATION OF OFFICERS

The officers of the corporation shall be President, a Vice President, a Secretary, and a Treasurer. The corporation may also have a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and such other officers with such titles as may be determined from time to time by the Board of Directors.

SECTION 2. QUALIFICATIONS

Any member of the corporation may serve as an officer of the corporation as defined under Article 7, Sec. 1 of the Bylaws.

SECTION 3. ELECTION AND TERM OF OFFICE

Officers shall be elected by the Board of Directors, at anytime, and each officer shall hold office for a term of two (2) years, or until he or she resigns or is removed or is otherwise disqualified to serve, or until this or her successor shall be elected and qualified, whichever occurs first.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, the acceptance of such resignation shall not be necessary to make it effective. The provisions of this section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy.

SECTION 6. DUTIES OF PRESIDENT

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporations and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Article of Incorporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, the President shall preside at all meetings of the Board, and if his corporations has members, at all meetings of the members. Except as otherwise expressly provided by law, the Article of Incorporation, or by these Bylaws, he or he shall in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may form time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE PRESIDENT

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

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

- Certify and keep at the principal office of the corporation the original, or copy, of these Bylaws as amended or otherwise altered to date
- Keep at the principal office, a book of minutes of all meetings of the directors, and members, an all minutes of committees special or regular
- See that all notices are duly given in accordance with he provisions of these Bylaws
- Keep a book of record of the names of all members active and no active
- Exhibit at all reasonable times to any director, or his or her agent, on request, the Bylaws, membership book and the minutes of all proceeding of the directors of the corporation
- In general, perform all duties incident to the office of secretary and such other duties as maybe required by law, by the Articles of Incorporation, or by these Bylaws.

SECTION 9. DUTIES OF TREASURER

The Treasurer shall:

- Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors
- Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.
- Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors.
- Keep and maintain adequate and correct accounts of its assets, liabilities, receipts, disbursements.
- Exhibit at reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request.
- Render to the President and directors, upon request, an account of any or all transactions of the Treasurer and of the financial condition of the corporation.
- In general, perform all duties incident to the office of Treasurer, and such other duties as may be required by the Board of Directors.

SECTION 10. COMPENSATION

The salaries of officer, if any, shall be fixed from time to time by resolution of the Board of Directors. In all the cases salaries shall be reasonable and given in return for services actually rendered to or for the corporation.

ARTICLE VI COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of its members, designate an Executive Committee consisting of two or more board members and may delegate to such committee the power and authority of the board in the management of the business and affairs of the corporation, to the extent permitted by law and these Bylaws.

By a majority vote of its members, the board may at any time revoke or modify any or all the Executive Committee authority so delegated. Vacancies on the Executive Committee shall be filled from members on the board.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, notice, held and take in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors.

ARTICLE VII MEMBERSHIP

SECTION 1. The corporation may have members. There shall be only one class of membership and they shall be regular members.

SECTION 2. FEES, DUES, AND ASSESSMENTS

Each member in good standing must pay, within the time and on the conditions set by the Board of Director, any fees, dues or other assessments that from time to time may be set by the Board of Directors.

SECTION 3. TERMINATION OF MEMBERSHIP

Membership may be terminated upon death, resignation, or any conduct or action that is deemed detrimental to the corporation.

SECTION 4. MEETINGS OF MEMBERS

The members of this corporation shall hold regular meetings of its membership not less than eight (8) times each year.

SECTION 5. ANNUAL MEETING

The Annual Meeting of the members shall be held in the month of April each year. The meeting's purpose shall be to elect Board of Directors, to hear reports from the officers of the corporation and to

entertain any other business that might properly come before the membership of the corporation (A majority of members present at any meeting of the members shall constitute a quorum).

ARTICLE VIII
EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may be resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as other wise specifically determined by resolution of the Board of Directors, or otherwise required by law, check, drafts, promissory notes, orders for payment of money, and other evidence of indebtedness of the corporation shall b e signed by the Treasurer and countersigned by the President of the corporation.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution gift, bequest, or devise for the non-profit purposes of the corporation.

ARTICLE IX
CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office:

- (A) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, including the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (B) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- (C) A record of its members, if any, including their names and addresses and if applicable the class of membership held by each member and termination date of any membership;
- (D) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members of the corporation if any at a reasonable time or times.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instruments.

SECTION 3. DIRECTOR'S INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable times to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of the corporation as may be required by the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

If this corporation has members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- (A) To inspect and copy the records of all member's names, addresses and voting rights if any, at a reasonable time, upon written demand on the Secretary of the corporation, which demand shall state the purpose for which the inspection rights are requested.
- (B) To inspect at any reasonable time the books, records, or minutes of proceedings and the members or of the board of committees of the board, upon written demand on the Secretary of the corporation by the member, for a purpose reasonable related to such person's interest as a member.

Members shall have such other rights to inspect the books, records and properties of the corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

SECTION 5. PERIODIC REPORTS

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

ARTICLE X

IRS 501 (C)(3) TAX EXEMPTION PROVISION

SECTION 1. LIMITATIONS ON ACTIVITIES

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation [except as otherwise provided by Section 501(h) of the IRS Code], and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, and candidate for public office.

Notwithstanding any other provision of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

SECTION 2. PROHIBITION AGAINST PRIVATE INUREMENT

No part of net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be

authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

SECTION 3. DISTRIBUTIONS OF ASSETS

Upon the dissolution of this corporation, its assets remaining after the payment, or provision for payment, of all debt and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

**ARTICLE XI
AMENDMENT OF BYLAWS**

SECTION 1. AMENDMENT

Subject to the powers of the members of this corporation to adopt, amend or repeal the Bylaws of this corporation and except as may otherwise be specified under provisions of law, these Bylaws, or any of them, may be amended, or repealed and new Bylaws adopted by majority of members present at a meeting where the purpose is to amend the Bylaws.

**ARTICLE XII
CONSTRUCTION OF TERMS**

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this corporation, the provision of the Articles of Incorporation shall govern.

Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of the Bylaws shall be unaffected by such holding.

All references in these Bylaws to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter, or other founding document of his corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these Bylaws to a section of the Internal Revenue Code shall be such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

ADOPTION OF BYLAWS

We, the Board of Directors at a meeting called for the adoption of the BYLAWS as the BYLAWS OF this corporation.

DATE: This 15th day of October 2001

By Stuart Beljane
Secretary

[END OF BYLAWS]

StudentFirst Academy will update Bylaws at Annual Board Meeting Summer, 2012.

CONFLICT OF INTEREST POLICY FOR BOARD OF DIRECTORS

Statement of Policy

StudentFirst Academy Board of Directors, officers, and employees have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the school. They serve the school's trust and should avoid placing themselves in positions in which their personal interests are, or may be, or may be perceived to be, in conflict with the interests of the school.

Individuals serving or employed by the school shall at all times act in a manner consistent with their fiduciary responsibilities.

Every Board member understands that service as a Director entails the obligation to place the interests of the school foremost when dealing with or on behalf of the school, and that every trustee has the continuing responsibility to comply with the requirements of this policy, regardless of the implications that any action may have on the Board member's personal affairs or business.

Definition

A person has a "financial interest" if the person has, directly or indirectly, through business, investment, or family:

- (a) an ownership or investment interest in any entity with which StudentFirst Academy engages in a financial transaction; or
- (b) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which StudentFirst Academy is negotiating a financial transaction.

Note: Employment by the school does not in itself constitute a prohibited "financial interest." Instead, according to the design and intent of this policy, every employee who participates in school decision-making is also covered by the policy and its underlying principles.

Three Underlying Principles

1. A Director, officer, or employee shall not have or acquire any financial interest or association which might influence or interfere with the independent exercise of his or her judgment in the best interest of StudentFirst Academy.
2. A Director, officer or employee should not personally profit from, or otherwise take advantage of, opportunities which are obtained by reason of such Trustee, officer or employee's position with the school unless such Trustee, officer or employee's involvement is disclosed and properly approved.
3. Directors, officers and employees should refrain from those transactions or activities conducted in their capacity as a Director, officer or employee of StudentFirst Academy which, while not involving personal profit or gain to the Director, officer or employee involved, are nonetheless detrimental to the best interests of the school.

Disclosure – Procedures and Guidelines

No person shall be disqualified from serving the school by reason of any pre-existing financial interest. However, all such interests must be disclosed to the Board of Directors upon nomination for Board service or employment at the school, or in the case of a sitting Director, when and if such an interest develops. Every StudentFirst Academy Board member shall be required annually to provide full written disclosure of any financial interests or relationships that may in any way present a conflict between his/her business or professional roles and his/her role as a Board member.

Any Director, officer, employee who has an interest in or is directly or indirectly a party to, a contract or transaction presented to the Board of Directors (or one of its committees) for authorization, approval or ratification, shall make a prompt, full and frank disclosure of his or her interest to the President of the Board of Directors, or in the President's absence, to the Vice-President of the Board of Directors, prior to the Board's (or school's) acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction and the person's interest or relationship to the contract or transaction.

Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the potential conflict, so that the Board of Directors can provide such guidance and take such action as it shall deem appropriate. Any Director who has a potential conflict of interest may, and at the request of the President, will excuse himself or herself from any participation in the Board's decision on that matter, other than to present factual information or to respond to the Board's questions, before absenting him or herself from all discussion and voting. *Any such excused Director temporarily reduces the number of total Board members for the purposes of determining the existence of a quorum, or for calculating the margins of success required for various kinds of votes, during that part of the meeting of the Board.*

The minutes of the meeting shall reflect the conflict of interest disclosure, the action(s) taken in its regard, and abstention(s) from participation in subsequent discussion and voting, where applicable.

Entering into transactions with “interested” parties

StudentFirst Academy may enter into a contract or other transaction with an interested Director, officer, employee, etc. if it is determined by the appropriate decision-making body (absent any “conflicted” members) that:

1. Altamont is entering into the contract or other transaction for its own benefit;
2. The contract or transaction is fair and reasonable to the school; and
3. StudentFirst Academy cannot obtain a more advantageous arrangement with reasonable effort under the circumstances.

Confidential Information

It shall be the responsibility of all Directors, officers, employees and other persons having access to confidential information or special knowledge acquired in the course of business of StudentFirst Academy not to disclose such information to others or use such information for personal gain. No Director shall communicate to any non-Director any confidential or proprietary information or information which could be harmful to StudentFirst Academy if disclosed. Further, all current information about the Board of

Directors' activities shall be treated as confidential unless there has been general disclosure or the information is a matter of public record or common knowledge.

Disclosure Form

Disclosure forms shall be updated annually, or sooner if changed circumstances require disclosure. All persons subject to this policy are expected to update their Disclosure Form at any time during the year that the information requested on the form changes. The administration and maintenance of the Disclosure Forms shall be the responsibility of the President of the Board of Directors, or his/her designee.

**STUDENTFIRST ACADEMY
CONFLICT OF INTEREST POLICY
DISCLOSURE STATEMENT**

I HAVE REVIEWED, UNDERSTOOD, AND HAVE AGREED TO BE BOUND BY THE FOREGOING POLICY.

Signature

Date

Please print name

Disclosure of Conflict or Potential Conflict(s) of Interest:

Signature

Date

Please print name

The StudentFirst Academy Board of Directors will observe NC Open Meeting Laws (NC Statute: Chapter 143, Article 33C; G.S., 143:318) which is outlined below:

NC Open Meetings Law Policy: All official meetings of public bodies are open to the public.

- (a) Except as provided in G.S. 143-318.11, 143-318.14A, 143-318.15, and 143-318.18, each official meeting of a public body shall be open to the public, and any person is entitled to attend such a meeting.
- (b) As used in this Article, "public body" means any elected or appointed authority, board, commission, committee, council, or other body of the State, or of one or more counties, cities, school administrative units, constituent institutions of The University of North Carolina, or other political subdivisions or public corporations in the State that (i) is composed of two or more members and (ii) exercises or is authorized to exercise a legislative, policy-making, quasi-judicial, administrative, or advisory function. In addition, "public body" means the governing board of a "public hospital" as defined in G.S. 159-39 and the governing board of any nonprofit corporation to which a hospital facility has been sold or conveyed pursuant to G.S. 131E-8, any subsidiary of such nonprofit corporation, and any nonprofit corporation owning the corporation to which the hospital facility has been sold or conveyed.
- (c) "Public body" does not include (i) a meeting solely among the professional staff of a public body, or (ii) the medical staff of a public hospital or the medical staff of a hospital that has been sold or conveyed pursuant to G.S. 131E-8.
- (d) "Official meeting" means a meeting, assembly, or gathering together at any time or place or the simultaneous communication by conference telephone or other electronic means of a majority of the members of a public body for the purpose of conducting hearings, participating in deliberations, or voting upon or otherwise transacting the public business within the jurisdiction, real or apparent, of the public body. However, a social meeting or other informal assembly or gathering together of the members of a public body does not constitute an official meeting unless called or held to evade the spirit and purposes of this Article.
- (e) Every public body shall keep full and accurate minutes of all official meetings, including any closed sessions held pursuant to G.S. 143-318.11. Such minutes may be in written form or, at the option of the public body, may be in the form of sound or video and sound recordings. When a public body meets in closed session, it shall keep a general account of the closed session so that a person not in attendance would have a reasonable understanding of what transpired. Such accounts may be a written narrative, or video or audio recordings. Such minutes and accounts shall be public records within the meaning of the Public Records Law, G.S. 132-1 et seq.; provided, however, that minutes or an account of a closed session conducted in compliance with G.S. 143-318.11 may be withheld from public inspection so long as public inspection would frustrate the purpose of a closed session. (1979, c. 655, s. 1; 1985 (Reg. Sess., 1986), c. 932, s. 4; 1991, c. 694, ss. 1, 2; 1993 (Reg. Sess., 1994), c. 570, s. 1; 1995, c. 509, s. 135.2(p); 1997-290, s. 1; 1997-465, s. 27.)

Articles of Incorporation



NORTH CAROLINA
Department of The Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

STUDENTFIRST ACADEMY, INC.

the original of which was filed in this office on the 4th day of September, 2001.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 4th day of September, 2001

Elaine F. Marshall
Secretary of State

3031D: 603070
Data Filed: 2/4/2001 4:38 PM
Elaine F. Marshall
North Carolina Secretary of State

21 247 3195

ARTICLES OF INCORPORATION
OF

STUDENTFIRST ACADEMY, INC.
(Name of Corporation)

A NON-PROFIT CORPORATION

We, the undersigned natural persons of the age of twenty-one years or more, acting as incorporators for the purpose of creating a non-profit corporation under the laws of the state of North Carolina, as contained in Chapter 35A of the General Statutes of North Carolina, entitled "Non-Profit Corporation Act", and the several amendments thereto, do hereby set forth:

1. The name of the corporation is "STUDENTFIRST ACADEMY, INC."
2. The period of duration of the corporation shall be Perpetual.
3. The purpose(s) for which the corporation is organized are: to promote the involvement of its members in civic and charitable endeavors through mutual cooperation, joint planning and organized executing; and to provide services and programs of tutoring, teaching computer skills, math skills, language arts skills and leadership development to school age children.
4. The corporation is to carry out its purposes as enumerated, in a manner prescribed by amendments to the Bylaws.
5. The corporation is to be a charitable corporation as defined in N.C.G.S., Section 55A-1-40(A).
6. The corporation shall have the following class of members:
General Members, and the same shall be set forth in the amendments to the Bylaws.
7. The Directors of the corporation shall be elected by the membership and set forth in a manner prescribed by amendments to the Bylaws.

8. REGISTERED AGENT

The registered agent of this corporation shall be Angela Crutchfield, 1113 E. Glenfiddich Drive, Charlotte, N.C. 28215, Mecklenburg County.

9. REGISTERED OFFICE

The registered office of this corporation shall be 1113 E. Glenfiddich Drive, Charlotte, N.C. 28215, Mecklenburg County.

10. PRINCIPLE OFFICE

The principle office of this corporation shall be located at 5308 Bellflower Lane, Charlotte, N.C. 28227, Mecklenburg County.

11. The number of directors constituting the initial board of directors shall be as set forth in the Bylaws and the same shall be elected at the first meeting of the corporation. Until there shall be a first meeting of the corporation the following listed persons shall serve as the incorporators:

- | | |
|-----------------------------|---|
| <u>Stuart Ballzain</u> | <u>810 Crickebrook Lane, Charlotte, N.C. 28215</u> |
| <u>Phyllis C. Handford</u> | <u>5308 Bellflower Lane, Charlotte, N.C. 28227</u> |
| <u>Leroy F. Springs, II</u> | <u>11825 Broadwater Lane, Charlotte, N.C. 28217</u> |


12. In addition to the powers granted corporations under the laws of the State of North Carolina, the corporation shall have full power and authority to:

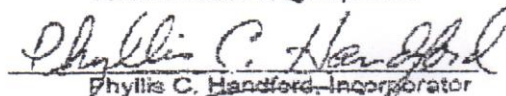
- a) Provide professional guidance in the area of education, health and recreational activities.
- b) Promote acceptable standards governing the operation of improving the health and welfare of community life in the Greater Charlotte-Mecklenburg area.


13. DISSOLUTION

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, and educational purposes as shall at the time qualify as an exempt organization under section 501 (c)(3) of the Internal Revenue Code of 1954 (or corresponding provisions of future United States Revenue laws), as the Board of Directors shall determine.

IN TESTIMONY WHEREOF, we have set our hands, this the 29 th day of August, A.D. 2001.


Stuart Beizaire, Incorporator


Phyllis C. Handford, Incorporator


Lenny F. Springs, II, Incorporator

STATE OF North Carolina

COUNTY of Mecklenburg

This is to certify that on the 29 th day of August, A.D. 2001, before me a Notary Public Shirley Pitt personally appeared

Stuart Beizaire
Phyllis C. Handford
Lenny F. Springs, II

who, I am satisfied, are the persons named in and who, executed the foregoing Article of Incorporation, and I having first made known to them the contents thereof, they did each acknowledge that they signed and delivered the same as their voluntary act and deed for the uses and purposes therein expressed.

In Testimony Whereof, I have hereunto set my hand and official seal, this the 29 day of August, A.D. 2001.

Expiration date: 4-13-03

DESCRIPTION OF GOVERNING BOARD'S ROLE AS OVERSEER OF THE CHARTER SCHOOL:

"Good governance is a key to great charter schools." Joseph H. Reich, Chairman, Board of Directors, New York City Center for Charter School Excellence.

Below are the descriptions of the functions, duties, roles, and responsibilities for the StudentFirst Academy board officers.

Board Governance Philosophy

The StudentFirst Academy Board of Directors embrace a view toward governance that is strategic, future-based, prudent, positive, ambitious, and deliberative. Our beliefs encourage sharing of diverse viewpoints, reinforce the centrality of board policy-making, and empower the school's faculty and leaders with clear direction. More specifically, the Board will:

1. Operate in awareness of its trusteeship obligation to its charter and stakeholders,
2. Acquire the skills and knowledge that make for board excellence; support each other's learning; and assess the board's growth and progress through annual evaluations, compilation of board activity throughout the year, and other measures.
3. Lead the organization through the careful establishment of the broadest organizational policies with a primary focus on results developing a school that accomplishes its mission.
4. Accept collective responsibility for excellence in governance, using the expertise of individual trustees to enhance the work of the Board as a body and provide valued advisement to school leaders
5. Monitor and discuss the Board's process and performance regularly for continuous improvement.
6. Assure we constantly know 1) our status in meeting our goals, 2) where we need to go to meet our goals, and 3) the best strategy to use.
7. Seek input from various sources including staff, students, alumni, employers, and other community members on board policies on purposes.
8. In decision-making, focus on productivity and success; continually consider how Board actions will increase opportunities and improve learning.
9. Make decisions by majority vote, and support decisions made.

Board Officers

The officers of the Board of Directors for StudentFirst Academy shall be Chair, Vice-Chair, Secretary and Treasurer. Each officer shall serve a two (2) year term beginning at the annual organizational meeting. Annually, a slate of positions and terms will be available for the record.

Method of Election of Officers

The four (4) officers of the Board—the Chair, Vice-Chair, Secretary and Treasurer—shall be elected by majority vote of those present* at the annual organizational meeting during the year their term in office is ending.

Any board officer vacancy may be filled at any meeting of the Board provided that all members of the Board have been so notified prior to any meeting at which a Board officer vacancy will be filled.

* Present does not exclusively mean physically present. A board member may participate via a conference call or through computer meeting software. The board member must be able to hear and participate in the proceedings.

Responsibilities of Board Officers

Chair

In fulfilling all duties and providing leadership to the Board of Directors, the Chair must follow, and assure others follow, Board policy and all laws that apply.

The Chair of the Board of Directors shall preside at all meetings in accordance with Board policy and parliamentary procedure.

Other duties include, but are not limited to, the following:

- Determine agenda with the assigned school coordinator/administrator,
- Sign contracts and other instruments on behalf of the Board, but only if so authorized by the Board,*
- Appoint a member to act as Secretary when the Board's assigned Secretary is absent,
- Appoint Board subcommittees and assign a chairperson,
- Appoint Board members to represent the Board with government offices, organizations, or school districts,
- Select members of advisory committees to the Board, in consultation with the Board,
- Present the Board a roster of Board subcommittees and advisory committees at the annual organizational meeting so the Board can determine if continuation is desired or necessary,
- Cancel and/or reschedule Board meetings for good cause after consultation with Board members and the school coordinator/administrator,
- Direct the school coordinator/administrator to call special meetings and/or emergency meetings of the Board, as necessary,
- Maintain communication with the school coordinator/administrator, as needed.

*The Chair of the Board shall have such other powers and duties as the Board may from time to time determine.

[Note: It is customary for the Chair of the Board to be authorized to sign contracts, e.g. with personnel, whose employment or services the Board has approved.]

Vice-Chair

The Vice-Chair shall have the powers and duties of the Chair during his/her absence or disability, and shall have such other powers and duties as the Board may from time to time determine and assign.

[Note: The Vice-Chair could have a specific function other than assuming Chair duties in the Chair's absence. The Vice Chair could have one or more responsible functions, e.g. liaison to sending school boards, or board specialist for long-range facility planning.]

Secretary

The Secretary shall record or cause to have recorded the minutes of all organizational, regular, special Board meetings, and any non-public sessions. Procedures for recording minutes are outlined as follows:

- Record all votes at Board meetings by last name, except unanimous votes may be recorded as such,
- Record in the minutes of all public meetings and other proceedings the full names of members and persons appearing before the meeting (persons in the audience do not need names recorded),
- Record a brief description of the subject matter discussed,
- Record final decision(s) of any Board action,
- Provide draft minutes for public inspection, so labeled, within required timelines*,
- Make any corrections to the draft minutes that may be necessary following the Board meeting where minutes are reviewed and approved,

- Sign the final copy with any adjustments after acceptance by the Board, and return original, approved copy to the school's administrative office for filing in the permanent school record.

The Secretary shall have such other powers and duties as the Board may from time to time determine.

*NC Open Meetings Law applies to meetings and the timelines associated with board meetings

Treasurer

The treasurer provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities.

Other duties include, but are not limited to:

1. Chair of the Finance Committee.
2. Provides direction for the oversight of the school's record keeping and accounting policies.
3. Ensures the presentation of timely and meaningful financial reports to the board.
4. Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
5. Oversees development and board review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Board.
6. Develops and monitors any investment policies adopted by the Board.
7. Ensures that assets are protected and invested according to board policy.
8. Leads the board in assuring compliance with federal, state and other financial reporting requirements.
9. Presents the recommendation of the auditor to the Board for their approval. With the Finance Committee reviews the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
10. Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
11. Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Clerk of the Board

The Board Secretary or school coordinator/administrator shall serve as the Clerk of the Board. The Clerk shall:

- Notify members of each meeting,
- Assure that any meeting of the Board is properly posted,
- Prepare the meeting agenda with the Board Chair,
- Notify members of agenda corrections, if known,
- Provide each member with a copy of the minutes of the previous meeting(s), together with an agenda for each meeting, in advance of each regular meeting (and, as is possible, in advance of each special meeting),
- Receive all communications addressed to the Board:
 - a) present such communications to the Board, as appropriate,
 - b) keep Board apprised of critical topics in context with communications addressed to the Board,
 - c) ensure all communications to the Board are answered, providing explanation for any communication that may be redirected.
- See that all votes and policies adopted by the Board are disseminated
- Have such other powers and duties as Clerk as the Board may from time to time determine.

Note: The Clerk is usually the administrator within the school who assures that the meeting is posted, the agenda is written out, that materials for the meeting get into the hands of Board members for review before the meeting, opens Board mail, makes copies of policies and policy manuals to have available for teachers and parents. These responsibilities often involve important procedural details.

Division of Governance and Administrative Roles

Responsibility	Board of Directors	School leader(s)
Legal	<ul style="list-style-type: none"> · Exercises fiduciary role to ensure the charter school is properly managed. · Maintains legal status; ensures paperwork is submitted to governmental agencies · Review financial & business dealings; exercises proper judgment to avoid conflict of interest 	<ul style="list-style-type: none"> · Provides information to the board to demonstrate that the school is well managed. · Compiles information for annual filing requirements · Alerts board if conflict of interest situation is likely to occur
Finance and Accounting	<ul style="list-style-type: none"> · Approves annual budget · Review periodic financial reports (balance sheet, income statement) · Ensure proper internal controls are in place 	<ul style="list-style-type: none"> · Prepares annual budget · Oversees preparation of periodic financial statements · Implements proper financial controls
Planning	<ul style="list-style-type: none"> · Establishes mission and program direction; approves goals/objectives to meet those ends · Reviews strategic plan and progress · Assesses compliance/progress in achieving educational outcomes agreed to in charter · Assesses program evaluation plan 	<ul style="list-style-type: none"> · Participates in establishing mission and program direction. · Assists board in keep focus and momentum · Develops specific program goals & objectives based on the board's specific mission · Develops/oversees progress reports
Policy	<ul style="list-style-type: none"> · Develops and adopts written policies · Responsible for reviewing policies periodically 	<ul style="list-style-type: none"> · Identifies need for new policies · Assures implementation of policies and assists in analyzing policy options
Personnel	<ul style="list-style-type: none"> · Sets and reviews personnel policies · Hires school leader and evaluates their performance 	<ul style="list-style-type: none"> · Implements personnel policies · Recommends changes to personnel policies · Hires staff and evaluates performance
Resource Development	<ul style="list-style-type: none"> · Assures long-range commitment of resources · Establishes/implements fund development plan · Reviews/approves all major grant proposals 	<ul style="list-style-type: none"> · Conducts research and maintain database · Assists in fund development efforts · Develops grant and other funding applications, plans fundraising events
Board Accountability	<ul style="list-style-type: none"> · Establishes and communicates expectations of board membership · Assures effective board participation 	<ul style="list-style-type: none"> · Facilitates training and info exchange in preparation for board selection · Facilitates effective communication among board
Decision-making	<ul style="list-style-type: none"> · Defines and communicates board's role · Assures appropriate board involvement in decision-making 	<ul style="list-style-type: none"> · Makes action decisions within parameters set by the board
Community Relations	<ul style="list-style-type: none"> · Promotes school to parents and the public · Serves as emissary to broader community · Promotes activities with other charter schools, such as coalitions, shared programs, etc. 	<ul style="list-style-type: none"> · Interprets the charter school mission to the community via direct involvement, PR, personal contact, working with the media, etc. · Works closely with the board for an effective division of labor
Contracts	<ul style="list-style-type: none"> · Approves contracts 	<ul style="list-style-type: none"> · Manages contracts

ADMINISTRATIVE PROCEDURES FOR POLICY & POLICY DEVELOPMENT:

One of the major roles of the Board is to provide leadership and guidance through the adoption and review of policies. Since policies provide the framework under which StudentFirst Academy operates, it is important to establish a clear process for policy development, adoption, and review and to have a uniform policy format. Therefore, the StudentFirst Academy's Board requires that all policies proposed for Board approval, regardless of source, shall be made available to the public for comment. Below are the decision-making procedures which the board will adopt to develop school policies.

I. Guidelines

A. Policy Development

1. Any person may propose new policies, changes to existing policies, or elimination of existing policies. Suggestions for policy development or revision will be processed through the Head of School.
2. When StudentFirst Academy recognizes the need for a policy revision or a new policy, the Head of School/designee will provide relevant policy information, analysis, and data to the Board. The information may include but is not limited to:
 - a. The relationship to other policies of the Board and of other governmental agencies;
 - b. Legal aspects, including federal, state, and local laws, state regulations, court decisions, and other legal limits or conditions, if any;
 - c. Fiscal impact, if any;
 - d. Statement of the issue or questions addressed;
 - e. Description of the background and problem or issue; and
 - f. Solutions that might address or resolve the problem or issue.

II. New Board Policy

A. Suggestions for a new Board Policy may originate from (but are not limited to):

1. Board Members
2. StudentFirst Academy administration
3. Staff
4. Community Members
5. Students
6. Business Officials
7. Local Government Officials

B. When a proposal for a new policy is received by the Board, it will be assigned by the Head of School to the appropriate staff for review. The Head of School, with input from staff and legal counsel, will determine the feasibility of the suggestion for a Board Policy.

C. If the proposal is determined by the Board/Head of School to meet both a need and the criteria of a Board Policy, relevant individuals will be asked to draft a policy.

D. The proposed Board Policy will be written using a prescribed format including the components identified in Policy 1.

E. After the proposed policy is written, it is forwarded to the Head of School for review. The Head of School may distribute the proposed policy to the Head of School's Cabinet for review and comment. Cabinet members may review the proposal with appropriate staff.

F. The final draft of the proposed policy will be placed on the Board Agenda as a

policy for review. The Board's suggestions and/or comments will be used to revise or amend the policy as necessary.

- G. The Citizens' Advisory Committee may be briefed and invited to respond to policies currently under consideration.
- H. The policy will be placed on the website for review and comment. The proposed policy will be posted for public comment for at least four weeks.
- I. After a minimum of four weeks, the proposed policy will be returned to the Board for action.

III. Modification/Review of an Existing Board Policy

- A. All Board Policies will be reviewed every three (3) or four (4) years unless otherwise noted in the policy.
- B. The Head of School will be apprized by staff of needed modifications and direct plans for revision.
- C. The appropriate staff member will act as lead in policy reviews.
- D. Policies identified as requiring modification will be reviewed and revised and presented to the Board as outlined in II.E-I above.
- E. Staff assigned to policy review will have discretion, given the policy and the extent modification is necessary, to identify the necessary staff/community members needed for input in the revision.

IV. Administrative Procedures

- A. With rare exception, each Board Policy will have accompanying administrative procedures that outline how to implement the policy.
- B. The staff charged with the policy review and/or development will also develop and/or revise the accompanying administrative procedures.
- C. Upon completion of the procedures, they will be submitted for the Head of School's approval.
- D. Within 60 days after Board approval of the policy, the accompanying administrative procedures will be finalized. The Board will be notified as procedures are implemented and posted in the on-line policy manual on the website; however, the Board will not vote on the procedures.
- E. Appropriate staff will be responsible for implementation of administrative procedures.

V. Delegation of Authority

The Head of School has the responsibility for developing administrative procedures and for enforcing this policy and procedures by communication them to all relevant parties.

VI. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent sections related state laws and/or regulations and the rules and regulations of the StudentFirst Academy Board.

VII. Expiration/Review

This policy will be reviewed at the end of three years, or sooner, if approved

by majority vote of the Board in public session. Any changes in these policies are subject to all related state laws and/or regulations and the rules and regulations of the StudentFirst Academy Board.

VIII. Effective Date

This policy is effective September 8, 2009.

PARENT AND COMMUNITY SUPPORT

Parent and community participation is vital to the success of StudentFirst Academy and its students. As a conversion school, StudentFirst Academy has established partnerships with parents, businesses and community groups. As a charter we are in the process of expanding our current partnerships and adding new ones. Below is the policy which governs this participation.

Policy Statement (Community) Regarding Parent, Family, and Community Involvement

I. Purpose

- A. To recognize that parents, caregivers and the community play an important role in the education and achievement of students and that the responsibility for their education is shared among the school, families and the community
- B. To encourage parental, caregiver, and community involvement through a variety of opportunities while providing the means to keep schools safe, orderly, and focused on learning
- C. To encourage an active volunteer program which enhances students' educational experiences

II. Definitions

Volunteer – a person who provides services for StudentFirst Academy without receiving monetary compensation

III. Policy Statement

The Board endorses meaningful partnerships among schools, parents, caregivers, and the community and expects their participation on district and school committees. In addition, the Board welcomes and encourages parents, caregivers, and community members to volunteer in schools and at school-sponsored events. The Board further recognizes the importance of creating and maintaining a learning environment which is safe, orderly, and focused on learning. To that end, the Board requires schools to involve parents and caregivers of children of all ages and grade levels by providing a variety of types and degrees of involvement. Each school will have an active volunteer program that complies with a centralized process of screening and training.

IV. Delegation of Authority

The Head of School is directed to develop administrative procedures to implement this policy in accordance with all local policies and local, state and federal laws and regulations and to communicate this policy and accompanying procedures to all relevant parties.

V. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent local, state and federal laws and regulations or the rules and regulations of the North Carolina Department of Non-Public Education.

VI. Expiration/Review

This policy will be reviewed at the end of three years, or sooner, if approved by majority vote of the Board in public session.

VII. Effective Date

This policy is effective August 13, 2009.

Administrative Procedures (Community) Regarding Parent/Family/Community Involvement

I. Core Beliefs

- A. Parents want what is best for their children.
- B. Parents, regardless of ethnic group, socioeconomic status, or educational background, are a key resource in their children's education.
- C. All children can learn.
- D. Together as partners, schools, families and communities can succeed in educating children to be able to lead happy, healthy and productive lives.

II. Definitions

- A. **Advocate** – a person who writes or speaks on behalf of someone or something.
- B. **Community** – the society at large with an interest in the education of children. This includes, but is not limited to, Mecklenburg County residents; advocacy, non-profit, parent- or community-based organizations; business, civic, and non-government organizations; local post-secondary educational institutions; state, local and federal agencies; and cultural, ethnic, racial and religious groups.
- C. **Family** – a child's primary care-giving unit.
- D. **Involvement** – participation in the education and development of children from birth to adulthood, including shared responsibilities for decision-making about education, health and well-being, and participation in organizations that reflect collaborative aspirations for all children.
- E. **Parent** – for the purpose of this policy, parent means: a biological or adoptive parent; a guardian; a person acting as a parent of a student, including a grandparent, stepparent, any other relative with whom the child lives, a foster parent, or an individual who is legally responsible for the child's welfare.
- F. **Partnership** – association of two or more parties taking part in some activity in common with one another or others, working toward the same outcomes.

III. Guidelines

- A. StudentFirst Academy (SFA) endorses meaningful partnerships among schools, parents, family caregivers and community.
- B. SFA will involve parents in their children's education in mutually supportive relationships among students, parents, and staff that will guide and enhance the intellectual and social development of students.
- C. SFA will ensure the ideas, interests, and concerns of its stakeholders are considered and valued in decision-making processes and that input and involvement are sought and encouraged from a broad spectrum of the diverse community.
- D. SFA is committed to the maintenance and monitoring of ongoing collaborative and productive communication processes with the community to create an environment

where diverse views can be heard and considered in an atmosphere of respect.

- E. SFA seeks to ensure that the breadth of interests and values from across the Community are heard and considered by the Board, Head of School, and other educational leaders, thereby enhancing the decision-making process.

IV. Critical Areas to Support Effective Parent Involvement

Practices that support effective parent involvement include: communication, parenting skills, student learning, volunteering, decision-making and advocacy, and collaboration with the community. Noted below are the roles and responsibilities related to centralized and building level implementation of effective practice.

A. Communication – The Head of School or designee will:

- i. Communicate with parents about school system policies, practices, regulations, and other general information;
- ii. Provide, to the extent possible, interpretation services and translations of important information about school system programs, services, policies, procedures and issues as needed to support native language speakers, parents with diverse literacy levels, and those requiring sign language
- iii. Inform parents about the organization and function of the SFA system;
- iv. Identify and publicize promising programs and practices related to parental involvement; and
- v. Help parents with school-related issues, resolving problems and finding resources.

B. Each Head of School or designee will:

- i. Provide an inviting and welcoming environment where parent involvement is respected and valued;
- ii. Ensure that school staff take the initiative to reach out to parents in a variety of ways to encourage parent participation;
- iii. Ensure that staff members are accessible for parent-teacher communications;
- iv. Establish and maintain regular and effective ongoing two-way communication with families, parent groups and the community to provide information and solicit feedback through a variety of traditional and non-traditional means such as, but not limited to, newsletters, school-parent orientation programs, checklists, web sites, and list serves;
- v. When communicating with parent groups, provide, to the extent possible, information in the native languages of members of the school community; and
- vi. Provide appropriate staff development and support to work effectively with parents.

V. Parenting Skills

A. The Head of School or designee will:

- i. Provide for the development of parenting programs and materials for all parents, including those who are English language learners or have special needs.
- ii. Disseminate information about school and community resources to parents and staff;
- iii. Identify and share successful parent involvement programs, plans, and activities for use by local schools;
- iv. Provide training for parents and staff to develop positive communication skills, including cultural competence and collaboration skills, and parent outreach

- strategies; and
- v. Provide information for staff and parents to enable them to understand and support effective parent involvement.

B. The Head of School or designee will:

- i. Provide space for parent training and parent materials, as feasible; and
- ii. Ensure that parenting information is provided to parents on a regular, systematic basis by using multimedia formats.

VI. Student Learning

A. The Head of School or designee will:

- i. Provide appropriate teacher and staff training to support effective parental involvement as it relates to student learning; and
- ii. Conduct training opportunities to support home and school working together to assist student learning.

B. The Head of School or designee will:

- i. Work in cooperation with the PTA and other parent groups to provide information and programs so that parents learn how to create and sustain a home learning environment; and
- ii. Suggest ways that parents can enrich and support curricular requirements.

VII. Volunteering

A. The Head of School or designee will:

- i. Facilitate networking among volunteer coordinators for each school;
- ii. Provide background check assistance for identified volunteers who may work directly with students in settings where the teacher is not present.
- iii. Maintain and support parental volunteer knowledge building via access to appropriate information and training identified in the volunteer training guidelines.

B. The Head of School or designee will:

- i. Identify a Volunteer Parent Coordinator for each school;
- ii. Welcome parents in schools; seeking and supporting their assistance;
- iii. Assure parents and families access to schools, their child's classroom, and school sponsored activities subject to policies which pertain to school visitation;
- iv. Encourage parental volunteer opportunities, including the participation of parents with special needs or limited English proficiency, and parents of students with special needs or limited English proficiency, both in the classroom and in other areas of the school including attendance at local school programs and events;
- v. Provide information for staff use in the development of jobs for volunteers;
- vi. Provide orientation and training that addresses guide lines for volunteers in StudentFirst Academy;
- vii. Identify a member of the school staff to work cooperatively with the PTA, and other parent groups to encourage parent participation;
- viii. Report to the central office regarding volunteer participation at school;

VIII. Decision-making and Advocacy

A. The Head of School or designee will:

- i. Ensure parent participation on district and school committees;

- ii. Develop methods to accommodate and support parental involvement for all parents, including those with special needs, limited English proficiency, limited financial resources and disabilities;
- iii. Support the development of parent leadership through PTA's and other recognized groups.

B. Each Head of School or designee will:

- i. Work with PTA, other parent organizations, and parent outreach personnel to ensure parental input from a broad range of culturally and linguistically diverse groups;
- ii. Develop parental involvement in educational advocacy through PTAs and other organizations, including school system task forces and advisory committees;
- iii. Solicit and consider parent comments and concerns, and use the data obtained from a variety of sources, including parent surveys to support school improvement;
- iv. Support and encourage diverse parental participation in the development, monitoring, and evaluation of school improvement plans;
- v. Respect the right of parents to serve as advocates and support this advocacy by ensuring that people understand issues, and have information about the processes for addressing these issues, including due process rights;
- vi. Provide leadership/advocacy information for parent;

IX. Collaboration with the Community

A. The Head of School or designee will:

- i. Provide access and opportunity for broad segments of the community, representing the wide variety of interests and diversity within the community, to participate in decision-making processes;
- ii. Integrate resources and services from the community to strengthen school programs, family practices, and student learning and development;
- iii. Seek and support the involvement of local organizations, particularly organizations representing new or traditionally underrepresented communities, in the school system;
- iv. Work with businesses, organizations, and other government agencies which by their policies and activities can provide support and assistance for parental involvement efforts; and
- v. Collaborate with businesses, organizations, and other government agencies to gain support and assistance for parent involvement efforts.

B. Each Head of School or designee will:

- i. Encourage the growth and development of parent groups, PTAs, and other community groups that reach out within the school community;
- ii. Seek involvement from the community and provide opportunities to strengthen the home/school connection by providing and respecting a variety of types and degrees of involvement, while recognizing diverse needs;
- iii. Access community services and resources to support and foster academic achievement and positive development for all students;
- iv. Inform school staff of the resources for families available in the community;
- v. Involve community members in school volunteer and mentor programs;
- vi. Provide information to families and staff about community agencies that provide family support services and adult learning opportunities; and

- vii. Develop partnerships with local business and service groups to advance student learning and to assist schools and families.

X. Reports

- A. Data relative to volunteers in all schools will be collected, compiled and reported to the Board annually.
- B. School improvement plans will document partnership total, and detail direct service to students and the impact on student achievement. In addition, a parent survey will be conducted annually and results will be utilized to enhance program and student performance.

ORGANIZATIONAL PERFORMANCE-BASED GOALS FOR THE CHARTER SCHOOL

Success at StudentFirst Academy will be measured by assessment of both the measurable and non-measurable. Some of the performance-based goals are outlined over the next three pages. The expected timeframe for attaining these goals is one year.

Mission Principle	Goal	2012-2013 Measurable Objectives	Tools			
<h2 style="text-align: center;">Organizational Goals</h2>	<p>1. StudentFirst Academy will provide opportunities and exposure of its students to the international community. (Globally-competitive curriculum)</p>	<p>a. There will be a 10% increase in the number of new partnerships with local and international groups providing exposure of our students to other cultures and international themed events</p> <p>b. Students in all schools (elementary and middle) will participate in local and state academic or technical challenges.</p>	<p>Marketing Program Development Experiential field trips</p>			
				<p>2. StudentFirst Academy will encourage and support technological advances for its students. (21st Century Skills)</p>	<p>a. StudentFirst Academy will acquire Book Readers for its middle school students.</p> <p>b. StudentFirst Academy will increase its internship and job shadowing pool by 10%.</p>	<p>Paideia Seminars, Project-based planning Scholar's Academy, Art Academy Leadership Academy, STEM courses Presentation Skills</p>
				<p>3. StudentFirst Academy will encourage and support Leadership Development for all students. (Leadership Development)</p>	<p>a. StudentFirst Academy will provide community leaders as guests and inspiration through webcam, inservices, training workshops, etc every quarter for students and staff.</p>	<p>Marketing Program Development Leadership Committee Parent Organization</p>
				<p>4. StudentFirst Academy will immerse students within an environment that involves both traditional academics and cultural arts education. (Integrated Cultural Arts Program)</p>	<p>a. StudentFirst Academy will secure sufficient numbers of art materials for music, film and drama as defined by cultural arts director</p>	<p>Marketing Program Development Leadership Committee Parent Organization</p>

Mission Principle	Goal	2012-2013 Measurable Objectives	Tools
<h1>Organizational Goals</h1>	<p>5. StudentFirst Academy(SFA) will provide opportunities and exposure for the school to be the center of the neighborhood to the community. (Community Engagement)</p>	<p>a. There will be a 10% increase in the number of community events and service opportunities for students.</p>	<p>Marketing, Program Development SFA Board Community Engagement Committee SFA Board Community Center Sub-committee</p>
		<p>b. The Community Center will host monthly community events</p>	<p>Marketing, Program Development SFA Board Community Engagement Committee SFA Board Community Center Sub-committee Community Center Staff</p>
	<p>6. StudentFirst Academy will provide opportunities for students and staff to participate in forums and make decisions on appropriate school procedures and events (Democratic School Setting)</p>	<p>a. StudentFirst Academy will have a non-voting student board member</p>	<p>SFA Board Leadership Committee StudentFirst Academy Board of Directors</p>
		<p>b. StudentFirst Academy will support and encourage student government, Parent Organization and Staff Organization by providing quarterly meetings with these groups with the SFA administrative representative</p>	<p>StudentFirst Academy Administrative team</p>
	<p>7. StudentFirst Academy will have productive and financially viable money management strategies. (Finances)</p>	<p>a. StudentFirst Academy will have a surplus equal to or above the contingency amount of \$10,000.00</p>	<p>SFA Board Financial Committee SFA Administrative Team</p>
		<p>b. StudentFirst Academy's salary and benefit package along with work environment will be competitive and 90% of staff at all levels will be retained.</p>	<p>SFA Board Financial Committee SFA Board Staff Recruitment and Hiring Committee SFA Administrative Team</p>

ORGANIZATIONAL RESPONSIBILITY CHART FOR SCHOOL PROGRAM SUCCESS

GOAL	BOARD COMMITTEE RESPONSIBLE	RESPONSIBILITY OF ROLE
1. StudentFirst Academy will provide opportunities and exposure of its students to the international community. (Globally-competitive curriculum)	Global Awareness	Curriculum support International visitors National/International Field trips School wide Global awareness International Fair
2. StudentFirst Academy will encourage and support technological advances for its students. (21 st Century Skills)	21 st Century	Technology School competition support Corporate sponsorships and partnerships
3. StudentFirst Academy will encourage and support Leadership Development for all students. (Leadership Development)	Leadership	Business leader volunteers Pay 2 Learn program (corporate sponsors, school store merchandise) Internships/job shadowing Corporate sponsorships and partnerships
4. StudentFirst Academy will immerse students within an environment that involves both traditional academics and cultural arts education. (Integrated Cultural Arts Program)	The Arts	Art program support Volunteers and performance artists Corporate sponsors and partnerships
5. StudentFirst Academy (SFA) will provide opportunities and exposure for the school to be the center of the neighborhood to the community. (Community Engagement)	Community Engagement	Community Service Community Center Corporate Sponsorships and partnerships
6. StudentFirst Academy will provide opportunities for students and staff to participate in forums and make decisions on appropriate school procedures and events (Democratic School Setting)	Democracy	In house leadership and mentoring Grounds upkeep In house skills training Peer discipline committee
7. StudentFirst Academy will have productive and financially viable money management strategies. (Finances)	Finance	Oversees financial management

StudentFirst Academy has six (6) points to its mission. In an effort to ensure high quality and individual attention to each portion of the mission, a board committee exists to provide this service. They are 1. Globally competitive curriculum; 2. 21st century skills; 3. Leadership skills; 4. Integrated Arts Program; 5. Community Engagement; and 6. Democratic school setting. Financial stability is not specifically part of the mission but is understood to always be a high priority for the board. Specific details and descriptions of these points can be found in the Mission Section.

POLICY STATEMENT (ADMINISTRATION) OF THE BOARD REGARDING ETHICS:

The Board of Directors is committed to high ethical standards that secure the public's trust. Accordingly, Board members are expected to become familiar with and observe recognized, quality standards for conflict of interest. A conflict of interest exists when a person has one or more personal, business, or financial interests or relationships which could cause a reasonable individual with knowledge of the relevant facts to question the school member's integrity or impartiality in his/her decisions.

StudentFirst Academy currently has a Conflict of Interest policy in place as well a Disclosure Statement that each board member is required to complete annually. For purposes of having a high standard regarding conflict of interest, the following policy statement regarding ethics shall also apply. The goal of these policies and statements is to ensure that our board members avoid any type of conflict of interest.

I. Purpose

A. To provide guidance to the StudentFirst Academy members, school officials, employees, temporary employees, volunteers and other individuals associated with StudentFirst Academy in order to create an atmosphere of trust based on the highest ethical standards and to avoid situations where conflicts of interest may arise.

B. To establish a process for the reporting of pertinent financial and gift information by Board members, school officials and StudentFirst Academy employees.

C. To establish an avenue for the filing and investigation of complaints concerning financial, lobbying, conflict of interest or ethical improprieties against Board members, school officials, employees, temporary employees and registered lobbyists.

D. To provide clear guidance on the collection and disclosure of and access to confidential and/or private information.

E. To establish sanctions for violations of ethical, financial, lobbying, conflict of interest, and confidentiality rules and standards.

II. Definitions

A. Compensation – Money or any other valuable thing, regardless of form, received or to be received by a person from an employer for services rendered.

B. Employee – An individual whose compensation is paid by StudentFirst Academy.

C. Lobbying is:

i. Communicating in the presence of a Board member, school official, employee or temporary employee with intent to influence any official action of that official, employee or temporary employee; or

ii. Engaging in activities having the express purpose of soliciting others to communicate with a Board member, school official, employee, or temporary employee with the intent to influence that official or employee; and

iii. An act that requires registration as detailed in procedures developed under this policy.

D. School official – Any employee of the StudentFirst Academy who is paid according to the administrative and supervisory pay scales.

E. Temporary employee – Individuals, including teachers, substitute teachers, Instructional assistants and custodians, who are hired for a specified, limited period of time or assignment and who are not guaranteed continued employment past the term of that period of time or assignment. A temporary employee may be terminated at any time and without notice.

III. Policy Statement

The StudentFirst Academy recognizes that our system of representative government is dependent in part upon the people maintaining the highest trust in their public officials, public school employees, and other individuals affiliated with the public schools, and finds and declares that the people have a right to be assured that the impartiality and independent judgment of those officials, employees and individuals will be maintained. It is evident that this confidence and trust is eroded when the conduct of public business is subject to improper influence or even the appearance of improper influence. Therefore, the StudentFirst Academy shall:

- Establish an advisory Ethics Panel that will administer the provisions of this policy and all accompanying procedures;
- Clearly define areas where conflicts of interest may exist and establish avenues for disclosure of these conflicts;
- Clarify when Board members and school officials may not act;
- Require Board members, the Head of School, and certain school officials and employees, to disclose information about certain financial interests when the personal interest of the individual will present a potential conflict of interest in connection with a possible public action of the individual and to report at least annually on gifts received by the individual;
- Require that lobbyists annually register and file lobbying disclosure forms with the Ethics Panel;
- Establish certain ethical standards of behavior, including the proper handling of confidential information; and
- Require, at all times, the highest level of integrity and professional behavior from Board members, the Head of School, school officials, employees, temporary employees and volunteers of StudentFirst Academy.

IV. Delegation of Authority

The Head of School is directed to develop administrative procedures to implement this policy and to communicate this policy and accompanying procedures to all relevant parties.

V. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply related state and federal laws and regulations and the rules and regulations of the North Carolina Department of Non-Public Education

VI. Expiration/Review

This policy will be reviewed at the end of three years, or sooner, if approved by majority vote of the Board in public session. Any changes in this policy are subject to all related state and federal laws and regulations and the rules and regulations of the North Carolina Department of Non-Public Education.

VII. Effective Date

This policy is effective December 6, 2007.

Listed below are definitions of commonly used words and phrases regarding ethics and conflict of interest.

Board - StudentFirst Academy Board of Directors

Business entity – A person engaged in business, whether profit or nonprofit, regardless of form.

Compensation – Money or any other valuable thing, regardless of form, received or to be received by a person from an employer for services rendered.

Employee – An individual whose compensation is paid by the StudentFirst Academy.

Ethics Panel or Panel – the StudentFirst Academy Ethics Panel as established by StudentFirst Academy Policy

Financial interest – Ownership of an interest as the result of which the owner has received within the past 3 years, is currently receiving, or in the future is entitled to receive, more than \$1,000 per year; or ownership of more than 3% of a business entity by a Board member, school official, employee, temporary employee, or their spouse; or ownership of securities of any kind that represent, or are convertible into, ownership of more than 3% of a business entity by a Board member, school official, employee, temporary employee, or their spouse.

Gift – The transfer of anything of economic value, regardless of form, without adequate and lawful consideration. A gift does not include the solicitation, acceptance, receipt, or regulation of a political contribution that is regulated in accordance with the Election Laws of the state of North Carolina or any other State law regulating the conduct of elections or the receipt of political contributions.

Honorarium – The payment of money or anything of value for speaking to, participating in, or attending a meeting or other function; or for writing an article that has been or is intended to be published.

Interest – A legal or equitable economic interest that is owned or held wholly or partly, jointly or severally, or directly or indirectly, whether or not the economic interest is subject to an encumbrance or condition. Interest does not include:

1. An interest held in the capacity of a personal representative, agent, custodian, fiduciary, or trustee, unless the holder has an equitable interest therein;
2. An interest in a time or demand deposit in a financial institution;
3. An interest in an insurance or endowment policy or annuity contract under which an insurance company promises to pay a fixed amount of money in a lump sum or for life or some other specified period; or
4. A common trust fund or a trust which forms part of a pension or profit-sharing plan which has more than 25 participants and which is qualified under the Internal Revenue Code.

Participation – Any discussion, advising, or deciding of a matter.

Lobbying – Lobbying is:

1. Communicating in the presence of a Board member, school official, employee or temporary employee with intent to influence any official action of that official, employee or temporary employee; or
2. Engaging in activities having the express purpose of soliciting others to communicate with a Board member, school official, employee, or temporary employee with the intent to influence that official or employee; and
3. An act that requires registration under StudentFirst Academy

Outside employment – Work, including teaching, for an individual or business entity other than the StudentFirst Academy for which an individual receives remuneration or other economic gain.

Political contribution – A financial contribution or gift-in-kind as defined by the Election Law Article of the state of North Carolina.

Political party – An organized, registered national, state or local political party.

Qualifying relative – Spouse, parent, child, brother or sister.

School official – Any employee of the StudentFirst Academy who is paid according to the Administrative and Supervisory pay scale.

Regulated lobbyist – An entity that is required to register with the Ethics Panel in accordance with StudentFirst Academy.

Respondent – A Board member, school official, employee, temporary employee, or other individual associated with StudentFirst Academy who is the subject of a complaint before the Ethics Panel.

Subject to the authority of – Business entities, employees, temporary employees or individuals regulated by the Board or subject to significant control or impacted by policies of StudentFirst Academy.

Temporary employee – Individuals, including teachers, substitute teachers, instructional assistants and custodians, who are hired for a specified, limited period of time or assignment and who are not guaranteed continued employment past the term of that period of time or assignment. A temporary employee may be terminated at any time and without notice.

ADMISSIONS POLICY

StudentFirst Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Pursuant to GS 115C-238.29B(b)(11), the School's Board of Directors may refuse to admit any student who is suspended or expelled from any school due to actions that would lead to suspension or expulsion from a public school under GS 115C-391 until the period of suspension or expulsion has expired.

Pursuant to the law, StudentFirst Academy's school year will consist of at least 185 days.

For the 2013-2014 school year only, StudentFirst Academy will hold an open enrollment period beginning March 4, 2013 or the day after the school receives final approval (the later of the two dates) from the State Board of Education, and ending April 29, 2013. In all subsequent years, the school will hold an open enrollment period from January 1st through February 28th of each year. If, in any year, February 28th falls on a Saturday or Sunday, then the enrollment period will end on the preceding Friday.

Target Market

StudentFirst Academy will target students from a diverse background who are seeking a quality education in the public school system. SFA also seeks to target parents who cannot afford private school tuition, but do not want to forfeit the same high standards and expectations that private schools are for providing.

All Mecklenburg county students are eligible for admission into StudentFirst Academy and are encouraged to apply.

Recruitment & Lottery

Recruitment of new students will be an ongoing strategic process. Beginning February 2013, StudentFirst Academy's Board of Directors and the marketing committee will implement a structured plan of recruitment which clearly identifies actions and activities, completion dates, responsible parties, and the resource/funding stream that will be utilized to engage potential students and families. Starting March 4, 2013 students will have an opportunity to apply for the 2013-2014 school year through an open enrollment period that will end April 29, 2013. During open enrollment, students and families will have an opportunity to attend 3-4 open houses scheduled in during March and April, 2013. During the open house parents will gain first hand knowledge of the benefits provided through a charter school education, the Paideia curriculum, policies and procedures, and the commitment and engagement required of the families so their children can achieve academic success. All applications for enrollment will be placed in a lottery which will held on May 11, 2013 after being reviewed by the Board of Directors. Notifications of admitted and "wait-listed" students, if any, will be mailed to parents on May 13, 2013. All students who have been accepted into StudentFirst Academy will be required to attend a school orientation during the week prior to the first day of school, which is August 26, 2013.

Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend an informational session at which the school's philosophy and educational approach will be explained, and questions answered. All students who submit a complete application by 5:00pm on the last day of the enrollment period will be admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level.

If the number of applications received for any grade level exceeds the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. The following will be exempt from the lottery:

- Children of the school's Head and Deputy Head, teachers, and teacher assistants will be given enrollment priority.
- Children of current faculty members are exempt from the lottery, provided their number does not exceed the number of available seats in a given grade.
- Children of the initial members of the Board of Directors are exempt from the lottery in the opening year only, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment.
- Beginning with its second year of operations, StudentFirst Academy will give enrollment priority to siblings of currently enrolled students who were admitted to the school in a previous year.
- If multiple birth siblings apply for admission into StudentFirst Academy, and a lottery is needed under G.S. 115C-238.29F(g)(6), StudentFirst Academy shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted if space for the respective grades are available.

For the 2013-2014 school year only, the admissions lottery will be held (if necessary) on May 11, 2013. In all subsequent years, the admissions lottery will be held on the second Saturday in March. The lottery will be conducted in a board meeting, which is open to the public by one or more members of the Board of Directors who do not have any children enrolled in, or applying for admission to the school and at least one additional disinterested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not admitted will be placed on a waiting list in the order in which their names are drawn. If any admitted student declines to enroll in the school, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted, in the order in which received, and placed on a waiting list in the same order. Applications will be date and time-stamped upon receipt.

Students on the waiting list but not admitted for any year will be required to file a new application to be considered for admission in a later year. The Head of School will send either a "notice of acceptance" or "wait-listed" letter to the parent of each applicant. The parent or legal guardian of each child accepted must then confirm the child's eligibility for enrollment and intention to enroll within 14 days of receipt of the notice of acceptance. Prior to enrollment the following documentation, for each accepted student must be submitted by his/her parent or legal guardian:

- Copy of birth certificate
- Immunization record
- Social security number
- Records transferred from previous school

Upper school students who wish to be placed in advanced Arts courses will then be assigned an audition date. Callback auditions will be required for all students who meet the criteria of the first audition. This callback does not guarantee admissions, but is a requirement for advanced art placement.

A draft Student Application Form is attached as Appendix VIII. This application and the Student - Parent Handbook will be more fully developed during the planning period as the Board of Directors and the Head of School consider and adopt specific school policies.

Admission testing is performed in an effort to adequately identify student aptitude and course offerings, determine student talents and interests, and facilitate matching of school resources to student learning needs. Also, consideration will be given to student portfolio in determining the student's potential success at StudentFirst Academy. All stakeholders, students, parents, and school personnel will have input into the admissions process. Acceptance to StudentFirst Academy will be contingent upon potential for success within the school setting. This policy will be adhered to for all applicants, including exceptional children. Lack of school resources that are non-conducive to student excellence will result in a referral to local LEAs that may better serve the applicant. This decision and action will be in full consultation with the applicant's guardian(s). Evaluation of standards related to admissions will be reviewed yearly as part of the school improvement plan, as well as, the demographics of the student body.

Policy Statement(Students) Regarding Student Transfers/Withdrawals

I. Purpose

A. To ensure that students have a smooth transition when transferring to StudentFirst Academy or withdrawing from StudentFirst Academy

B. To provide a fair and equitable process for all families requesting a transferring into or withdrawing from StudentFirst Academy

II Policy Statement

StudentFirst Academy expects that each student will attend school. However, StudentFirst Academy recognizes that there are limited circumstances (i.e., course of study, certain health-related problems, family relocation and family conflict in school hours for child care) where student and current school relationship may necessitate a change to another school.

III. Delegation of Authority

The Head of School has the responsibility for enforcing this policy by communicating it to all relevant parties and for developing administrative procedures defining under what circumstances a student may attend or withdraw from StudentFirst Academy.

IV. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy.

VI. Expiration/Review

This policy will be reviewed at the end of three years, or sooner, if approved by majority vote of the Board. Any changes in this policy are subject to all related state and federal laws and the rules and regulations of the North Carolina Department of Non-Public Education.

VII. Effective Date

This policy is effective November 8, 2007.

Administrative Procedures (Students) Regarding Student Transfers/Withdrawals

I. Guidelines

Each student in StudentFirst Academy is expected to attend school unless certain circumstances warrant consideration of a transfer to or withdrawal from StudentFirst Academy.

II. Limited Circumstances

Requests for student transfers must meet at least one (1) of the following circumstances/provisions to be considered:

- A. Course of Study
- B. Health-Related Needs
- C. Family Relocation
- D. Family conflict in school hours for child care

III. Calculation of School Over-Capacity Status

Space availability at StudentFirst Academy will be considered in each transfer into StudentFirst Academy. When 100% of the functional capacity of a grade within StudentFirst has been reached, the grade will be determined closed to student transfers.

IV. Processing the Request

The parent or guardian must complete the application process. His/her designee will investigate the information presented and grant or deny the request. The request must meet one of the following criteria:

A. Course of Study

1. Students who require a course of study for graduation or a co-curricular activity not offered in his/her home school may request a transfer. Co-curricular activities are defined as activities where after school responsibilities must be fulfilled in order to receive in-class credit for the class/course. Parents and guardians requesting a transfer based on this provision must first make their request known to the home school Head of School/principal and thoroughly investigate alternative ways to meet the course requirement.

2. The Dean of Students or his/her designee will determine:

- a.. If there is space available in the class/program being requested.
- b. If the student can adjust into the culture of StudentFirst Academy

B. Health Related Needs

1. Students requiring a transfer into or withdrawal out of StudentFirst Academy who have a health related need must show proof of medical need via a medical form found in the registrar's office.

2. The Dean of Students or his/her designee will determine:

- a.. If there is space available in the class/program being requested.
- b. If the student can adjust into the culture of StudentFirst Academy

C. Family Relocation

1. Students whose families will be relocating must provide a forwarding address

2. The Dean of Students or his/her designee will determine:

- a.. If there is space available in the class/program being requested.
- b. If the student can adjust into the culture of StudentFirst Academy

D. Family Conflict in School Hours for Child Care

1. Students whose families have a conflict in providing child care for students in K-8, around the school hours must provide in writing the reason why a conflict exists
2. The Dean of Students or his/her designee will determine:
 - a.. If there is space available in the class/program being requested.
 - b. If the student can adjust into the culture of StudentFirst Academy

Student Withdrawal from StudentFirst Academy Procedures

1. Parent/guardian and child must be present when withdrawing the child from StudentFirst Academy.
2. To complete the withdrawal in a timely manner it is recommended to withdraw student when school is in session.

A. Withdrawal form (parent/guardian)

1. A withdrawal form must be signed by parent and indicate reason for the withdrawal.
2. The withdrawal form is available in the front office as well as in the registrar's office.

B. Student Withdrawal / Record Transfer Form (student)

1. Student must return all textbooks and notify teachers of their withdrawal from StudentFirst Academy.
2. Teacher to indicate on form of missing textbook or classroom obligations.
3. Students having current and outstanding obligations will not be prohibited from withdrawing, but no official documents will be available until obligations are removed.
Obligations may include: Class fees, Overdue books, Damaged books, Lost textbooks,
Lost library books and/or Uniforms

C. Completing withdrawal

When all forms, (i.e. parental withdrawal & student withdrawal record), are all complete with appropriate signatures and notices, parent or student will be provided a set of unofficial documents to assist with enrollment to the next school.

The following may be included in the packet:

Unofficial transcript, Schedule of courses, Public School Health record, Latest report card and/or progress report and Obligations

**NOTE: NO PAPERWORK WILL BE ISSUED IF THE PROCESS IS NOT COMPLETE
OFFICIAL TRANSCRIPTS WILL ONLY BE MAILED TO THE NEXT SCHOOL**

Student Transfer into StudentFirst Academy

1. Students transferring into StudentFirst Academy must complete the admission process by filing an Application Packet, an unofficial transcript and complete the Transcript Request Form. All forms, proof of immunizations, birth certificate, and student social security card, along with proof of North Carolina residency must be on file before admissions decision is made.
2. The Dean of Students or his/her designee will determine:
 - a.. If there is space available in the class/program being requested.
 - b. If the student can adjust into the culture of StudentFirst Academy

Student Records

All records at StudentFirst Academy will be subject to retention laws, policies, and procedures of the NC State Board of Education. Student records will be kept in a limited access environment. Only the secretary, guidance counselor, registrar, deputy head of school, and head of school will be provided access to student records. No records will be shared without written consent except to those parties allowed by Family Educational Rights and Policy Act (FERPA) (34 CFR 99.31). Records for StudentFirst Academy students also will be maintained on the StudentFirst Academy information system with appropriate and timely access to these records and data.

If StudentFirst Academy ceases to exist, all records will be turned over for archiving. Upon registering, each student will have his/her own personal data files created at StudentFirst Academy. Where applicable, all previous cumulative records (including report cards, interim reports and any testing data that have not been filed) will be requested from previous schools that student attended. Upon receiving previous documents, the records and previous history will be reviewed and any concerns will be reported to the deputy head of school (i.e., missing report cards, test cards, test results, IEPs, etc.). If there are concerns, the deputy head of school will call the former school for further information. If necessary, the deputy head of school will communicate with teachers and the parent(s)/legal guardian(s) of the student to better serve his/her needs.

Similarly, when a student withdraws and/or transfers to another school and requests transfer of student's records to new school, StudentFirst Academy will fulfill this request with appropriate written documentation.

Marketing Strategies for Admissions

The cross-section below is the student and parent recruitment plan for the charter school. The full plan can be found in the Business Plan section of this application under the subheading "Marketing Plan."

Tier 2 – Recruitment: Students

Audience

StudentFirst Academy will seek to attract students from a diverse background who wish to receive a quality education that will prepare them for ongoing success and the tools to continue lifelong intellectual growth. StudentFirst believes this opportunity for quality education should be available for all children, regardless of their previous educational experience, environment, or circumstance.

Methods

StudentFirst Academy envisions several outreach channels designed specifically to interact with prospective students:

- Monthly open house programs for prospective students and parents on site
- Community Service and advertising partnerships with local churches in the community
- Partnerships with other Local community groups with a focus on children (i.e. Jack and Jill, Boy and Girls Clubs, Big Brothers and Big Sisters of America)
- A comprehensive and informative website built largely by existing students that focuses on the school's strengths from a student's perspective
- A monthly student hotline for prospective students to speak with our current students about the school and its impact in their lives

Key Marketing Message Focus

StudentFirst Academy's recruitment of students will focus around, but is not limited to, the following key benefits:

- Holistic learning approach that places greater focus in areas such as cultural arts, international studies exposure, mentorship, and leadership.
- Greater emphasis on experiential learning and exposure to subject matter in non-traditional ways that students can relate to outside of the classroom. From field trips to projects, students are exposed to new things, and provided perspective on the application of their studies in the real-world.
- Renewed focus on allowing the student's specific voice and interests to be heard given the Paideia methodology's focus on collaborative, seminar-based learning and the general focus on tailoring the student experience for optimal success
- Individualized and tailored learning experience with knowledgeable teaching staff

Tier 3 – Recruitment: Parents

Audience

StudentFirst Academy recognizes the need for parental involvement in a child's educational journey, and will target parents who seek a quality affordable educational experience without qualifiers. The ideal StudentFirst parent is not only interested in providing their child with a quality educational experience that will set them up as valuable contributors to society, but they are committed to that task and willing to work with our educators to put the student's needs first in achieving that goal.

Methods

StudentFirst Academy will use our marketing towards parents to emphasize the importance of parental involvement in a student's educational success, via the following:

- We will host a monthly parents-only forum during the period between charter approval and the beginning of the 2013-2014 school year, for the purpose of answering any questions from prospective parents and to let them know of their expected involvement should their student join StudentFirst. Existing and alumni parents will be encouraged to attend these sessions to provide a first-hand perspective of their experiences.
- We will host monthly parent events during the school year to continue to emphasize parent involvement, encourage communication between parents, and allow prospective parents to benefit from the experiences of our existing parent base.
- Advertisement about the schools will appear in local news papers
- Parent volunteers will promote the school in the local neighborhood to gain support of local businesses in the West Charlotte area.
- Parent-targeted advertisements about the school will appear in local publications aimed at parents (i.e. "Charlotte Parent" and "Pride" magazines)
- A parent-focused blog will be set-up to allow existing parents to share their personal testimonies, and encourage an exchange of information between existing and prospective parents
- A monthly parent hotline for prospective parents will be set-up to speak with our existing parent volunteers about the school and its impact in their families' lives

Key Marketing Message Focus

StudentFirst Academy's marketing towards parents will focus on the recruitment of families to join the StudentFirst family, and will primarily focus around the following:

- The foundational belief that ALL students should be given the opportunity to experience a quality education without exception
- Long-term benefits of the Paideia methodology, global-learning exposure, and experiential learning on their child's success
- The extent to which StudentFirst Academy involves its parents in the educational process, reducing the chance that a parent ever feels disconnected from their child's educational experience
- The effects of SFA leadership development and how encouragement of children to become independent critical thinkers will benefit them long-term and contribute to an orderly and safe learning environment
- More convenient school hours to assist working parents with balancing their schedule

In addition, StudentFirst will also encourage parents to apply for the 2013-2014 school year and beyond in person, on-line and via mail.

EDUCATION PLAN

INSTRUCTIONAL PROGRAM

EDUCATIONAL THEORY

In an ever interdependent world, North Carolina schools must continue in earnest preparing citizens to lead and serve our regional, national and international communities. We must aggressively educate our citizens to embrace critical and creative thinking and mental agility. More than ever, we must educate the whole child with a focus on rigorous lessons, projects and activities that support cognitive, affective, social and psychomotor knowledge.

A primary function of education in the new millennium must be to develop citizens with the mental agility to comprehend, problem solve, make informed decisions, develop needed products, recognize the importance of scientific and social relationships, organize information and effectively communicate with diverse populations. We embrace the notion of mentally agile citizens who are able to transverse communities and bodies of knowledge to create stronger and more productive societies.

The educational theory of this charter is based on Marzano's Dimensions of Thinking (1988), the Paideia Model and the concept of educating the whole child.

The Paideia Model emphasizes three main components of knowledge construction: know-how, know-that, and know-to. Know-how knowledge refers to the application of knowledge to solve practical problems such as the teaching of skills and problem solving. Mortimer J. Adler, architect of the Paideia Model, believed that know-how knowledge is acquired through coaching. Integrating Marzano's thinking processes, application of knowledge will be facilitated through structured problem-solving and decision-making experiences.

Know-that knowledge refers to content, the organized body of facts, or mastery of subject matter. Didactic instruction is one of many strategies used to facilitate acquisition of know-that knowledge. Didactic instruction refers to active and engaging lectures where students are participating in mental and sometimes verbal activity. Content knowledge can be attained through concept formation, principle formation, and comprehension. By categorizing new information, students are able to effectively scaffold acquired knowledge to facilitate concept comprehension. As the school embodies a microenvironment of society, a multitude of ethnic groups and diverse cultures that effectively interact, require cooperation, and social tolerance will emerge. A moral code of social principles is formed as a byproduct of these interactions and helps define the social constructs of the individual. These interactions are structured and casual in the school setting, allowing the individual to define their own principles within social justice.

Know-to knowledge refers to teaching students to make wise decisions, developing positive character traits and valued dispositions. Marzano's thinking processes support know-to knowledge acquisition via extensive and systematic research and oral discourse. Students learn how to make wise decisions via related experiences and systematic inquiry. The social interactions within the school setting, in particular, oral discourse, provide opportunities for students to explore ethics and education. The Paideia Model's seminar is a method of instruction that engages students in critical and higher order thinking. The seminar's "democratic nature" is enriched by the participation of all students and provides a vehicle for participants to formulate and articulate problem-solving strategies, ideals, and newly acquired knowledge as it relates to the curriculum in real-world applications.

The Paideia Model, enriched with Marzano's thinking processes is the foundation of StudentFirst Academy's curriculum and instructional implementation to facilitate mental agility acquisition.

"The first years of life lay the groundwork for future experiences." Sam Goldstein

Student Development

StudentFirst Academy will address the 4 areas of childhood development.

Whole Child =====Cognitive---->Emotional---->Psychomotor---->Social

Cognitive

1. The brain is plastic, ever-changing and able to accept ideas and thoughts.

"The principle activities of brains are making changes in themselves."

--Marvin L. Minsky (from *Society of the Mind*, 1986)

Brain plasticity, the ability of the brain to change its physical structure and functional organization as a result of thinking, learning and acting, has been a known phenomenon in the field. It is beginning to find its way into the educational field. The general public now hears words like cognition, brain stimulation, or cognitive retraining. All of these terms point to the evolution of neuroscience and education as a way to bring optimum function to a developing brain through experiences, emotion, exposure to new ideas and questions. Successful students adapt and enjoy learning as a vital part of their existence. Engaged and self-disciplined, these students have a love for learning that transcends age. StudentFirst Academy will utilize Lindamood-Bell Learning Processes as a critical key component to integrate the ability to process language and acquire knowledge which is the underlying process of human learning. (Lindamood-Bell Process-Based Education Model in Appendix I)

2. Each brain can process information as a unique experience.

Too often today's educational system comes as a one size fits all experience. As the population of children in schools continues to climb, the most efficient manner is to group children by age. However, we know and research shows us that just like each individual comes in a wide range of colors, sizes, shapes and heights, schools must also offer a wide range of experiences. Each individual student brings talents, intelligence and their own unique blend to the classroom, which adds to the uniqueness and opportunities available in a classroom. StudentFirst Academy has the student in the center of the learning process so that all aspects of the educational team- family, teachers, administrators, and the community, work and invest in the talents of the student. Brain development can be cultivated, supported and enhanced by promoting a high degree of intensity that is neither too hard nor too easy, in a stress-free environment. Enhancing cognition by using the Paideia Principles will promote the joy of learning.

3. Learning is a lifelong process of maturity for all citizens.

Today's society is quick paced and ever-changing with the advancement of technology: what was cutting edge today becomes obsolete in 2-3 years. "Enhancing learning for all people, for all ages,...for life," is the motto of Lindamood -Bell Learning Processes, which StudentFirst Academy uses in order to correlate the neurological processes of the brain into a systematic approach to introduce, diagnosis and facilitate the process of learning.

Emotional

1. Knowing one's psychological makeup is essential to understanding one's self in order to improve personal interactions and performance.

StudentFirst Academy will use formal assessment tools and informal interactions to identify emotional stimuli that facilitate learning for each child. Emotional stability will be highly prioritized not only among StudentFirst Academy staff, but also with parent and family members that have consistent contact with the student. The home environment is a critical component of the emotional welfare of the child. StudentFirst Academy will facilitate consistent dialogue with parents via intermittent conferences, phone calls, emails, and other written correspondence to not only share information, but to also be informed of social interactions that may impact emotional stability.

The 'WorkPlace Big 5' is used internationally to enhance the workplace by allowing a model that teaches employees about themselves and how they respond to others. A 'SchoolPlace Big 5' has been established for schools and this cutting edge tool will allow students to know themselves and interact with others in a more knowledge filled way. The SchoolPlace Big 5 will be utilized for middle and upper school students to assist with teaching how to capitalize on strengths, minimize challenges and develop a career plan to help select the right educational program, prepare for their career and study effectively. Helping students learn to capitalize on similar traits and compensate for leadership deficiencies is indispensable for achieving success.

2. Empathy, respect for others, and acceptance creates a safe, secure environment where individuals thrive.

Creating a safe, secure environment is fundamental to learning. It is critical for students to be free of judgment, harassment, and hostility in order to develop a strong sense of self-esteem and healthy emotions. Many children today face homes that lack nurturing and the acceptance of individuals, which has led Bill Cosby to call the youth of today "a group of disruptive, ill-mannered, and socially corrupt generation that disrespect, not just themselves, but societies' morals and everyone in it." Cosby, like many other activists and educators, know the plight of too many children considered "at-risk" because of parental disenfranchisement with education. StudentFirst Academy will bridge that educational gap by providing training to parents through a Parent Network that will support students emotionally by giving parents working tools for creating empathetic, responsible children. This network will offer resources for 1) non-custodial parent classes, 2) GED training, 3) Nutrition and Angel Food networking, 4) parenting classes, and many more considerations. StudentFirst Academy recognizes the support of our youth is essential to creating a thriving, mentally agile student.

Psychomotor

1. The 2006 US Surgeon General Report states that the United States has the highest rate of obesity in the world.

The synthesis of health and wellness is vital to reduce this alarming trend in our students.

StudentFirst Academy will incorporate daily fitness and health instruction.

2. In this global economy, daily information gathering is critical. Our students will utilize technology to communicate ideas, thoughts and information.

Dr. Sam Goldstein, world-renowned neuropsychologist and educational expert, presented the Building Blocks of Learning (Appendix II), which serves as a bridge between cognitive, psychological and education research (Learning Disabilities and Challenging Behaviors: A Guide

to intervention and Classroom Management, 2008). With the Building Blocks of Learning pyramid, parents, educators and professionals can recognize the intellectual movement of students. The four foundational blocks are at the base and must be synthesized, nurtured and supported in order for a student to be successful. They are 1) attention and self-regulation (self-discipline), 2) emotions, 3) behavior and 4) self esteem. The middle level includes information processing through the senses. These include 1) phonological processing, 2) orthographic (writing) processing and 3) motor processing. The final level is one's ability to conceptualize or demonstrate mental agility; 1) thinking with language, 2) thinking with images and 3) thinking with strategies.

Social

1. Helping others is integral to social development.

StudentFirst Academy requires community service to encourage productive social interactions and civic engagement. Examples include: helping feed the elderly, mentoring the Lower School students, volunteering at hospitals or nursing homes, etc. As the students work together and with other service providers, StudentFirst Academy believes that all students will begin to develop the social skills necessary to become productive members of society.

2. "Since education is a social process, and there are many kinds of societies, a criterion for educational criticism and construction implies a particular social ideal. The two points selected by which to measure the worth of a form of social life are the extent in which the interests of the group are shared by all its members, and the fullness and freedom with which it interacts with other groups. An undesirable society, in other words, is one which internally and externally sets up barriers to free intercourse and communication of experience. A society which makes provisions for participation in its good of all its members on equal terms and which secures flexible readjustment of its institutions through interaction of the different forms of associated life is in so far democratic. Such a society must have a type of education, which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder (Democracy and Education, 1926, p. 148)."

The above quote from John Dewey embodies StudentFirst Academy's social philosophy within the democratic school environment. Priority will be given to the interests and needs of the individual and the collective school population to implement the Paideia instructional model in support of the North Carolina Standard Course of Study curriculum. Cultivating this democratic approach to schooling is in the best interest of all students as it promotes the individual voice and its role, not only in the classroom, but also in society. StudentFirst believes that this encourages the growth of responsible citizens that will be productive and contributing members of their communities. Our students understand the purpose and value of student voting, legislative involvement, and debate on social issues.

TEACHING APPROACH; CURRICULUM DESIGN AND INSTRUCTIONAL METHODS

Grades K-8 Curriculum (Learning environment, class size, teaching method)

StudentFirst Academy, as it addresses the four areas of childhood development for K-8, uses a curriculum, with an emphasis on hands-on learning, based upon the Paideia Model, which teaches children to think and question using the Socratic Method, and the Trivium of classical education, which is used to guide teaching methodology (grammar, logic and rhetoric). This combination delivers the benefits necessary to create mentally agile individuals: students, who have the ability to think, synthesize information and present their findings either orally or through written communication. All of these avenues create a strong educational program that supports the North Carolina Course of Study and builds 21st Century Learners.

Small class size is instrumental in creating a harmonious and accelerated approach where students perceive one on one attention. Grades K-2 has a 1:8 teacher: student ratio with 3 classes per grade of 16 students per class. Grades 3-6 have a teacher: student ratio of 1:16 students with 3 classes per grade. The National Education Association endorses small class sizes for the following reasons: improved discipline, safety, discipline, individualized attention, and the ability to close achievement gaps with good teachers. (See Appendix: Support Inclusion of a Separate Class Size Reduction Programming the ESEA Reauthorization. National Education Association website. 2011 for supporting evidence of small class sizes) Middle school at StudentFirst Academy is seventh and eighth grade. At this level, the teacher: student ratio increases to 1:24 with 2 classes per grade from seventh through twelfth.

In StudentFirst Academy's grade 1-6, to improve consistency and allow students an advantage to academic success through programming. Grades one and two are looped, three and four, then five and six. (Appendix X: Support of Looping: Supporting Student Learning Through Long Term Relationships. The LAB at Brown University 1997)

Paideia Program

The Paideia educational philosophy emphasizes teaching using three types of styles in order to deliver a strong liberal education. The program integrates the core subjects with the arts, foreign language, and the humanities. Teachers are trained in the three types of teaching style:

- 1) Didactic instruction, which consists of lectures, responses, textbooks and other aids
 - a. StudentFirst Academy utilizes volunteer lecturers, experts in their field of study and technological advances like podcasts to make this form more than "sit and write".
- 2) Coaching, which includes exercises and supervised practice
 - a. StudentFirst Academy uses labs in all areas of study for practice and hands-on learning.
 - b. Subject based projects are done at a minimum of one per quarter.
- 3) Seminars, which involve questioning and participation of thought.
 - a. StudentFirst Academy has discussions of various works of art, music, and writings in association with the unit.

Classical Education

The Trivium of classical education is at the heart of StudentFirst Academy's teaching methodology. The Trivium develops skills that are essential in higher education and throughout life: independent learning, critical thinking, logical analysis and a lifelong love for learning. Knowledge, understanding and wisdom are the three roads of the Trivium. Harvey Bluedom stated, "The modern student learns many things -- trivia; the ancient student learned how to learn--trivium." This quote embodies the influence and importance of critical thinking that is necessary for true learning as identified in the Paideia Principles, particularly, "the primary cause of genuine learning is the activity of the learner's own mind."

The Trivium is based on three childhood developmental stages: grammar, logic and rhetoric. The stages, although named after what the child should be learning at a particular time, coincide with the cognitive development of the brain and what the brain can process. In the grammar stage (grades k-4), the child is ready to absorb knowledge, memorize and learn facts, the rules of phonics, spelling and vocabulary of other languages. It is during this time that the foundation is laid for future learning. In the logic stage (grades 5-8), the child is no longer interested in facts, but they want a greater understanding of the subject.

During this stage, the student is able to synthesize the information and put it into a logical order by asking questions. The very nature of this stage is argument and debate. The final stage, rhetoric, coincides with high school, and this is where the very nature of communication is at its zenith. Christine Miller shares, “students begin to demonstrate the mental agility and exploration from the natural to the practical and from the practical to the theoretical.” By teaching to the natural order of the brain, students can build upon their natural curiosities that exist. This will lead to high engagement and a desire to learn that will create a school culture of excellence, ownership and intellectual dynamics.

Everyday Math

In 1983, the University of Chicago School of Mathematics project set out with an ambitious goal: reform math education for all students. Everyday Math established 3 principles, based on research-based pedagogy from around the world: 1) students acquire knowledge and skills, and develop mathematics from their own experiences; 2) children begin school with more mathematical knowledge and intuition than previously believed; and 3) teachers and their ability to provide excellent instruction are the key factors in success of any program. Everyday Math provides a sequential instruction that builds and extends previous knowledge as well as providing interactive games, hands-on learning and projects.

Reading

StudentFirst Academy will use Lindamood-Bell’s comprehensive literacy initiative to balance reading and language. Lindamood-Bell’s philosophy of learning aligns strongly with StudentFirst Academy’s philosophy that learning is a cognitive act. Nancy Bell, cofounder of Lindamood Bell Learning Processes, stated “Language and literacy are cognitive acts. Instruction to increase these skills must be based on a theory of cognition.” The program addresses the five components of scientifically-based reading instruction: phonics, phonemic awareness, fluency, vocabulary and comprehension. Small group instruction emphasized in the program changes the learning progressively and significantly increases reading and comprehension skills.

English/Writing

Shurley English has taken the neuro-scientific research and applied it to the grammar and writing curriculum by providing intensive but highly engaging, repetitive series that keep the students motivated and challenged. The Shurley English curriculum for students in grades K-8 is an English language arts program designed to help students master the key fundamentals such as vocabulary, mechanics, usage, editing, and sentence work. Shurley English provides high frequency and intensity in writing, building vocabulary, practicing skills and cross training through the disciplines. The various learning styles are highly integrated into the curriculum and it builds on the sequential skill building.

Cultural Arts

“A child’s education is not complete unless it includes the arts.” This first statement of the 2006 Arts Education- Creating Student Success in School, Work and Life by the National Arts Education Advocacy Community clearly states the philosophy of SFA. In fact, No Child Left Behind defines the arts as a core subject. The Arts have proven to help close the achievement gap by providing a well-rounded curriculum which contributes to higher academic achievement. StudentFirst Academy Cultural Arts department, emerging as a multi-faceted entity, will facilitate exposure to the arts with concentrations in Visual Arts, Photography/Modeling, Videography, and Performing Arts. These concentrated programs will prepare the students for careers as artists, cultural administrators, professional performers, and teachers with potential to orchestrate and facilitate creative, professional, and international cultural productions in the school and in the community. The intent is also to develop a cross-cultural collaboration, seeking to encourage new internal connections between fellow students and faculty that would then extend to new opportunities and growth externally to create new community relationships. This diverse and

comprehensive educational arts program will demand imagination, individual and collective innovativeness, characteristics of leadership, dedication and discipline regarding the realms of artistic impression, communication, and current technology. It will also motivate and cultivate time management skills, self-confidence, creativity, problem-solving, and teamwork.

K-8

From this educational-based smorgasbord of cultural arts opportunities, the SFA K-2nd grade students will concentrate on introductory classes to the different art forms. They will have monthly rotations of visual arts, photography/modeling, videography, and the performing arts to optimize academic achievement through blending a dedication to the arts with a focus on international studies. This will inspire independent and collective creative thinking in conjunction with global perspectives of our society.

SFA 3rd-8th grade students will choose one art form in which they will concentrate more on the specific logistical aspects of that art form for one year.

1. Visual Arts will examine techniques in studio and commercial art, ceramics, digital media, fibers, coloring, chalks, graphic design, illustration, print media, film, art gallery design, sculpture, and animation. The classes and labs, with hands-on interaction, will allow the SFA students to comprehend basic knowledge about each subject giving them an increased awareness of their own self-expression, inner inspirational creativity, and interest. The classes will also help prepare them for circulation, exhibition, and distribution of their products.

Art (Art History, Computer Skills, Portfolio), Art Appreciation (World Art History, Painting, Drawing, Sculpture/Clay, Arts and Crafts), Art Design (Media Design, Graphic Design, Animation)

2. Photography/Modeling classes will examine these two art forms as a profession or as a hobby for personal enjoyment. Learning and understanding both sides of the camera for commercial and personal photography will be one of the key components. Framing, exposure, location photo shoots, fashion design, commercial/runway, photo portfolio, go-sees, make-up/hair and other aspects of photography and modeling will also be included in the classroom instruction.

Photography: Learning the Camera, Photo Shoot, Commercial/Runway, Fashion Design, Photo Design/Portfolio

3. Videography classes will focus on learning the camera, shooting design, camera directing, editing, and making DVDs. Hands-on instruction will be given in film shooting, developmental projects in directing and producing, video selecting for editing, and computer graphics. The SFA students will be given the opportunity to gain procedural knowledge on how to produce and direct their own miniature film and music video.

Learning your Camera, Editing, Motion Graphics, Movie Making

4. Performing Arts

- a. Dance - will provide SFA students with quality instruction in the art of dance - performance, choreography, and teacher training, that will introduce them to diverse perspectives investigating techniques, styles, and improvisation as disciplines and practices of this art form. In preparing them, technique classes will be taught in Ballet, Tap, Modern, Jazz, Folk/International Ethnic, and Liturgical. The dance classes will provide them with the necessary tools to pursue dance specific and/or related careers as they commit to and support dance as a global art form. The students will be given performance opportunities annually to showcase their talents.

Technique Classes, Dance History, Choreography, Improvisation, Anatomy for Dancers

- b. Theatre - through inquisitiveness and observation, critical thinking, communication skills both oral and written, will inspire to expand SFA students' vision and overall awareness of the world around them. They will aspire to examine themselves and others... how they think, what they feel, then portraying the results through the study of theatre. The classroom experience, individual and collaborative study, and actual stage productions all emphasizing the particular skills necessary for the generation of high-quality stage performances, will solicit an appreciation of this rigorous art form, preparing them for leadership as practitioners, educators, and artists. Their classes will include history and theory, playwriting, acting, directing, production, set design/building, costume design, make-up, lighting, sound design, and stage management. The production experience will broaden their personal intellect as they potentially encounter a range of ideas and issues – political, social, and aesthetic – through the unique art form which is theatre.

Stage/Movie Acting (acting, script reading, performance-projection, diction, speech, directing techniques), Playwriting, Technical Design, Costume Shop, Lighting & Sound Tech, Stage Management

- c. Voice - classes, through the studies of classical, pop, opera, musical theater, choral music, and other styles, will cause the SFA students to more specifically investigate this art form of “vocalist/song writer/producer” as a possible profession. They will research and sample the different artists' styles, genres, and techniques to educate and solicit interest in song writing, performance, recording, and music management in preparation and pursuit of employment as a professional singer, writer, or music manager. They will receive voice instruction in breathing, diction/speech, tuning, range, sound quality, and posture to promote a higher level of performance.

Voice Lessons, Choir, Song Writing, Recording Studio/Management

- d. Music - classes will provide a comprehensive educational component that produces artists, educational scholars, and composers who embody musical excellence and professional integrity. These classes, including wind, string, piano, and percussion instruments, will feature faculty-mentored individual study sessions while emphasizing the opportunities of studying music in a group setting. Music styles and genres such as classical, jazz, pop, and others will be studied. SFA will give the students numerous opportunities to attend performances by resident professionals and to participate in SFA concerts and informal presentations.

Instrument Lessons, Writing for Composers, Percussion Rhythms, Guitar Band: Editing and Mixing, Studio, Orchestra, Band

The StudentFirst Academy curriculum will include the study of science, social studies, computer technology and healthy living, all with laboratory experiences. An international focus will be integrated throughout elements of the entire curriculum, along with the introduction of foreign languages, cultures, and foods.

The curriculum is not the only thing that is unique at StudentFirst Academy. The typical school day is longer than most, 7:30-5:30 p.m., to assist with the unsupervised and loosely structured time most children face when they get home from school. School days will begin with a Leadership Academy to address the skills necessary to be a successful individual in today's world. Each morning the entire school recites the school's chant entitled “Win-Win”. Students have the opportunity to relay a personal victory they had within the last 24 hours. This moment inspires school spirit and encourages students to cheer one another on.

Student accomplishment is vitally important to the overall success of StudentFirst Academy students. In our afternoon program students receive mandatory tutoring if they are in danger of failing or sliding into below average status.

Field trips are another avenue that StudentFirst Academy uses to promote a love of learning, engage students, and expand their knowledge through a direct hands-on approach.

Grades 9-12 Curriculum

Student success is a direct result of quality teaching. The board of directors' academic advisory committee will work in conjunction with the school administration to identify qualified and successful educators that are capable of motivating students to learn and take ownership of their educational process. As StudentFirst Academy incorporates a rigorous liberal arts curriculum with a STEM (science, technology, engineering, and mathematics) based approach to inquiry, a multitude of resources will be utilized to comprise this multifaceted school philosophy including The National Paideia Center), The National Council for Teachers of Mathematics, and The National Science Teachers Association to name a few. The following will be prioritized in the StudentFirst Academy educational philosophy and implementation:

- a cross-disciplined approach to education requiring not only cooperative learning by students, but cohesive planning by teachers;
- mastery of content knowledge will be prioritized and emphasized via real-world scenarios;
- clear objectives and goals will be specified in order to effectively communicate procedures and outcomes;
- expectations will be defined quarterly, by semester, and by grade level;
- sequencing and pacing of instruction will support proper scaffolding of learned material;
- formal and informal assessment will be implemented to consistently meet student needs;
- student learning is a direct byproduct of teaching effectiveness, thus periodic assessment of teacher performance and peer review will be a major component of professional development; and
- a multidimensional curriculum that promotes the democratic environment of StudentFirst Academy that adapts to the needs of its student body.

StudentFirst Academy will foster a cohesive learning community, as grades 9 -12 students mentor younger students and participate in school-wide activities and initiatives. Each school day begins with all students and staff reciting the "Win-Win" school chant. The morning assembly affords, not only the administration the opportunity to share programmatic information with the student body, but also allows student leaders the opportunity to directly address academic and social matters that affect the school environment. Community stakeholders and school partners are also invited to address the school during the morning assembly.

Mathematics

The mathematics curriculum at StudentFirst Academy will focus on analytical skills and problem solving strategies associated with Algebra, Geometry, Trigonometry, and Calculus. Proficiency in the subject areas will be achieved via mastery of technology tools, comprehension of basic concepts, and application of discipline principles in real-world scenarios. The StudentFirst Academy grades 9-12 mathematics curriculum will include the following classes: Pre-Algebra, Algebra I, Geometry, Algebra II, Trigonometry, Pre-calculus, and Calculus. Secondary students will matriculate through the mathematics classes in the

previously mentioned sequence. Students will be given a variety of different assessments in an effort to evaluate student mastery of content knowledge in each of the aforementioned classes. Preparation for college entrance and end-of-course examinations will be facilitated using traditional and contemporary means of instruction. Priority will be given to real-world applications of content knowledge and its relevance to skills needed for educational and career advancement.

English

Linguistic analysis is central to the English curriculum at StudentFirst Academy. Students are taught to negotiate meaning through the reading and analysis of literature as well as through the writing of original prose. In addition, grammar is taught through the analysis of sentence structure. Teachers also emphasize the direct correlation between strong critical thinking and writing not only to master narrative, expository, descriptive, and persuasive writing but also so students can ultimately come to understand and articulate their place in the world.

Science

The science curriculum at StudentFirst Academy for grades 9-12 will incorporate the North Carolina Standard Course of Study sequence of coursework. Traditional subjects such as Physical Science, Biology, Chemistry, Physics, and Environmental Sciences will be offered. These courses will be facilitated in consideration of prerequisite skills necessary for success, giving heavy consideration to mathematical requirements. The science curriculum will also be supplemented by participation in regional competitions such as the Science Olympiad and the Science Fair, both sponsored by the University of North Carolina at Charlotte. StudentFirst Academy believes that these types of experiences are critical in the educational process. Also, institutions such as Discovery Place, the Nature Museum, and regional businesses and industry including BASF and IBM can potentially provide internships and opportunities for students to observe/apply principles learned in their respective science courses and at StudentFirst Academy.

Social Studies

Civic engagement is a major goal of StudentFirst Academy in an effort to prepare the next generation of community leaders and organizers. This curriculum will be established with a heavy emphasis on knowledge of the past, awareness of the present, and an understanding of future trends within government and politics. The North Carolina Standard Course of Study will serve as the blueprint for instruction to analyze critical events that have shaped our present state of affairs. World History, US History, and Civics and Economics will provide the foundation for this curriculum. These courses will be supplemented by local, national, and international media via online sources, television, and radio programming to promote a keen awareness and appreciation for diverse sources of information to develop a multifaceted perspective on the world in which these students live. Critical analysis of these past and present events will be cultivated through Socratic seminar and open dialogue by a diverse population of students.

Student government and parliamentary procedures will play an active role in the growth and development of these future civic leaders. Students will also observe local government proceedings and determine how court rulings, board decisions, etc. impact their communities.

Upper School Arts Education Program

The Arts Education Program of StudentFirst Academy is designed with exploration of Visual Arts, Photography/Modeling, Videography, and Performing Arts, to refine their talents, ultimately focusing on advanced study in one of these single art disciplines. Using a hands-on approach that emphasizes "learning by doing," students are engaged in the arts by acquainting them with certified teachers and

professionals from the community and nation that have a passion for student learning and expression through the arts. Extensive partnerships with the local arts community and other institutions will facilitate performance, internship, and exhibition opportunities at public venues such as the Blumenthal Performing Arts Center, Children's Theatre at Imagine, Spirit Square, Collard Green Museum, and the McColl Center for Visual Arts.

The following details the course offerings for the Upper School students. These students may also work in secondary disciplines in the same field.

1. Visual Art – Intro to Art (Art History, Computer Skills, Portfolio), Art Appreciation (World Art History, Painting, Drawing, Sculpture/Clay, Arts and Crafts), Art Design (Media Design, Graphic Design, Animation)
2. Photography/Modeling- Photography: Learning the Camera, Photo Shoot, Commercial/Runway, Fashion Design, Photo Design/Portfolio
3. Videography- Learning your Camera, Editing, Motion Graphics, Movie Making
4. Performing Arts
 - a. Dance – Technique Classes, Dance History, Choreography, Improvisation, Anatomy for Dancers
 - b. Theatre – Stage/Movie Acting (acting, script reading, performance-projection, diction/speech, directing techniques), Playwriting, Technical Design, Costume Shop, Lighting & Sound Tech, Stage Management
 - c. Voice – Voice Lessons, Choir, Song Writing, Recording Studio/Management
 - d. Music – Instrument Lessons, Writing for Composers, Percussion Rhythms, Guitar Band: Editing and Mixing, Studio, Orchestra, Band

StudentFirst Academy will comply with the National Standards for Arts Education: standards that emphasize a comprehensive understanding of the arts in conjunction with a strong academic curriculum. Arts education benefits both student and society. Involving the "whole child" in the arts gradually teaches many types of literacy while developing intuition, sensitivity, reasoning, imagination, and dexterity." ([http://www.ncpublicschools.org/curriculum/artsed/](http://www.ncpublicschools.org/curriculum/artsted/))

Physical Fitness & Nutrition

StudentFirst Academy will promote a healthy lifestyle for its student population via a focus on health and physical education, through both the Academy and the Community Center. Instruction will involve health awareness and learning a variety of skills that enhance quality of life. StudentFirst Academy's philosophy incorporates a healthy lifestyle in its Leadership Academy. StudentFirst Academy believes that implementation of the following initiatives supports student health and an environment that optimizes their potential to learn.

- 1) The welfare and health of the faculty and staff at StudentFirst Academy will be a high priority. A faculty/staff health promotion initiative will incorporate physical fitness activities, health assessments and screenings, and general health education forums.
- 2) The family outreach program will encourage family members of StudentFirst Academy students to become active participants in their child's education. Family member awareness of educational programs and activities conducive to talent enrichment and academic advancement will be stressed. Family outreach program meetings will be conducted quarterly to not only facilitate resource access, but to also monitor student progress.
- 3) Counseling services will provide information and interventions as necessary to promote a stable mental, emotional, and social environment for the students in support of their educational endeavors. Counseling

professionals will actively engage not only the students, but also parents and community resources that are in support of this goal.

4) The health services program will be led by a certified medical professional that will facilitate basic health care, health awareness, and address health concerns/challenges. The school medical professional will utilize local agencies and resources in providing exceptional health care for the StudentFirst Academy population.

5) The physical education program will provide strength training and exercises that will support student growth and development. Activities will stress extensive development of motor skills and positive attitudes toward physical activities conducive to a healthy lifestyle. The physical education program will work in conjunction with the health education program.

6) The health education program will promote health awareness and knowledge of nutrition, activities, and preventive measures necessary for general well-being for oneself and community. Awareness of communicable diseases and risky behaviors will be emphasized via cooperative learning strategies and student-led research.

7) The school environment must support knowledge acquisition and promote the general health of its occupants. The school setting must facilitate a variety of school programs including the aforementioned in an effort to foster a community-wide effort to support good health and physical activity. The facilities must not only provide adequate classroom space and equipment, but also gymnasium and field space conducive to team activities that promotes interdependence toward a common goal.

Fitness and overall health is a priority for StudentFirst Academy students. Students have one hour of physical activity daily to ensure movement and to assist combating childhood obesity. The one hour may be a full hour or combinations of 15 minute intervals. They may be a part of the classroom teacher's routine or a structured course which includes movement, such as dance, physical education.

Physical Fitness at SFA, designed to help achieve a fit healthy body and a clear mind, will offer classes in aerobics, weight training, and yoga. Aerobics, taught as a cardiovascular workout, will be performed to music including choreographed movements. Weight training will include specific detailed instruction on how to workout with free weights and eventually exercise apparatuses. Yoga classes will build up the body's inner strength and natural resistance, helping to alleviate pain and gaining greater mobility. Getting physically stronger, toning skeletal muscles, increasing flexibility for injury prevention, coordination, learning exercise science terminology and fitness anatomy/physiology, relieving body and mind stress and anxiety, are all a part of the benefits to taking these classes, in addition to building confidence and a safe and fun way of exercising.

Nutrition classes will help the SFA students to manage their personal health by learning good healthy eating habits. They will take charge of their lifestyle by assessing it and its effects on their well-being. They will create a mindset for making healthier choices by learning what to eat and when to eat it. Topics on supplements, herbal remedies, daily water intake, calories, the importance of reading food labels, cooking, and much more will be discussed in this class. Along with teaching our students about healthy eating, our cafeteria will provide healthy and nutritious eating as well as creating an atmosphere of experimentation of international cuisine.

Martial Arts

The Martial Arts curriculum, introductory and concentrated classes in Krav Maga/Self Defense, Muay Thai, Jui-jitsu, Tae Kwon-Do, and Cardio-Kickboxing, will target training in technical skills which will encourage

development and awareness in self control, self discipline, respect, self defense, and more. The selected staff will be a team of instructors that will offer high quality class instruction in these techniques. As the SFA students train, their work outs will improve physical and mental fitness; designed to help them face and cope with any of life's everyday challenges.

Krav Maga - is an official self defense and fighting system specifically designed to teach defense techniques that are based on the body's natural instinctive reaction to threats. The instruction methods, defensive to offensive, will include unique training drills for proficiency in self-defense, to sharpen reflexes, to determine danger, to be more aware of surroundings, and to be less vulnerable which will increase safety.

Muay Thai - classes will focus on skills such as punching, kicking, elbows, knees, footwork, conditioning, mitt work, heavy bag and clinching drills, as well as some sparring. The Muay Thai workout, focusing on development in agility, speed, cardiovascular endurance and strength, uses the whole body, especially the hips and core. Its added benefits also include help with physical fitness, self-defense, and stress relief. The Muay Thai workout is also great conditioning for skill enhancement in other sport related activities.

Jiu-Jitsu - practiced as a martial art can be extremely effective and used to subdue an equally or larger opponent without causing harm. The classes will be dedicated to accomplishing goals which will enhance physical and mental health while learning the most effective martial art of sport fighting and self defense. The benefits to the SFA student will be an understanding of self defense principles, greatly improved flexibility, improved agility, speed, cardiovascular endurance, balance, and increased reflexes and strength.

Tae Kwon-Do - is an integrated martial arts system for personal improvement in self defense; a unique form of physical activity which exercises the entire body, contributing to better mental and physical fitness, improving the whole person - body and mind. The SFA student will acquire strength, stamina, flexibility, quickness, coordination, concentration and balance. They will be instructed in eye-contact, self-control and respect to promote character development. The instructors will also conduct mat-chats which help teach valuable life lessons and will, psychologically, build character traits such as self-confidence and self esteem, empowering them to focus on abilities in teamwork and leadership.

Cardio-Kickboxing - classes will include kicks and punches as well as other cardiovascular and strengthening/conditioning exercises. The instructor will engage the SFA students in choreographed moves to music for the development of skills in precision, quick reflexes, cardiovascular endurance, and power. Each student will learn how to exercise aggressively, but without the risk of injury.

SCHOOL WIDE PROGRAMS EXTENDING THROUGH GRADES K-12

The culture of StudentFirst Academy promotes social engagement, success, leadership, and brotherhood / sisterhood as the formula to achieve goals. Every student participates in Leadership Academy which begins daily with inspiration, goal setting and learning StudentFirst Academy's Ten Secrets to Success. Teaching students what leadership is, how to embrace their leadership skills, and how to apply their leadership skills is vital to that portion of StudentFirst Academy's mission that focuses on 'creating corporate citizens'. Leadership Academy teaches students the StudentFirst Academy's Ten Secrets to Success- five of which center around personal responsibility and the other 5 around civic responsibility. Leadership Academy introduces students to leaders in the community, teaches character development, presentation skills (oral and written), critical thinking, debate and global awareness. Each morning the entire school does the following:

- recites the pledge of allegiance
- sings the national anthem
- recites the school's chant entitled "Win-Win"
- sings the school song

Students have the opportunity to relay a personal victory they had within the last 24 hours. This moment inspires school spirit and encourages students to cheer one another on. Student accomplishment is vitally important to the overall success of StudentFirst Academy and its students.

Leadership Academy is integral to track personal growth areas for students. Within Leadership Academy students are given a daily indicator called a *Secret to Success Thermometer* that is filled out by each teacher that student comes in contact with for the day. The thermometer identifies individual responsibilities (1. Independent Thinker and Doer; 2. Plan Your Work and Work You Plan; 3. Navigate a Strong Academic Program; 4. Meet Your Daily Goals and 10. Healthier You) community responsibilities (5. Win-Win for Everyone; 6. Communication Skills; 7. Team Player; 8. Respect for Self & Others; and 9. Community Service). Using this tool, students receive immediate feedback from their teachers as to their performance on a daily basis. Weekly review of student performance is done and feedback given as students confirm reaching their weekly goals. Paychecks are given to students based on their school performance as identified by their thermometer. Pay2Learn is a dynamic program that evolved out of the Leadership Academy, four (4) years ago and 'pays' students in Owl Bucks based on their accomplishment of the Ten Secrets to Success and their excellence in all areas. Students are paid every two weeks and must save, balance their checkbooks, shop in the school store and invest their bucks. Teaching students fiscal responsibility, financial management, entrepreneurial and daily skills are also keys to creating successful adults. Please refer to Appendix IX: Leadership Academy to view both the Secret to Success Thermometer and the Pay2Learn paycheck.

Global Awareness

In addition to leadership permeating the culture of StudentFirst, global awareness finds its home as well. It is also essential in creating a successful 21st student, due to the growing sense of community the world's countries face. International cultural awareness creates a consciousness of global issues, cultural understanding, sensitivity and diversity in thinking, actions and creativity. StudentFirst Academy accomplishes this through a series of monthly celebrations of countries: learning greetings and numbers in the native language, government, traditions of the country, history, famous literature and artwork found in the culture and social issues facing them. Community guests are invited to share their personal stories about the country as well as share their artifacts. Partnership for 21st Century Skills has listed global awareness as one of the cornerstones to creating a successful student in today's interdependent society.

Health/Wellness/Sports

StudentFirst Academy is committed to providing a school environment that enhances the learning and development of lifelong wellness practices. We recognize that: 1) good health, fosters student attendance and learning; 2) schools play a vital role in influencing and promoting wellness, protecting children's health, and supporting their ability to learn through healthy eating and physical activity; and as educational institutions, schools should model healthful eating and physical activity because a healthy school environment goes beyond nutritious school meals in the cafeteria, and engages staff and community in the pursuit of activities and strategies to improve the long-term health and well-being of our students. StudentFirst promotes a healthy lifestyle by having one (1) hour of physical activity per day for all students.

Nutrition and wellness address the total life of the child and the values of the community which determine what happens to children when they are not in school. Leadership Academy integrates wellness into the Ten Secrets of Success. While wellness is a non-competitive way of life, StudentFirst Academy believes in the fundamentals of competitive sports and endeavors to create athletes who are committed to

being leaders on and off the field, in the classroom, and in the community. We also want them to exhibit healthy competition, team spirit and be positive role models.

Community Service

Compassion, understanding and a sense of community are important traits to leading a happy, successful and productive life. Community service is one way that StudentFirst Academy teaches their students these lifelong habits. Students have a monthly commitment of service beginning in kindergarten with two (2) hours of in-house service per month and expanding to four (4) hours per month for upper school students. Students participate in specific service events, set up through the community and traditional service organizations like Friendship Trays, Habitat for Humanity, etc.

Upper school students, grades 9-12, participate in an eighteen (12) week long in-house mentoring program called Owl's Nest. The mentoring program pairs upper school students with kindergarten through third grade students for one and a half hours per week to focus on social skills and academic areas the mentees' teacher has defined as an area of extra practice that is needed.

Addressing the Needs of At-Risk and Gifted Students—Scholars Academy

Excellence and high expectations are a mainstay of the culture of StudentFirst Academy, and we firmly believe that all children can learn and want to learn, however we understand that not all students will be successful at any given time. Scholars Academy was created just for that reason. Scholars Academy supports students who are in danger of failing or sliding into below average status. Students are referred by their teacher if their subject average drops below an eighty. The Academy's hours are 7:00-8:00 am and 4:30-6:00. Teachers and volunteers staff the Academy. If additional time is needed, Saturdays are utilized. Students must stay in Scholars Academy until their subject average improves above an eighty.

The other reason Scholars Academy was created was to address the needs, additional challenges, problem-solving and critical thinking that the above-average and gifted student craves. Scholars Academy provides individual instruction to students who have a high interest or ability in an area above the average student. The Academy will provide job shadowing, internships and participation in research projects with professionals in the community for these types of students. Outside of Scholars Academy, StudentFirst Academy will provide opportunities for independent study and AP courses.

All students have the opportunity for advanced learning through field trips, which serve as another avenue that StudentFirst Academy uses to promote a love of learning, engage students, expand their knowledge and provide experience.

Preliminary identification of students who fall into the intended population of Scholars Academy in grades 4 and above will be identified through the SchoolPlace Big 5, which all students receive. This tool serves as a self-teaching tool for the students to identify their strengths and weaknesses and how to improve them through a series of learning tasks during Leadership Academy. After admission, all students meet with the admission team for an individualized learning plan to be devised for the year.

Entrance Requirements for High School

A completed application must be submitted with the appropriate art discipline identified. A first and second choice art preference must be provided on the application. A copy of the most recent report card, a copy of the previous year's final report card, a copy of the permanent record/transcript, standardized test scores over the last two years, updated immunization records and proof of residency (utility bill or lease

agreement). Students will then be assigned an audition date. Callback auditions will be required for all students who meet the criteria of the first audition. This does not guarantee admission into StudentFirst Academy.

Exit Requirements for High School

In conjunction with course requirements that are delineated below, seniors are required to do a senior exit project that is multi-faceted and designed to provide self-evaluation, preparation for real-world applications, goal setting and independent learning experience in the community. Seniors must complete a one-page application for graduation; a professional resume; a commitment form; and senior year log book. When applications, resume, commitment form, and senior year logbook are received, a senior interview will be held with a graduation panel. Seniors must then participate in a two-week internship or community service project where they must design and present an idea based on their placement. Finally, seniors will have a senior presentation summarizing their experiences at StudentFirst Academy and leaving a legacy behind for others to follow.

High School Graduation Requirements

StudentFirst Academy high school graduation requirements are as follows:

Content Area	Course of Study	Credits
Mathematics	Pre-Algebra, Algebra I, Geometry, Algebra II, Trigonometry, Problem Solving, Math Analysis, Pre-Calculus, and Calculus	4
Science	Physical Science, Biology, Chemistry, Physics, Environmental Science, Anatomy, and Advanced Science Competition	4
English	English Language Arts I, II, III, IV, Writing Seminar, Literature, and other specific courses to be developed during planning year	4
Social Studies	Civics and Economics, US History, World History, World Religions, Ancient African Kings & Queens, and "Democracy and Education" (a StudentFirst Academy developed course)	4
Foreign Language	Two courses in the same modern foreign language Latin I is a required course in the ninth grade	3
Fine Arts	Art, Dance, Music, Photography, Drama, Chorus, and other specific courses to be developed during planning year	4
Health and Physical Education	Health Education and Physical Education will be in compliance with the North Carolina Standard Course of Study	2
Technology Education Electives	Technology Education will mirror Fundamentals of Technology (NC course no. 8110), Computer Applications, Computer Networking, and other specific courses to be developed during planning year	1
Electives	Consumer Applications, Personal Finance, Communications, Career Planning, Business & Personal Relationships, Oceanography, Sociology, Psychology, and other specific courses to be developed during planning year	3
Senior Exit Project	Content will be contingent upon cultural arts and internship experience	1
TOTAL CREDITS		30

The aforementioned requirements are in accordance with the North Carolina Standard Course of Study/college preparatory track that facilitates entrance requirements for the University of North Carolina

system. These requirements exceed state graduation standards to not only provide a rigorous academic preparation for higher education, but to also prepare students to meet admission and entry-level job requirements for a variety of institutions and businesses. As civic engagement is a top priority for StudentFirst Academy, additional requirements in social studies are mandated within the curriculum to promote participation in the democratic process and community. Core subjects as delineated by the curriculum in social studies will be supplemented by a "democracy and education" course that will take an in-depth analysis of current events, historically relevant occurrences, and how the events will shape our future.

For grades 9-12, StudentFirst Academy will exceed North Carolina Standard Course of Study requirements in most of the academic disciplines to promote exceptional performance, not only in academics, but also the life skills necessary to become productive citizens. This academic rigor will be supported through exceptional curriculum delivery via: the Paideia model, cohesive community support, and active participation by the student to become the majority stakeholder and advocate for his/her own education. Advanced placement courses will be evaluated for a place in the upper school curriculum during the planning year.

Proposed 2013-2014 School Calendar

The following is the proposed calendar for StudentFirst Academy 2013-2014 school year (185 school days). Our bell schedule is from 7:30am to 5:30pm. The extended day program, from 2:30pm – 5:30pm contains the following components:

- cultural arts program
- academic enrichment
- homework assistance
- athletics

StudentFirst Academy School Calendar (2013-2014) 185 school days	
18 Teacher Workdays 22 holidays & vacation days	
<i>Description of School Events</i>	Date(s) of School Events
Teacher Workdays	August 12-23
First Day of Classes	August 26
Labor Day	September 2
Columbus Day	October 14
First Quarter Ends (44 days)	October 25
Second Quarter Begins	October 28
Teacher Workday	November 1
Report Cards go home	November 4
Veterans Day	November 11
Thanksgiving Holidays	Nov 27 – 29
Christmas / New Year's Holidays	Dec. 21 – Jan. 1
: Second Quarter Ends (47 days)	January 17
Semester Exams (7-8)	January 17 – January 23
Martin Luther King Jr. Day	January 20
Third Quarter Begins	January 21
Teacher Workday	January 24
Report Cards go home	January 27
President's Day	February 17
Spring Break	March 3 – March 7
Third Quarter Ends (48 days)	April 4
Fourth Quarter Begins	April 7
Teacher Workday	April 11
Report Cards go home	April 14
Good Friday / Easter Break	April 18 – April 21
Standardized Testing (K-8)	May 19 – May 23
Memorial Day	May 26
Final Exams (7-8)	May 27 – May 30
End of the Year Field Trips (K-8)	June 2 – June 6
Last Day of Classes / 4th Quarter Ends (46 days)	June 13
Graduation	June 13
Teacher Workdays / Post Planning Make up days (exams & snow if needed)	June 16 – 20

Parental Curricular Support

Parent support is a critical and integral part in the daily support of the teachers and the success of StudentFirst Academy. to assist not just with logistical support (copying, donating supplies) but also in coordinating school or classroom events. Each class will have a Class Mom who will be responsible for organizing individual class needs. Parents at StudentFirst also volunteer five (5) hours per month in some capacity to support the school. The Parent Organization polices these hours. Below is a list of Parent Committees that are available at StudentFirst Academy. The list is not exhaustive and all inclusive.

School Council

The school-based planning, which the council provides, offers an opportunity for teachers, parents and community members to play an active role in improving and supporting the schools. This is done formally through the School Improvement Plan, which is updated regularly. The School Council meets monthly, and members include the school principal, teachers, parents and a community representative. Members are appointed by the principal. Members of the school council act as liaisons between parents and administration and are a resource for parents who may have questions or concerns about school policy or procedure during the year.

*Time commitment: year-round

Enrichment Council Committee

The Enrichment Council is a volunteer organization made up of three to four parent representatives. The Enrichment Council provides enrichment programming in the arts and sciences for the students of StudentFirst Academy. The Council meets on the first Wednesday of the month to plan, preview and coordinate the events. Once selections are made, each school enjoys the same program across grade levels. All of the schools PTO's help to fund these events, although the Enrichment Council has its own fundraising effort as well.

*Time commitment: year-round

Room Parent Committee

Room parents play an important role in the life of StudentFirst Academy. Each classroom has at least one room parent, depending on the teacher's need. The room parents organize 4 parties in the classroom throughout the year (Halloween, Christmas, Valentines Day, and Year-end) as well as provide help and support at the teacher's request. Room Parents are also encouraged to participate in any one or more of the fundraisers supported by the PTO during the year. The Room Parent Committee Chair coordinates the team of room parents and serve on the PTO Board as the Room Parent liaisons at the PTO Board meetings.

*Time commitment: year-round.

Fall Fundraising Committee

*Time commitment: September – October

Ice Cream Social

The PTO sponsors an Ice Cream Social during the year for StudentFirst Academy families to enjoy an ice cream treat with their children, the staff and other families in the cafeteria. The committee coordinates the purchasing of food, serving and clean up, which is done by parent volunteers.

*Event dates: October

Book Fair Committee

The PTO sponsors two book fairs during the year, one in the fall and one in the spring. The committee works with Scholastic Books to run the fair. The committee coordinates the fair through the organization of parent volunteers who assist in setting up and guiding and familiarizing students, parents and teachers with the books for sale at the book fair. Based upon sales from the fall book fair, the spring book fair usually provides a buy one get one free book event.

*Event dates: November and March

Fall Festival Committee

The Fall Festival is a fun family evening event, which has become a much-anticipated tradition for the StudentFirst Academy students. The PTO sponsors and funds this free family night. There are crafts and games and refreshments and the much anticipated secret shopping where the children can purchase inexpensive holiday gifts for their family and friends. Many volunteers are needed for the event to set up the shopping, help with the crafts and games, the food and with clean up. This year the event has been moved to a Saturday to accommodate busy families.

*Event date: October

Library Volunteer Committee

The committee chair works with the librarian to schedule parent volunteers to assist with various projects in the library including checking and reshelving books, and helping with other organizational projects in the library.

*Time commitment: year-round

Literacy Library Committee

The Literacy Library contains guided reading books, which are organized according to reading levels. This part of the library is accessed only by teachers and parent volunteers who use these books for the classroom or to assist with guided reading within the library. Literacy volunteers work under the guidance of teachers within the school and assist the school's literacy staff in sorting, cataloging and re-shelving books.

*Time commitment: year round

Special Occasion Books Chair

Each year the PTO sponsors the Special Occasion Books Program. Through this program books are added to the school library in honor of a SFA student or staff member or to commemorate a special occasion such as birthday or anniversary. A PTO volunteer works with the school librarian who has pre-selected books for the program. Parents can purchase books for the library, which will bear the honoree's name on a personalized label inside the special book. The sponsored student will have the honor of being first to take out the book. This is a self-funded PTO project and not a fundraiser.

*Time commitment: year-round

SFA Variety Show

The SFA Variety Show is a fun family evening where our students have an opportunity to showcase their various talents on stage for all of their StudentFirst Academy admirers. The committee organizes this event by signing up interested student and parent volunteers in advance of the show, scheduling and supervising rehearsals and making preparations for the big night.

*Event date: September- December

Community Involvement Committee

The Community Involvement Committee works to raise the social awareness of our children and to provide aid to our neighbors in need. The Unicef drive in October kicks off our Community Involvement fundraisers with the children collecting charity while trick or treating. A food drive in November helps to supply needy families with Thanksgiving dinner. A personal care drive in March supplies soap, shampoo and other products to local needy families.

The Community Involvement Committee coordinates the charitable collections. The committee posts the details of the drives and the desired items on the website for several weeks. At the end of each drive, the committee volunteers work with the students and various charities to collect donations and arrange for pick up at the school.

Time Commitment: Year round

Spring Fundraiser Committee

The Spring Fundraiser is the primary fundraiser in the Spring. The Spring fundraiser this year is to focus the event on a family based theme that is open to students and families from neighboring schools to foster more communication and increase the fundraising potential of this event for SFA.

*Event date: January- March

Art Show Committee

In early spring, StudentFirst Academy hosts a Young Artists Night, an evening event during which our children's artistic creations are displayed throughout the school. The Art Department runs the evening with the assistance of parent volunteers who are instrumental in framing, hanging and displaying the artwork. The PTO provides hospitality for this event.

*Event date: Open

Beautification Committee

This committee works to ensure the outside of the school is welcoming and appealing by coordinating the Fall and Spring clean-up of the landscaping around the school and playgrounds. This committee also plans and implements any other outdoor projects, landscaping, seasonal planting and decorations. In addition, this committee organizes and runs the Spring Plant Sale a PTO fundraiser used to fund some of the school landscape improvements. The Spring Plant Sale is planned to coincide with Teacher Appreciation week in May.

*Event dates: fall and spring

Fun Run and Bike Committee

The SFA Fun Run is another tradition that our children look forward to each year. It is held during the morning hours of the school day in early June. Promoting health and exercise, our children run laps around the playing fields, earning donations from sponsors for each lap completed. Family and friends attend to cheer the children on! This is a great school spirit event where the children raise money for a designated charity and to support a specific school acquisition, such as books for the library, playground equipment, etc. The Fun Run chairperson oversees the event, provides information to teachers and parents, collects the pledges, arranges for refreshments and water for the runners, and oversees the volunteers at the event. Parent volunteers hand out water and ice pops to the runners and mark off the laps each child runs.

*Event date: June

Teacher Appreciation Week Committee

This committee oversees the weeklong event funded by the PTO to honor our StudentFirst Academy teachers and staff. The committee arranges for baked goods to be donated each morning for the teachers to enjoy in the teacher's room as well as several donated dinners during the week for teachers. Teacher appreciation week culminates with a catered luncheon and gift presentation for teachers and staff.

*Event dates: May

Yearbook Committee

The SFA yearbook is published at the end of the year and includes class pictures and many photographs and artwork commemorating the year. The Yearbook Committee coordinates the project and layout and works with the yearbook publisher. Committee members take photographs of school events throughout the year, and create page layouts for each grade and school event. This is a self-funded PTO project and not a fundraiser.

*Time commitment: year-round

Math Superstars Committee

Math Superstars endeavors to give SFA students a wider exposure to the world of mathematics. Students participate voluntarily in this weekly program completing math problem sets consisting of approximately 10 questions of varying difficulty. The PTO sponsors and runs this program. The Committee Chair oversees the distribution of the worksheets to the classroom and parent volunteers pick up, correct and return the worksheets each week. Parent volunteers maintain a cumulative running total for each student participating in the program. Certificates of Participation are presented at the end of the year to all participating students

*Time commitment: year-round

6th Grade Activities Committee

There are many special activities in which the 6th grade class participates to mark the end of their elementary school years. The 6th grade class conducts their own fundraising to support some of these events. The many fun activities include a day long outing at the end of the year with swimming, field activities and a barbeque as well as field trips. The Committee Chairs organize and coordinate 6th Grade Activities with the assistance of parent volunteers and the 6th grade teachers.

*Time commitment: year-round

Spirit Night Committee

This committee organizes one school spirit event: SFA Night at _____. The committee selects the game date in the fall and coordinates the ticket sales prior to the event date.

*Time commitment: coordinating dates in the Fall, and specific event date in March

Box Tops Committee

The PTO participates in General Mills Box Tops for Education program through which box tops are collected at home and brought to school, where they are placed in a box located in the front hallway. The box tops are then sent in for redemption by the Committee Chair who oversees the collection and submission of the box tops to General Mills, and comes up with fun and exciting ways to encourage the children to participate in the fundraising effort.

*Time commitment: year-round

StudentFirst Academy

Grant Committee

The SFA Grant Community works in conjunction with the Board to search, perform research and assist with writing eligible grants.

*Time commitment: year-round

Publicity Committee

The Committee Chair provides local newspapers with information on upcoming events, takes photographs at those events and ensures permission to publish through the front office, as necessary. Photos can be emailed or hand delivered to the Publicity Committee Chair with captions identifying the event and the people photographed.

*Time commitment: year-round

Newsletter Committee

The SFA Owl is a PTO funded student written school newsletter/publication and is published monthly. It contains articles about school events, interviews with teachers and staff, selections of our children's writings and PTO information. This committee collects submissions of original creative writing from grades Pre-K through 12, three times throughout the year. Students may submit up to 3 original pieces. Everyone gets published who participates. This committee also sends a certificate and congratulatory letter to everyone who participates.

*Event dates: year round

Monthly Minutes Chair

Monthly Minutes is a monthly newsletter that goes home with our children or is emailed to the StudentFirst Academy distribution list each month. It lists all PTO and school related activities, important notices and features a weekly note from the principal. The Committee Chair assembles all of the notices each week, produces the Monthly Minutes flyer, and oversees the copying and distribution through the front office. All notices for publication must have approval of the principal prior to submission.

*Time commitment: year-round

StudentFirst Academy Web Master

The SFA web master is responsible for working with the principal, staff and PTO members to maintain and update the SFA web site.

*Time commitment: year-round

Preschool Liaison Chair

StudentFirst Academy is unique in that our community includes the integrated preschool. The Preschool liaison Committee Chair represents the preschool at the PTO Board meetings and works to encourage the preschool staff and parents to become actively involved in PTO events and activities.

*Time commitment: year-round

Teacher PTO Liaison

An integral part of our school and the success of our students rests in the communication we have with our teachers. The Teacher PTO Liaison represents the SFA teaching staff at the PTO

Board meetings and works to encourage open dialogue between the staff and the PTO identifying areas where the PTO can assist through fundraising or the provision of parent volunteers in the advancement of the education of our children

*Time commitment: year round

Special Education Liaison

The Special Education Liaison is a representative acting as an informational liaison to StudentFirst Academy. The Special Education Liaison reports, as needed, to the PTO Board on issues relating to special education at the StudentFirst Academy.

*Time commitment: year round

Community Involvement

Central to the success of any school is community support. Schools, many years ago, were the center of the community, providing a meeting place, an activity center for all, meals and clothing for the needy and a fun, safe place for children to hang out. StudentFirst Academy endeavors to resurrect the days of old, by housing a Community Center. The Community Center will be open from 8:00 am until 10:00 pm at its height. The Community Center will offer meeting space, various educational classes, fitness classes, and performing art classes. It will also have a computer lab, reading room and health room. The most prized area by students is the game room where arcade games, video games, board games and table top games will be available. The gym, football field and baseball field will be available to the community for use. They will also be utilized for activities like an International Food Festival, Carnival and Fun Days.

Volunteers also play a huge role in the success of students. They serve as mentors, friends and additional support in a village, whose sole purpose is the success of the children who live, educate and play there. Parents are required to provide five hours of volunteer service to StudentFirst Academy every quarter in whatever capacity they feel comfortable, inside or outside the walls of the building.

Where the student is the center of the learning process of StudentFirst Academy, the staff is a valued asset and is treated as the consummate professional that they are. Staffing is critical to the overall mission of providing quality service to StudentFirst Academy students. Upon hiring, staff members will receive a thorough and detailed orientation of federal and state regulations as well as, instruction of StudentFirst Academy's Policies and Procedures. Staff members will be matched with co-workers, where applicable, for job guidance and assistance. This peer-to-peer mentoring has proven effective for coaching, sharing perspectives, and transferring knowledge and wisdom to the employee. Mentoring helps to reduce costs by providing a formal and informal partnership between all employees. Creating a safe and enjoyable place to work improves teamwork, camaraderie and the overall success of the mission. Various incentive programs- quarterly and annually- will be used as a motivator. Staff members will also have free wellness classes through the Community Center and receive coupons for the performing art classes.

ASSESSING THE SCHOOL

The evaluation programs at StudentFirst Academy will include the following:

- ABC Accountability Model
- EOG Testing
- Competency Testing
- State Mandated Testing
- Writing Tests at Grades Four through Eight

StudentFirst Academy

- Iowa Basic Skills Test
- Computer Skills Assessment
- Student Portfolio Requirements
- Student-led Conferences

Evaluation Tools

Along with state mandated testing, StudentFirst Academy will use the Iowa Basic Skills Test as an individual assessment for individual student needs. The Iowa Basic provides necessary feedback to teachers and administrators to assess year-to-year changes in a student's progress providing crucial information to parents to individualize summer programs and early school year reviews. Test results also serve to supplement annual programming review and support critical administrative decisions to improve student performance. Iowa Test results are used as part of the school's improvement plan. The Northwest Evaluation Association (NWEA) will provide StudentFirst Academy access to the Measures of Academic Progress, or MAP, assessments to supplement state and/or federally mandated tests. MAP assessments will be used to measure student growth within a specific content area quarterly, each semester, and for summative evaluation purposes for the academic year. The assessments are computer-based and measure competency within content areas using computer adaptive testing that provides teachers and administrators immediate feedback on level of proficiency and subjects for additional instruction. MAP assessments will be used quarterly and each semester to determine student progress, content delivery effectiveness, and areas for improvement.

Plan for Ongoing Curriculum Development

A convincing plan for ongoing curriculum development (e.g., revision of standards and benchmarks, improvement of curriculum alignment, and assessment development) is included.

StudentFirst Academy will follow several steps to evaluate its ongoing instructional program. These measures include, but are not limited to the following:

1. Identify an existing ongoing instructional unit or course whose value is in question. Several methods will be used to identify problem areas. These include supervisor/peer observations (a minimum of two per quarter), school counselor interviews with students, student performance on quarterly and end-of-year assessments, and parental feedback.
2. Get agreement to evaluate from those responsible for the instruction in question. The administration and the responsible party will meet to determine what is working and areas of improvement in the educational process before corrective steps are taken. A consensus among all stakeholders will be sought to ensure effective implementation of any changes to the educational plan.
3. Organize for handling evaluation data. The processes for information handling include selecting the kind of information needed, collecting the information, interpreting and organizing it, arranging for its storage and retrieval, distributing the information, and assessing the information's impact on the targeted system.
4. Acquire, modify or generate an evaluation instrument, including directions for its administration. StudentFirst Academy continues to evaluate the formative evaluation of instruction and the summative evaluation of student learning. This will be an ongoing process as new tools are introduced to the market. Formal decisions will be made during the planning year.
5. Establish the validity and reliability of the evaluation instrument(s). The evaluation tools are proven to be reliable and valid assessments for their intended purposes. This adoption by StudentFirst Academy demonstrates their high regard for their intended purposes.

StudentFirst Academy

6. Schedule and carry out the evaluation. Once again, effective implementation can only take place if all stakeholders are in agreement regarding implementation and approve of the course of action.
7. Analyze the data and report the findings to appropriate decision makers. Teachers and administrators will have ample time to review the data generated and come to a consensus regarding the interpretation of the data and what further steps must be taken to strengthen the educational program.

StudentFirst Academy will align its curriculum and instruction with the North Carolina Standard Course of Study. School faculty and staff will work collectively to meet benchmark goals as established by the North Carolina Department of Public Instruction. As a charter school, StudentFirst Academy will have multiple degrees of freedom in determining the course of instruction for its student population. "What is taught" and "when it is taught" will be largely dependent upon "where the students are" and expected outcomes as evaluated primarily by the instructor. On-going assessment during the instructional plan will determine the pace of teaching.

Professional Development

Staff Professional Development is another tool to develop successful students and create a harmonious, nurturing and strong environment. The personal touch is one dimension of StudentFirst that supports leadership in both our students and staff. Professional development for our staff is multi-fold: online and face to face. Professional development in Paideia and Linda-Mood Bell strategies is an ongoing process in webinars, workshops and job shadowing "teacher leaders." Due to the nature of our curriculum, involving many experts, professionals and masters in various fields, our staff will have the exposure and opportunity to expand their knowledge base and integrate various fields into an interdisciplinary approach to teach the whole child.

Student Achievement Goals

StudentFirst Academy achievement goals for students will be demonstrated by accomplishing the six objectives stated within the school mission. These objectives will be fulfilled through the school's comprehensive instructional program, including the goals and objectives of the North Carolina Standard Course of Study and supplemented by the Cultural Arts Program. Student feedback will be provided via the Ten Secrets to Success Thermometer described in the Leadership section of the Educational Plan, described below, bi-quarterly progress reports, quarterly report cards, and teacher-parent-student conferences as needed. Student mastery of content knowledge and application will be demonstrated via an assortment of educational products, facilitated by Marzano's Dimensions of Thinking and the Paideia Model.

StudentFirst's achievement goals are found in the *Mission, Purposes and Educational Focus* of this application, under the subheading "Goals for the Proposed Charter School". The goals are clear, specific, measurable, ambitious and attainable as they relate to our students' achievement toward the six objectives stated within our mission.

Extra-curricular Activities

Physical fitness is an integral part of creating leaders at StudentFirst and sports will be one of the extra-curricular activities that allows that area to be addressed. Various partnerships in the community will allow students in all grades to participate in developmental sports then advance to more competitive sports in high school. There will also be various clubs, such as anime, cartooning, newsletters, broadcast and others to be determined at a future date through community networking, and parent/student input.

Methods of Evaluation

Supervisory Observation requires the supervisor to evaluate the employee’s performance by direct observation of work.

Spot Checks require the supervisor to evaluate the employee’s performance in part based on random spot checks of work.

Self Report requires the supervisor to evaluate the employee’s performance in part based on the employee’s own evaluation of his/her work.

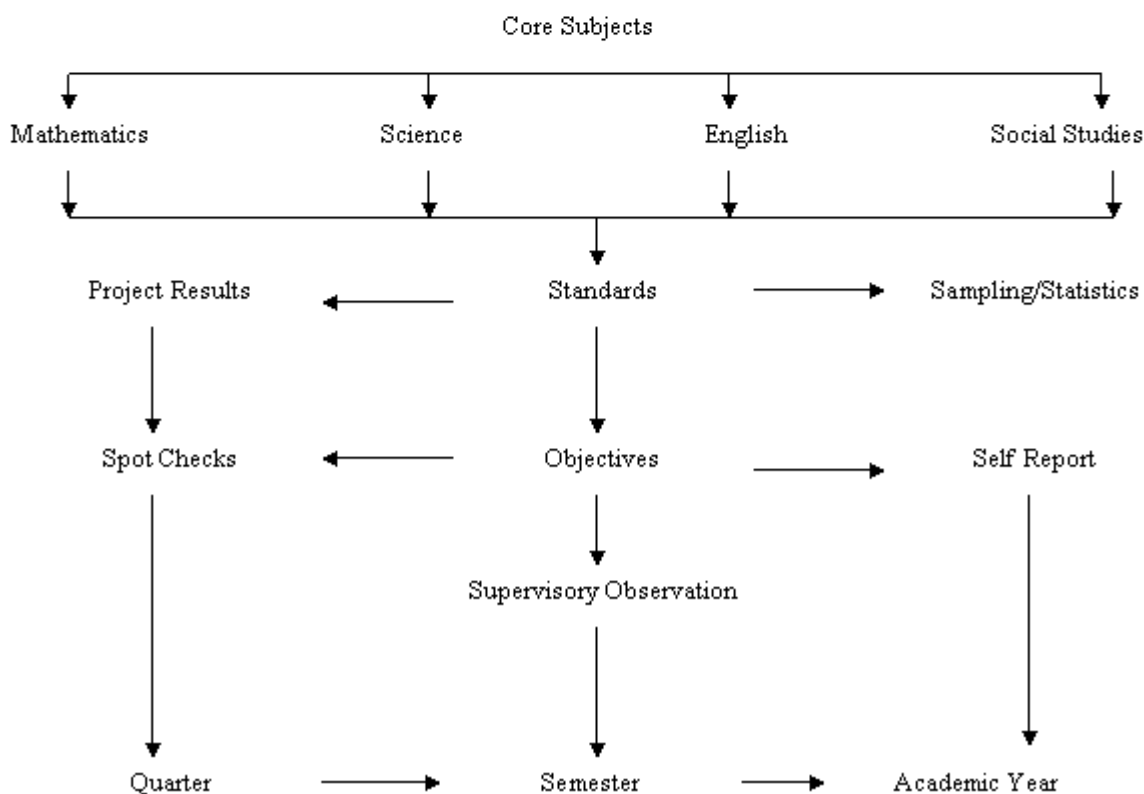
Third Party Feedback requires the supervisor to evaluate the employee’s performance in part based on relevant feedback from outside customers, vendors, or others.

Sampling/Statistics requires the supervisor to evaluate the employee’s performance in part based on samples of the employee’s work or statistical data that indicates the employee’s level of work or demonstrated competence.

Peer Feedback requires the supervisor to evaluate the employee’s performance in part based on relevant feedback from the employee’s peers.

Project Results requires the supervisor to evaluate the employee’s performance in part based on actual results of projects or assignments the employee has managed or participated.

North Carolina Standard Course of Study



SPECIAL EDUCATION

StudentFirst Academy firmly believes that all children have an unalienable right to a quality education and have the capacity to learn in an environment conducive to their learning needs. A certified special-education professional will serve as a member of the faculty and staff to not only facilitate instruction, but to also serve as a member of the school's pre-assessment team to evaluate student needs upon entry at StudentFirst. Admission standards in all pre-and post-assessments will be in full compliance with North Carolina laws and charter school admission policies as stipulated by the Department of Public Instruction. StudentFirst Academy will promote an environment of inclusion as faculty and staff will receive appropriate professional development to meet the needs of its diverse student population. Consultants from the Exceptional Children Division of the North Carolina Department of Public Instruction will serve a crucial role in the development of StudentFirst Academy's inclusion initiatives. Behavior Supports Regional Consultants offer technical assistance on programming policy and behavior support for students with disabilities involving emotional and behavioral needs and discipline issues to local education agencies throughout the state. The Positive Behavior Supports Regional and Charter School Coordinator provide local and regional assistance to schools and systems implementing positive behavior support (www.ncpublicschools.org/ec/supportprograms/consultants).

A critical component to a school-wide inclusion program is student participation and awareness. The entire student population must contribute to the inclusion process by being mindful of how much diversity enriches all of society by honoring the strengths and unique contributions of all its members. These principles will be incorporated into the daily curriculum through Leadership Academy and reinforced on a continuous basis throughout the culture of StudentFirst Academy.

Successful integration of exceptional children into the school body is contingent upon school resources that adequately address student learning needs. Pre-assessment tools will be implemented by the school administration with the cooperation of the student's guardian(s) to determine whether StudentFirst Academy can potentially meet student deficiencies. Final determinations will be made by the Head of School after careful examination of student portfolio, school admission committee recommendations, admissions interview(s), and consultation with local LEA exceptional children professionals. Recommendations for alternative learning programs/schools will be provided in the event of non-acceptance.

The student's individualized education plan (IEP) will serve as the protocol for disciplinary action. Appropriate/inappropriate behaviors in response to specific stimuli will be delineated within the IEP and will be reviewed quarterly and on an as-needed basis to govern exceptional children behaviors. Non-compliant behaviors will be evaluated by the student's instructor, exceptional children coordinator, and student's guardian(s). Recommendations to address student non-compliant behaviors will be made to the Dean of Students to determine final disciplinary actions.

The special education specialist will develop the action plan and timeline for specific program items as related to the StudentFirst Academy mission. He/she will also be responsible for implementation of these items as a charter school.

STUDENT CONDUCT AND DISCIPLINE

Overview of School Policies for Student Discipline

StudentFirst Academy

StudentFirst Academy will provide students and their parents with a comprehensive set of student discipline policies that will be printed and distributed as part of the school's *Student - Parent Handbook*. These policies will clearly describe the school's expectations regarding all aspects of student behavior, mutual respect between students and teachers, attendance, substance abuse, violence, safety, and study habits. Each student and his or her parent or legal guardian will be required to verify that they have reviewed and understand the policies prior to enrollment into StudentFirst Academy. In addition, the Head of School, Deputy Head of School, Dean of Students, and faculty will ensure that the rules of the school and its student discipline policies are followed and consistently reinforced throughout the school. Listed below is the draft *Student - Parent Handbook* that includes the disciplinary options that StudentFirst Academy will adhere to.

Policy Statement (Students) on Student Conduct

I. Purpose

To provide the foundation needed to clearly outline and communicate the expectations for student behavior while students are under the supervision, care, and guidance of StudentFirst Academy

II. Policy Statement

The StudentFirst Academy believes the right to learn and the right to teach in an environment safe and free from disruption is essential for student success. It also recognizes its responsibility to establish and communicate high standards of expectations for student conduct in order to establish effective, safe, and positive learning environments for students and staff. Therefore, the Head of School annually develops, publishes, and distributes a student code of conduct. At a minimum, this code of conduct will include information about pertinent policies, procedures and rules, consequences for violating those procedures and rules, and students' rights of grievance, due process, and appeal.

III. Delegation of Authority

The Head of School is directed to develop administrative procedures to implement this policy in accordance with all local policies and local, state and federal laws and regulations and to communicate this policy and accompanying procedures to all relevant parties.

IV. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent local, state and federal laws and regulations of the North Carolina Department of Non-Public Education.

V. Review

This policy will be reviewed at the end of four years, or sooner, if approved by majority vote of the Board of Education in public session.

VI. Effective Date

This policy is effective July 9, 2009.

Administrative Procedures (Students) Regarding Student Conduct

I. Guidelines

A. At the direction of the Head of School, the Dean of Students or his/her designee will develop and maintain a code of student conduct.

i. The code of student conduct will include information about pertinent federal and state laws and regulations, StudentFirst Academy policies, and school system procedures and guidelines which pertain to student rights and responsibilities, and govern student behavior.

ii. In addition, the code of student conduct will include information regarding student due process rights and the right of appeal.

B. The Dean of Students or designee will annually review the code and revise it as needed. The Director or designee will include appropriate school system staff in the annual review.

C. The Head of School or designee will annually submit the code of student conduct to the Board for its approval prior to the publication and distribution of the document.

D. The Dean of Students or designee will ensure broad distribution of the code of student conduct by:

i. Annually distributing the code to all students in grades K through 12;

1. A code of conduct activity book is disseminated to all K-2 students to assist with the understanding of the system procedures as outlined in the code of student conduct.

ii. Posting the code on the school system website;

iii. Distributing the code to all SFA teachers; and

iv. Making the code available to parents and other community members by request.

D. Staff will review with students all information outlined on the Statement of Understanding page in the code of student conduct.



StudentFirst Academy

Student-Parent Handbook

(Draft)

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WELCOME TO STUDENTFIRST ACADEMY

We are happy to welcome you to StudentFirst Academy. All of us hope that you are proud to be a StudentFirst Academy Owl and that you will strive to achieve your personal best. We look forward to your participation in helping StudentFirst Academy preserve current traditions and establish new traditions. It is extremely important that each of us work diligently and cooperatively to achieve our goals.

The rules and regulations contained in this handbook are intended for the welfare of all students. Your cooperation in abiding by the rules and your mature consideration for others will enable all of us to maintain a positive school environment.

We want to encourage and assist in your success at StudentFirst Academy. You can build your success on self-discipline and an increasingly mature attitude. You can make this school year your personal success story and in turn help make StudentFirst Academy a source of pride for all of us.

CIVIL RIGHTS ASSURANCE OF EQUAL OPPORTUNITY/NONDISCRIMINATION

StudentFirst Academy have a policy of providing equal opportunity. All courses are open to all students regardless of race, color, sex, handicapping conditions or national origin, including limited English proficiency.

Educational services, programs, instruction and facilities will not be denied to anyone at StudentFirst Academy as the result of his or her race, color, sex, handicapping conditions or national origin, including limited English proficiency. For further information, clarification or complaint, please contact Phyllis Handford, Head of School, at 704-371-7470.

MISSION AND BELIEF STATEMENTS

**QUALITY EDUCATED STUDENTS=QUALITY ENGAGED CITIZENS=
QUALITY ENRICHED SOCIETY
WIN-WIN FOR EVERYONE!**

The mission of StudentFirst Academy is to foster a learning environment that is conducive to the academic needs and individual talents of a diverse population of students. StudentFirst Academy will provide its students: 1) a globally-competitive curriculum; 2) classical approach to 21st century educational demands; 3) leadership development; 4) an integrated cultural arts program; 5) community engagement; and 6) a democratic school setting.

StudentFirst Academy is committed to providing an exceptional academic program for grades K-12. The school will foster long-term partnerships within the community through business relationships in an effort to function as a village to help students and families achieve their educational goals. The school believes all children have a right to a diverse, high quality education and economics should not be a factor in determining a private school as a viable choice for families.

When it comes to educating students, StudentFirst Academy has the following belief statements:

1. Fundamental to StudentFirst Academy is our determination to keep the student at the center of the learning process.
2. We have a strong concern for people both as individuals and collectively.
3. Students learn in different ways and at different rates.
4. Students, parents, teachers, and communities share responsibility for educating students.
5. All students should have the opportunity to learn, achieve and succeed in a positive learning environment.
6. Students and teachers foster respect, trust and decency.
7. Students learn best in a safe environment.

VISITORS TO STUDENTFIRST ACADEMY

Parents and patrons are encouraged to visit school to meet with guidance staff, administration, and teachers. Appointments will be necessary. All visitors should park in the front and sign in at the reception desk and then proceed to the main office. Student visitors are not allowed unless they are part of a school program. Unauthorized persons will be required to leave the building and grounds when requested to do so by any staff member of StudentFirst Academy.

SCHOOL CHANT

W We are encouraged to do our best and be our best
I In everything we do, we are and we will be.
N Nothing is impossible!

W We believe and will encourage others to be
I Independent in thought and purpose as we
N Navigate to our destiny!

This is a **WIN** for us
A **WIN** for our families,
A **WIN** for our community,
And a **WIN** for the world!

We are students that come first!
A **WIN-WIN** for everyone!

SCHOOL SONG

Verse 1 We have faith increased and more
In these halls that we adore
As young owls we will soar
To the dreams life has in store

Chorus StudentFirst Academy
We are glad you came along:
To teach wisdom's prosperity,
To you we sing this song.

Verse 2 Hope is fueling the race begun
Embracing feats yet to be done
Lifting vision to the sun
As toward our goals we run.

Verse 3 You showed us love is the way
That we live, learn, play and pray;
To the world we rise and say
We are leaders of today!

Special Chorus We run; Lifting vision to the sun!
We rise and say, we are leaders of today!
We soar; To the dreams life has in store!

Special Ending We run; we rise, we soar; To you we sing this song.

Submitted by Pastor Albert Yancey

SCHOOL COLORS

Navy Blue & Yellow Gold

SCHOOL OFFICE PERSONNEL

Head of School - Mrs. Phyllis Handford

Deputy Head of School – Mrs. Sandra Gay

Dean of Students - TBD

Administrative Assistant/Director of Family and Student Services – TBD

Staff Secretary - TBD

Financial Secretary - TBD

BEHAVIOR CODE

The best possible climate for teaching and learning is of major concern to StudentFirst Academy. This necessarily involves administrative rules and regulations for the conduct of students. Although students are afforded individual rights by the federal and state constitutions, the exercise or expression of these rights cannot, at the same time, infringe on the rights of others. Therefore, student self-discipline in respect to other individuals and their properties deserve special attention from school personnel, students, parents, and all other citizens of the school community.

The responsibility of creating and maintaining a fair and equitable opportunity for the exercise of student rights and progress is delegated to school administrators and their staff. This delegation includes rules and regulations deemed necessary.

Grounds for entering our behavior management program or expulsion are student misconduct or substantial disobedience. Student misconduct or substantial disobedience includes, but is not limited to:

- 1.** Using violence, force, noise, coercion, threats, intimidation, fear, passive resistance or other comparable conduct constituting and interfering with the purpose of school, or urging other students to engage in such conduct. The following items are only illustrative and not limited to the type of conduct prohibited by this subdivision.
 - a.** Occupying any school building, school grounds or part thereof with intent to deprive others of its use.
 - b.** Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor, or room.
 - c.** Setting fire or damaging any school building or property.
 - d.** Prevention of or attempting to prevent by physical act the convening or continued function of any school or education function, or of any meeting or assembly on school property.
 - e.** Continuously and intentionally making noise or acting in any manner so as to interfere seriously with the ability of any teacher or other school personnel to

- conduct the educational function under his/her supervision.
- 2.** Causing or attempting to cause damage to school property, stealing or attempting to steal school property.
 - 3.** Causing or attempting to cause damage to private property, stealing or attempting to steal private property.
 - 4.** Intentionally causing or attempting to cause physical injury or intentionally behaving in such a way as could reasonably cause physical injury to any person. Self-defense or reasonable action undertaken in the reasonable belief that it was necessary to protect some other person does not, however, constitute a violation of this provision.
 - 5.** Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value.
 - 6.** Knowingly possessing, handling, or transmitting a knife or any object that can reasonably be considered a weapon.
 - 7.** Knowingly possessing, using, transmitting or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or any intoxicant of any kind. Use of drugs authorized by a medical prescription from a physician is not a violation of the subdivision.
 - 8.** Engaging in the unlawful selling of a controlled substance or engaging in a criminal law violation that constitutes a danger to other students or constitutes an interference with school purpose or an educational function.
 - 9.** Failing in a substantial number of instances to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the failure constitutes an interference with school purpose or an education function.
 - 10.** Engaging in any activity forbidden by the laws of North Carolina that constitutes an interference with school purpose or an educational function.
 - 11.** Violating or repeated violating any rules that are reasonably necessary in carrying out school purpose or an educational function and are validly adopted in accordance with North Carolina law, including, but not limited to:
 - a.** Engaging in sexual behavior on school property.
 - b.** Disobedience of administrative authority.
 - c.** Willful absence or tardiness of student.
 - d.** Knowingly possessing, using or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant or intoxicant of any kind.
 - e.** Possessing, using, transmitting or being under the influence of caffeine based substances, substances containing phenylpropanolamine (PPA), or stimulants of any kind be they available with or without a prescription.
 - 12.** Knowingly possessing or using on school grounds during school hours or at a school function an electronic paging device or a hand held cellular telephone in a situation not related to a school purpose or educational function.

13. No student shall possess, handle or transmit any firearm on school property at any time. The following are considered firearms as defined in Section 921, Title 18 of the U.S. Codes:

*any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive

*the frame or receiver of any weapon described above

*any firearm muffler or silencer

*any destructive device which is an explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missiles having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device

*any weapon which will or which can readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one half inch in diameter

*any device, although originally used as a weapon, which is redesigned for use as a signaling pyrotechnic, line throwing, safety, or similar device

*class "C" common fireworks

a. The penalty for possession of a firearm is ten days suspension and expulsion from school for one calendar year. The length of the expulsion may be reduced by the school superintendent if circumstances warrant such action.

b. The Head of School shall notify the county prosecuting attorney's office when a student is expelled under this rule.

SUSPENSION PROCEDURES

When an administrator (or designee) determines that a student should be suspended, the following procedure will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting, the student will be entitled to:

a. A written or oral statement of the charges.

b. If the student denies the charges, a summary of the evidence against the student will be presented and;

c. The student will be provided an opportunity to explain his or her conduct.

2. The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.

3. Following the suspension, the parents or guardians of suspended students will be notified in writing. The notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the Head of School.

4. Students with Disabilities may be held to the same standard if it is noted in their Individualized Educational Plan.

5. For students with disabilities who do not qualify for conduct and discipline inclusion, they will have an alternative plan outlined in their Individualized Educational Plan.

EXPULSION PROCEDURES

When an administrator (or designee) recommends that a student be expelled from school, the following procedure will be followed:

1. The Head of School may conduct an expulsion meeting or may appoint one of the following persons to conduct the expulsion meeting.

a. Legal counsel.

b. A member of the administrative staff who did not expel the student and was not involved in the events giving rise to the expulsion.

2. An expulsion will not take place until the student and student's parent are asked to appear at an expulsion meeting conducted by the Head of School or the person designated above. Failure by a student or student's parent to appear at this meeting will be deemed a waiver of rights to contest the expulsion or to appeal it to the school board.

3. The request to appear at the expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time and location of the meeting.

4. At the expulsion meeting, the administrator (or designee), will present evidence to support the charges against the student. The student or parent will have an opportunity to answer the charges against the student and to present evidence to support the student's position.

5. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and student's parent.

The student or parent has the right to appeal the decision of the person conducting the expulsion meeting to the school board within ten days of receipt of notice of the action taken. The student or parent appeal to the school board must be in writing. If an appeal is properly made, the board must consider the appeal unless the board votes not to hear the appeal. If the board hears the appeal, it will consider the written summary of the expulsion meeting and the arguments of both, the school administration and the student and/or the student's parent. The board will take any action deemed appropriate. The board may designate the principal administrator to hear all appeals.

DRIVER POLICY

A student who is under the age of eighteen (18) who possesses a drivers license or learners permit may have it invalidated because of a second suspension from school to the day reporting center, an expulsion or has withdrawn from school. The school principal shall notify the Bureau of Motor Vehicles who will invalidate the license or permit. The license shall be lost until the person turns eighteen (18), for a specified period of time or until the suspension or expulsion is reversed.

DISCIPLINARY OPTIONS

Offense	Minimum Consequence	Maximum Consequence	Behavior Management Referral	Offense	Minimum Consequence	Maximum Consequence	Behavior Management Referral
Alcohol	3 day suspension	5 day suspension	Conditional	Gambling	3 day suspension	5 day suspension	Conditional
Argument, no contact	Teacher option	3 day suspension	Conditional	Graffiti, act of or possession of device	2 day suspension Reparations	5 day suspension	Conditional
Arson	5 day suspension	Expulsion	YES	Habitually tardy	Verbal warning	Expulsion	YES
Battery, no injury	1 day in-school suspension	Expulsion	YES	Harassments, threats, intimidation	Teacher option	Expulsion	YES
Battery, injury	5 day suspension	Expulsion	YES	Hate Violence	5 day suspension	Expulsion	YES
Bomb Threats	5 day suspension	Expulsion	YES	Interference with safety/security devices	3 day suspension, reparations	Expulsion	Conditional
Cell Phone in Class	Verbal Warning, Confiscation, Parent-teacher meeting	3 day suspension	Conditional	Robbery, extortion	5 day suspension	Expulsion	YES
Cheating	0 on exam/quiz, Parent-teacher conference	1-5 day suspension	Conditional	Sale or distribution of alcohol/drugs	5 day suspension	Expulsion	YES
Cutting Class	Parent-teacher Conference	Expulsion	Conditional	Sexual harassment	Parent-teacher conference	Expulsion	Conditional
Defiance	Teacher option	5 day suspension	Conditional	Smoking	Parent-teacher conference	3 day suspension	YES
Disruption	Teacher option	5 day suspension	Conditional	Terrorist threat	5 day suspension	Expulsion	YES
Drugs, possession or use of	3 day suspension	Expulsion	YES	Tardy	Parent-teacher conference	Expulsion, Notification of state	YES
Explosive devices (fireworks, smoke/stink bombs)	3 day suspension	Expulsion	Conditional	Theft	3 day suspension Reparations	Expulsion Reparations	YES
Fighting, without injury	1 day in-school suspension Conflict resolution	3 day suspension, conflict resolution	Conditional	Vandalism	1 day in-school suspension, Reparations	Expulsion	YES
Fighting, with injury	3 day suspension	Expulsion	YES	Verbal assault	1 day in-school suspension	Expulsion	YES
Forged signature	1 day in-school suspension	5 day suspension	Conditional	Weapons	5 day suspension, confiscation	Expulsion	YES

1. Teacher option for handling minor classroom discipline problems may include but are not limited to student/teacher conferences, calling parents, after-school detention and requesting parent conferences.

2. The number of days of suspension is at the discretion of the Head of School, Deputy Head of School, and/or Dean of Students.
3. Behavior Management referrals must be performed by a qualified individual (psychologist or counselor specializing in children and/or teens) at the parent's expense. The student will not be allowed to return to school until an unopened and sealed official letter addressed to the Head of School is received. In this letter the qualified official will list any recommendations for behavior modifications, length of treatment required and any other recommendations. At that time, the Head of School based on the recommendations will determine a course of action.

Disciplinary Consequences

LEVEL 1—Verbal Warning/Reprimand

This option is provided to teachers for handling minor classroom discipline problems. Options available are student/teacher conferences, calling parents, requesting parent conferences and/or other consequences outlined in classroom rules.

LEVEL 2--- Conference

Options available to teachers are requesting counseling, parent teacher conferences, calling parents, after school detention and other consequences outlined in the teacher's classroom rules.

LEVEL 3--- Intervention

Out of school suspension will be determined by the Dean of Students. The number of days suspended is at the discretion of the Head/Deputy Head and will be determined by the seriousness of the offense. Time-out, detention, Behavior Contract, student support team, confiscation, restriction, probation, mediation, and written communication are all types of intervention.

LEVEL 4--- Suspension

Out of school suspension with behavior modification and self-exam is reserved for those students with serious or repeated offenses. This disciplinary option requires a qualified individual (psychologist or counselor, specializing in children and teens) to assess a student at the parent's expense. The student will not be allowed to return to school until an unopened and sealed official letter addressed to the Dean of Students is received. In this letter the qualified individual will list any recommendations for behavior modifications, length of treatment required and any other recommendations. At that time, a course of action will be determined by the Dean of Students based on recommendations.

LEVEL 5--- Expulsion

Expulsion will be used when other options fail or when the infraction requires severe consequences or frequent or repeat offenses.

Special Note: Students with disabilities will receive discipline based on the recommendation of their Individualized Educational Plan.

BEHAVIOR DISCIPLINE REGULATIONS

- 1) Insubordination, failure to follow instructions, defiant behavior or disruptive
- 2) Use or possession of tobacco on school property

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- 3) Fighting, threats or harassment
- 4) Possession/use or threat with weapon
- 5) Failure to identify self
- 6) Use/possession of explosives
- 7) Leaving school without permission or failure to sign in or out
- 10) Termination of month- to-month contract
- 11) Vandalism to school/staff/students (restitution)
- 12) Possession/use of drugs/paraphernalia/alcohol
- 13) Physical attack or threat to staff
- 14) Tardiness to class
- 15) Forgery
- 16) Attendance
- 17) Inappropriate behavior, dress code
- 18) Theft
- 19) Failure to attend behavior management referral

CHEATING

Personal honesty is a virtue all individuals should possess. Teachers are responsible for decisions regarding suspected cheating. Students can expect measures such as: receiving failing grades on assignments, failing for the six weeks grading period, or in severe cases, withdrawal from class with a failing grade from that class. Exams and quizzes will have written on them the Honor Code. *“On my honor I have neither given nor received help on this work.”*

TARDY POLICY

Promptness and punctuality are important habits to develop and are expected at StudentFirst Academy. Every student is expected to be in the classroom at his or her desk at the time designated for the start of that class. Otherwise, he or she is counted tardy and is to be so recorded by the teacher. Upon the 2nd tardy per semester, a referral will be sent to the office for disciplinary action by the Dean of Students. Punishments are as follows:

- 1st thru 3rd per class per semester Verbal Warning
- 4th and 5th per class per semester After-school Detention
- 6th and 7th per class per semester Parent-Teacher Conference
- 9th per class per semester Behavior Management Referral
- 10th per class per semester Expulsion

SCHOOL DRESS AND GROOMING

The school board considers the appearance of students relating to dress and grooming as an important factor for maintaining an effective and desirable environment for learning. Corrective action will be taken when a student's dress or grooming creates a problem related to (1) a disruption of the school program, (2) uncleanliness, (3) a safety hazard, or (4) indecency. Students may not wear clothing, jewelry or other accessories that advertise or promote alcohol, drugs, sex, or tobacco products. This includes hats, belt buckles and medallions.

1. No hats/ no sunglasses may be worn in the building until after school
2. No tank tops without appropriate undergarments or mesh tops.

Undergarments

are not to be visible.

3. Shorts or skirts must be shorter than the knee.
4. No shirts nor pants with holes cut or torn in them.
5. Appropriate footwear.
6. No clothing that promotes Satanism, racism or inappropriate language
7. The midriff must be covered at all times.
8. Spandex or lycra shorts must be worn with cover shorts.
9. No dog collars/chains will be worn on school property at any time.
10. All hats, backpacks, coats must be placed in lockers during school.
11. Any jewelry or other items are prohibited when worn in any pierced body part other than the ear.
12. StudentFirst Academy dress code is as follows:

Shirts	Lower school	Gold shirts
	Middle school	Gold or white shirts
	Upper school	Gold, white, or navy shirts

Pants/Short/Skirts All bottoms must be navy. Jeans are not considered appropriate.

Physical education: Each student must purchase approved StudentFirst Academy T-shirt & shorts.

Note: All shirts must be approved StudentFirst Academy attire.

SEXUAL HARASSMENT POLICY

It is the policy of the StudentFirst Academy to maintain a learning environment that is free from unlawful discrimination including sexual harassment. It is a violation of school rules and regulations for students to engage in sexual harassment toward other students or for any employee to engage in sexual harassment toward a student. Students are encouraged to report any incident of sexual harassment in which they are involved or have observed.

Sexual harassment shall consist of unwelcome sexual advances, request for sexual favors, and other inappropriate verbal, non-verbal, or physical conduct of a sexual nature when made to a student by any employee or another student when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; or,
2. Submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting that individual.
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment; or,
4. The student has indicated that such conduct is unwelcome by his or her conduct or verbal objections

Sexual harassment may include, but is not limited to the following:

1. Verbal abuse of a sexual nature or unwelcome touching.
2. Pressure for sexual activity.
3. Suggesting or demanding sexual favors accompanied by implied or explicit threats concerning one's grades or promises of grades.
4. Continued or repeated sexual jokes, language, epithets, flirtation, advances or propositions.
5. Graphic verbal commentary about a person's body, sexual prowess or sexual deficiencies, including social life.
6. Sexually degrading or vulgar words describing an individual.
7. Leering, whistling, touching, pinching, brushing the body, assault, coerced sexual acts, suggestive, insulting, obscene comments or gestures.
8. The display of sexually suggestive objects, pictures, posters or cartoons.
9. Name calling, relating stories, gossip, comments or jokes that may be derogatory toward a particular sex.
10. The display of sexually suggestive graffiti.
11. Retaliation against students complaining about such behavior.
12. Asking questions about sexual conduct or sexual preferences
13. Harassment consistently targeted at only one sex, even if the content of the verbal abuse is not sexual in nature.
14. Repeated remarks to a person with sexual/demeaning implications

All employees of StudentFirst Academy are prohibited from having a dating or sexual relationship with any student.

COMPLAINT PROCEDURE

If a student believes he or she has been the victim of sexual harassment or if a student has questions or concerns about this issue, the student should seek the help of an adult whom he or she can trust, such as a teacher, counselor, parent or guardian or a building administrator. The student or the adult assisting the student may use the complaint procedure explained in this handbook or make a written complaint to the Head of School. Filing a complaint will not adversely affect a student's grades, nor will the student be

discriminated against because of the complaint. As soon as a written report of the alleged harassment has been filed, the Head of School or his designee will conduct a prompt investigation.

CONFIDENTIALITY

The right of confidentiality both of the student and accused will be respected, consistent with the school's legal obligations and the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. However, the identity of a student complaining of sexual harassment may be revealed to those individuals who have a need to know which may include, but is not limited to the investigator, the student, the harasser(s), retaliator(s) or any witness.

SANCTIONS FOR MISCONDUCT

If an investigation into an employee's conduct reveals that it more likely than not that the conduct alleged occurred, the employee shall be subjected to prompt, appropriate remedial and/or disciplinary action which may include, but is not limited to, reassignment, suspension, or discharge.

If an investigation into a student's conduct reveals that it is more than likely than not that the conduct alleged occurred, the student shall be subjected to prompt, appropriate remedial and/or disciplinary action which may include, but is not limited to, suspension and/or expulsion consistent with the Student Conduct Code.

RETALIATION

Retaliation is prohibited against any student who brings charges of unlawful harassment or discrimination, or against any student or employee who assists in investigating such charges. Any student bringing an unlawful harassment or discrimination complaint or any student assisting in the investigation of such complaint will not be adversely affected in terms and conditions of the student's education nor discriminated against or unlawfully harassed because of the complaint.

FALSE REPORTING

Any person who knowingly files false charges against an employee or a student in an attempt to demean, harass, abuse, or embarrass that individual shall be subject to disciplinary action consistent with the school policy and conduct code.

ATTENDANCE POLICY

All students are expected to attend school regularly and to be on time for classes to receive maximum benefit from the instruction program and to develop habits of punctuality, self discipline, reliability and responsibility. The responsibility for regular school attendance rests with the student and his or her parent or legal guardian. Excessive absenteeism is a discipline matter and is considered truancy.

Students may accumulate up to three absences in any one class per semester without a physician's excuse. Upon the fourth absence, parents will be notified by phone or by mail. Punishment for poor attendance is as follows:

- 5 absences per class per semester parent-teacher conference
- 6 absences per class per semester 1 day suspension
- 7 absences per class per semester parent-teacher conference
- 8 absences per class per semester Behavior Management referral
- 10 absences per class per semester Expulsion

StudentFirst Academy

Following notification of the punishment, students will have an opportunity to appeal their case to our Attendance Committee. The committee will review the case and make their decision. All decisions made by the committee will be final.

Parents will be notified by mail after a student has accumulated three (3) unexcused absences in any one class per trimester. When five (5) unexcused absences are reached in any one class period per semester, parents will be notified by mail of a required attendance meeting to take place. The purpose of the conference is to determine the reasons for the absences and to allow parents to participate in resolving the poor attendance problem. When six (6) unexcused absences in any one class per semester are accumulated, a letter will be sent to the parents stating that the educational neglect of a minor exists and informing them of referral to the Department of Social service/Child Welfare Department. A copy of the letter with a summary of all efforts made by the school to correct the problem will be sent to the Prosecutor's Office and Juvenile Probation. If appropriate, the case may be investigated and dealt with as a criminal charge by the Prosecutor.

Each student's absence must be reported on the day of the absence to the school by the student's parent/guardian by 9:30 a.m. The school number to report absences is 704-371-7470.

Students who must leave school are required to sign out only after receiving permission from Mrs. Gay, Deputy Head of School. Upon return, the student must sign in at the front desk. Failure to sign in or out will result in a level three (3) referral. At no time are students to leave the building without permission.

Students who have missed school the day before a field trip may not be allowed to participate without permission from the Deputy Head of School. A student must be present the entire day to participate in any extra curricular activities after school. This includes practices, rehearsals and performances. Any exceptions must be granted by the Deputy Head of School. Valid reasons for school absence are:

1. Illness of the student or a death in the family.
2. Court appointments or recognized religious holidays.
3. Prearranged absences as per handbook.
4. Educational tours or field trips.

TRUANCY

Any student who is absent from school or assigned class without a legitimate reason or who failed to prearrange an absence, is considered truant. All absences that are not the result of sickness or death in the family and are not prearranged, are considered truancy. Included in this policy is any student who is outside the school building or assigned class without permission during the student's regular school day.

PARENT PRE ARRANGED ABSENCE

If it becomes necessary to take a student out of school during the normal school day, a parent is required to send in writing to the Deputy Head of School the nature of the absence. In order to be eligible for a prearranged absence you must have an attendance record of ninety five (95) percent for the current school year. During the first three (3) months of school, the previous school year's record will be used. Special medical circumstances may be a mitigating factor.

A prearranged absence is not to be used during the first or last five (5) days of the school year without permission of the Head of School. With the approval of the school administration, students may use their absences in each semester as a prearranged absence. Therefore, a student may have up to three prearranged absences per semester for a total of nine per school year. If a student uses three prearranged

absences and then receives a fourth absence in the same semester, they would be subject to the same punishment as any student who receives a fourth absence in that semester.

To arrange a prearranged absence, you must contact the Deputy Head of School who will either approve or disapprove based upon the policy. Upon receiving approval, the parent must fill out the P.P.A. form available from the Office, at least 3 days before the P.P.A. begins. The student must take the P.P.A. form to each teacher who will give the student the assignments, which will be missed during the absence. Upon return to school after the absence, the written assignments are due. Work not turned in as required will result in a zero.

Parents assume responsibility for any lack of academic progress due to the prearranged absence. In addition, parents are responsible for seeing that the student turns in all assignments to each teacher.

STUDENT AND PARENT RESPONSIBILITY

1. A student must receive a tardy pass after 7:45 a.m. when reporting to school. Parents must sign in at the desk located in the lobby.
2. If a student will be out of school for more than two (2) days, the school should be notified immediately in order that homework may be arranged. The student will be given the number of days missed plus one day following an excused absence to turn in make up work.
3. Assignments missed due to unexcused absence, truancy or out of school suspension can be made up for credit.
4. When a student is absent from school all day because of illness, it is expected that the student remain at home during non-school hours. Under no circumstances will that student be allowed to attend or participate in school extra curricular activities that day.
5. No student who is truant, unexcused or suspended for any part of the school day will be allowed to participate in extra curricular activities that day. Suspended students are not be at school.
6. In all absences it is the student's responsibility to contact teachers and see that all missed work is made up.

QUESTIONING OF STUDENTS BY NON SCHOOL PERSONNEL

Pupils shall not be questioned in school other than by school personnel and shall not be removed from school or school related activities by non school personnel, including a non-custodial parent except in the following situations:

1. Where the custodial parent has consented to this action.
2. By persons with police or court authority, if the parents are notified when reasonably possible and if reasonably possible, before carrying out such order. If the parents cannot be reached or they cannot be present, the principal or his designee shall be present during questioning. If the questioning becomes accusatory, the interview shall be stopped until the parent can be present.

3. By persons with police authority who is investigating or enforcing law relating to conduct occurring on school grounds or in the carrying out of school functions off school grounds where the conduct has caused an immediate and direct disruption of students coming to or going from school or a school function.

4. By persons with police authority in cases of suspected child abuse and by guidelines adopted by the school and the appropriate law enforcement personnel.

HALL PASSES

Students are not allowed in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member. Students are responsible for obtaining the written pass. Verbal passes are not acceptable. Students can be counted truant from class if found in the halls during class time without a pass.

LOST AND FOUND

The lost and found area is located in the front office. If student have lost personal property, they should report to the main office.

TELEPHONE USE

No student will be called to the telephone during school hours except in cases of emergency. However, all important calls will be taken and the student or staff member will be notified to call when they are free to do so. A **three minute** time limit on the pay phones is a necessary courtesy. Students will be allowed to use the phone during the student's lunch hour and after school except in cases of emergency. Communication devices, including but not limited to cellular phones, pagers and two way radios are not allowed during school hours. If a student is caught using a communication device for any reason during school hours it will be confiscated and returned to the parent only.

STUDENT CONVOCATIONS

Respect and courtesy will be the key words for student body behavior at all convocations. Every student is responsible for maintaining a high level of good behavior at convocations. Applause will be the only method used to show our gratitude for the program.

The speaker or person in charge stepping to the microphone is a signal for immediate quiet and attention. The attention and quiet are to be maintained until the student body is dismissed. Students who cannot abide by these simple rules will be sent to in school suspension during the convocation and may be subject to other disciplinary measures.

When the national anthem is played before games or convocations, students will stand and remove hats. Students will face the flag on the east wall and remain quiet during the playing of the national anthem.

SCHOOL FOOD SERVICE

Each school has a 45 minute lunch period. All students will eat at school. The cafeteria will operate as follows:

1. Students are to remain orderly in the cafeteria at all times. Because of crowded conditions excessive student traffic will not be tolerated.
2. Students may not have food delivered from restaurants.
3. No open containers of beverages are permitted in the hallways.

THE BARN

A student operated store is available for students to purchase supplies and school spirit items. It is open during the first 15 minutes of the lunch hour for snacks and candy.

SCHOOL LOCKERS

Each student is assigned a cubby by the school. The school retains full rights to cubby control pursuant to state and federal laws. Each cubby must be in good order always (inside and out). Only the student assigned to a cubby may use that cubby. Cubbies may not contain material not in the best interest of SFA students. General periodic inspections may be made for safety reasons. Students are held responsible for the contents of their assigned locker.

Students are discouraged from bringing valuables and large amounts of money to school. The school will not assume responsibility for items stolen.

DROP OFF AND PICK UP AT THE BEGINNING AND CLOSE OF SCHOOL

Due to limited space, please park and walk your child into StudentFirst Academy and sign them in. At the close of school repeat the procedure. Do not double-park.

LOWER SCHOOL **SFA CLASS SCHEDULE**

Leadership Academy: 7:30

Tardy: 7:45

Win-Win Moment: 8:00

1st period: 8:30 - 9:50

2nd period: 10:00 - 11:20

3rd period: 11:30 - 12:20

4th period: 12:30 - 1:50

MIDDLE/UPPER SCHOOL **SFA CLASS SCHEDULE**

Leadership Academy: 7:30

Tardy: 7:45

Win-Win Moment: 8:00

1st period: 8:30 - 9:50

2nd period: 10:00 - 11:20

3rd period: 11:30 - 12:20

4th period: 12:30 - 1:50

5th period: 2:00-3:20

5th period: 2:00 - 3:20

6th period: 3:30-5:00

6th period: 3:30-5:00

Homework/Dismissal: 5:00-5:30

Homework/Dismissal: 5:00-5:30

SCHOOL CLOSING AND DELAYS

School closing and delays will be handled as outlined below. In cases of inclement weather, the following TV station(s) will be notified of possible school closing or delay: WSOC TV (Channel 9)

On a one-hour delay, all high school students will report by 9:00 a.m. (tardy) Periods 1 through 3 will run on a shortened schedule before lunch.

On a two hour delay, the high school will hold only two classes in the morning, beginning at 10:00 a.m. Staff and students will be informed of which period will not be held that morning by the P.A.

HEALTH SERVICES

If a student becomes ill or is injured during the school day, they will be sent to Deputy Head of School by the teacher who is responsible for them. Students are not to report to the Deputy Head of School without first reporting to their assigned class. Before a student who is ill or injured can be sent home the Deputy Head of School will notify the parent or guardian who will arrange for the student's transportation. Under no circumstances will a student be sent home without the parent or guardian's knowledge.

If at anytime during the school year a student develops a medical condition such as diabetes, seizures, pregnancy, allergies, blood disorders, that condition should be reported to the Health Office.

All medication must be left in the Office along with a completed medication form. Students found in possession of medication will be subject to disciplinary action. If a student must have his/her medication in his possession due to the nature of an illness a completed medication form along with a written permission letter by the parent/guardian must be maintained in a the record along with teacher notification that the medication is present.

GUIDANCE SERVICES

StudentFirst Academy instructors are an integral part of helping students with career choices. By working closely with them, you can discover your abilities, aptitudes, strengths and weaknesses. They will help you in your selection of your chosen vocation whether it is college, employment after school, the military or other plans. They will advise, please do not expect them to make decisions for you.

Students needing assistance with scheduling, further information regarding educational opportunities and methods of application for jobs should contact their assigned teacher.

REPORT CARDS AND SCALE

Report cards are issued the week following each nine weeks grading period. Report cards may be retained by the student and need not be returned to the school. They are to be taken home to parents. Constructive comments by parents are always welcome. Conferences with teacher, administrators or counselors may be arranged if needed. Cooperation between the school and parents is always desirable and in the best

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interest of the student. The following shows a breakdown of the grading scale used at StudentFirst Academy.

100 - 98 = A+

97 - 93 = A

92 - 90 = A-

89 - 87 = B+

86 - 83 = B

82 - 80 = B -

79 - 77 = C+

76 - 74 = C

73 - 71 = C-

70 = D

69 - below = Failure

HONOR ROLL

The honor roll is figured and published upon the release of report cards. To qualify for the "A-B" honor roll, the GPA for the grading must be within 3.00 – 3.99 with no grades of "D" or "F". To qualify for the "Principal" honor roll, the GPA for the grading must be 4.00 or above and all grades must be "A-" or above.

OWL PRIDE AWARD

The Owl Pride Award is based on three areas: honor roll, perfect attendance and no referrals. Students must achieve three of the three above mentioned areas during a nine week grading period with no failing grades. Students making the list for three consecutive grading periods will be recognized on Owl Pride Day.

ACADEMIC HONOR JACKET PROGRAM

To qualify for this program, a student must meet the following:

1. Must be in school full time (5 periods).
2. Students must be enrolled in 5 courses during a semester.
3. Four credits must be from foreign language, science (except basic), English (basic, general and pub), social studies, government and special U.S. History, math (except general, business and pre-algebra).

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4. All semester grades must be "A-" or "A" except physical education, visual arts and keyboarding (grades in these classes must be "B-" or better).

5. Students will receive an Owl sweater and an academic pin the 2nd time they attain the requirements. The 4th time they attain the requirements, they will be awarded a jacket with monogram numbers and chevron. Each successive time they attain the criteria they will receive an additional chevron and additional awards.

ACADEMIC HONORS DIPLOMA

Academic Honors Diploma will be based on the National Honors Society requirements

CLASS RANK

StudentFirst Academy does not rank its students.

REQUIREMENTS FOR GRADUATION

To obtain a diploma from StudentFirst Academy, a minimum of 30 credits must be earned. This includes the following:

Content Area	Course of Study	Credits
Mathematics	Pre-Algebra, Algebra I, Geometry, Algebra II, Trigonometry, Problem Solving, Math Analysis, Pre-Calculus, and Calculus	4
Science	Physical Science, Biology, Chemistry, Physics, Environmental Science, Anatomy, and Advanced Science Competition	4
English	English Language Arts I, II, III, IV, Writing Seminar, Literature, and other specific courses to be developed during planning year	4

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Social Studies	Civics and Economics, US History, World History, World Religions, Ancient African Kings & Queens, and "Democracy and Education" (a StudentFirst Academy developed course)	4
Foreign Language	Two courses in the same modern foreign language Latin I is a required course in the ninth grade	3
Fine Arts	Art, Dance, Music, Photography, Drama, Chorus, and other specific courses to be developed during planning year	4
Health and Physical Education	Health Education and Physical Education will be in compliance with the North Carolina Standard Course of Study	2
Technology Education Electives	Technology Education will mirror Fundamentals of Technology (NC course no. 8110), Computer Applications, Computer Networking, and other specific courses to be developed during planning year	1
Electives	Consumer Applications, Personal Finance, Communications, Career Planning, Business & Personal Relationships, Oceanography, Sociology, Psychology, and other specific courses to be developed during planning year	3
Senior Exit Project	Content will be contingent upon cultural arts and internship experience	1
TOTAL CREDITS		30

CLASS MATRICULATION

- To be promoted to grade 10, the student must pass 5 units from the 9th grade school year.
- To be promoted to grade 11, the student must pass 11 units cumulative from the 9th and 10th grade school years.
- To be promoted to grade 12, the student must pass 18 units cumulative from the 9th, 10th, and 11th grade school years.

If the student shown above meets the promotion requirements outlined by StudentFirst Academy & the state of North Carolina, then he (or she) is promoted to the next grade level. Otherwise, the student is retained until the requirements have been fulfilled. Those students who have earned credits during the next school year which qualify them for the next grade level will have to wait until the end of the school year for reclassification. The above are minimum standards to encourage academic performance in order to advance.

GRADUATION POLICY

Students will be allowed to take part in the graduation ceremony only if all credits necessary to meet StudentFirst Academy's graduation requirements are on file with the registrar in the high school office. There are no exceptions.

HOMEWORK POLICY

StudentFirst Academy

StudentFirst Academy recognizes that students cannot achieve their maximum potential if learning activities are limited to the hours spent in the regular classroom. Student learning can be enhanced through a partnership with the teacher, the student and parent. Appropriate homework can be an excellent means of communication with parents concerning the learning activities of the student. It is hoped that parents will support this partnership by showing an interest in the student's work and by encouraging the student to set aside a specific time each evening to complete assignments.

WORK PERMITS

All students ages 14 through 17 are required to obtain a work permit if they are employed. Permits are issued through the guidance office. Permits are to be withdrawn if grades and or attendance are affected by the employment.

WITHDRAWAL FROM CLASSES

It is StudentFirst Academy's policy to not accept withdrawals from classes.

LIBRARY RULES AND REGULATIONS

1. The library is open each school day from 7:45 a.m. until 3:30 p.m.
2. No food, drink or gum allowed in the library.

ACCEPTABLE USE POLICY

Computer Acceptable Use Policy Rules and Regulations
Computer Network Account
StudentFirst Academy

Computers are used to support learning and to enhance instruction. Computer networks allow people to interact with many computers. The Internet allows people to interact with hundreds of thousands of networks. It is a general policy that all computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to the policy and the guidelines below will result in the revocation of the users access privilege by the network administrator.

Unacceptable uses of the computer include:

- *Violating the conditions of the Education Code dealing with student's rights to privacy.
- *Using profanity, obscenity or other language which may be offensive to another user.
- *Reporting (forwarding) personal communication without the author's consent
- *Copying commercial software in violation of copyright law
- *Using the network for financial gain, for commercial activity or for any illegal activity.

Responsible users may:

- Use the Internet to research assigned classroom projects.
- Use the Internet to send electronic mail (e-mail) to other users.
- Use the Internet to explore other computer systems.

Responsible users may NOT:

- Use the Internet for any illegal purpose.
- Use impolite or abusive language.
- Violate the rules of common sense and etiquette.

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Change any computer files that do not belong to the user.

Send or get copyrighted materials without permission.

Install unauthorized software.

The following guidelines should be followed concerning computing resources:

1. Respect the privacy of others. Do not seek information about, obtain copies of, or modify information belonging to other users unless explicitly authorized to do so by those users. Do not share passwords with others or use passwords not belonging to you.
2. Respect the network as a shared resource. Do not deliberately attempt to degrade or disrupt system performance or to interfere with the work of others. Be sensitive to the impact of your traffic on network performance.
3. Respect appropriate laws and copyrights. The distribution of programs, databases and other electronic information resources is controlled by the laws of copyright, licensing agreements and trade secret laws. These should be observed.
4. Respect the spirit of academia. The theft, mutilation or abuse of computing resources violates the nature and spirit of the academic environment.

Users must not give their password to anyone. System operators will have access to all user accounts, including e-mail. If the rules above are not followed by any person, use of the network will be canceled. There will be no second chances. If the user is not sure how to do something on the computer, ask a teacher or the system administrator in the school.

If parents do not wish for their students to use Internet, they must sign and return to the office, the Acceptable Use Policy located at the back of this handbook.

ACCEPTABLE USE POLICY FOR INTERNET

Parents may not wish for their student to have access to Internet due to some controversial information that can be obtained. Each student must have an *Internet Use Agreement* on file that indicates whether or not the parent(s) give permission for the student to access the Internet via any of the StudentFirst Academy computers. If the parent selects NO, then the student will be restricted from using Internet.

ATHLETICS

The interscholastic athletic program has been established as an important part of the total educational program at StudentFirst Academy. Our school should be recognized for its high level of scholarship and achievement of its athletic programs. We want our teams to have a strong desire to win and to be held in high esteem by all opponents.

A great athletic tradition is not built overnight, it takes hard work and the dedication of many students over many years for this to be accomplished. As a member of an interscholastic program at StudentFirst Academy, you have the task of building tradition in athletics.

The building of a tradition also imposes responsibilities on all of our athletes. When you wear blue, gold, and white of the Owls, it is assumed that you are willing to assume the responsibility that goes with it. Your experiences in athletics at StudentFirst Academy can be among the most rewarding you will ever have. The degree of the rewards depends upon you.

ELIGIBILITY RULES FOR ATHLETES

To be eligible scholastically, students must have received passing grades at the end of their last trimester grading period in school in at least four full credit subjects or the equivalent. A student on a work release program receives credit for hours of work plus one credit in the classroom.

GENERAL POLICIES

1. Before a student's first practice or any interscholastic athletic contest, they shall have on file in the athletic director's office for each school year a parent and physician's certificate of physical fitness giving the written consent of the parent/guardian for such participation. The physical examination shall be made before the student's first practice for any interscholastic contest by a physician licensed to practice medicine in NC. The student must also have on file an agreement by the school concerning insurance and financial situation.
2. There shall be ten separate days of organized practices in all sports before competition with the exception of tennis, volleyball, and golf. Girls tennis and volleyball shall have five organized practice days before competition. Golf shall have two organized practice days before competition.
3. A student properly certified to participate in interscholastic athletic activities who is absent from school or is physically unable to practice for five consecutive days due to illness or injury, must present to the Principal a statement from a physician licensed to practice medicine in NC, that they are fit again to participate.
4. A student must be in attendance the entire day to participate in any extra curricular activity after school. This includes practices, rehearsals, and performances. Any exceptions must be approved by the Assistant Principal and the coach/sponsor.
5. Any athlete who is under penalty of discipline or whose character or conduct is such as to reflect discredit upon the school is ineligible.
6. All athletes will be required to purchase athletic accident insurance offered through the StudentFirst Academy Athletic Office. The cost of this insurance will be ten dollars per school year
7. In team sports a student may participate in team sport contests as members of a non school team (only during school year out of season). For further rules and regulations, contact the Athletic Director.
8. Any participant who quits a team will not be allowed to join another team until the next sports season.

AWARDS

A major letter earned at another school may be counted toward the five required for a StudentFirst Academy athletic jacket. No athletic letters are to be worn at StudentFirst Academy except for the block "S" earned by StudentFirst Academy athletes. Wearing any other school letter will be considered improper school dress.

ATHLETIC CODE OF CONDUCT

The purpose of the Athletic Council is to formulate, evaluate and enforce policies and procedures under which the StudentFirst Academy athletic program operates. This organization will be the governing board of the StudentFirst Academy athletic program, its decisions subject to the approval of the StudentFirst Academy Head of School.

The membership of the Athletic Council will consist of those full-time employees of the StudentFirst Academy holding the following positions:

1. Head of School or Deputy Head of School
2. Athletic Director
3. Head Certified Trainer
4. High School Faculty Representatives (appointed by head or deputy head)

MAJOR DISCIPLINE

General terms and conditions: In addition to suspensions other disciplinary action might be taken against a student by the Head of School or designee for behavior at a school-related function. Additional disciplinary action taken directly related to the students participation in the athletic program will be prepared for distribution to make all team members aware of the rules, regulations and penalties for violations of the Athletic Code of Conduct. A written handout of expectations, rules, and penalties will be distributed to all athletic team members including managers.

Out of school suspension: An athlete who has been suspended from school for any portion or full day out of school suspension or longer will not be eligible to participate in any practice or contest on any day included in his/her suspension. A suspension in effect on a Friday and the following Monday will make an athlete ineligible for any weekend event.

Unless the student had been suspended by the Head of School/designee, no athlete will be suspended from any activity without affording him/her an opportunity to an informal hearing. At the informal hearing the student is entitled to the following:

1. A written or oral summary of the charges
2. A summary of the evidence against him/her
3. An opportunity to explain his/her conduct

Notice of violation and an informal hearing will precede suspension of the student except where the nature of the misconduct requires immediate removal. In such a situation, the notice and the informal hearing will follow as soon as reasonably possible after the suspension. Within (24) twenty-four hours, or such additional time as is reasonably necessary following such suspension, the coach will inform the Athletic Director of the suspension, the student's conduct causing the suspension, and the reason for the action taken. Some violations are viewed by the Athletic Council as particularly serious and calling for uniform enforcement procedures. The Athletic Council has established the following penalties for the infractions listed:

USE OF TOBACCO PRODUCTS, ALCOHOL AND/OR OTHER CONTROLLED SUBSTANCES

Athletes are not to use tobacco products in any form at any time. Athletes are not to use Alcohol and/or other controlled substances except for direct participation in a religious function or upon the instruction of a physician.

1. The penalties for a violation of the rules regarding the use of tobacco products, alcohol and/or other controlled substances will be applicable to a student from the day he or she tries out for any athletic team offered at StudentFirst Academy and continue to apply to the student throughout their high school career.
2. Any athlete who violates the tobacco, alcohol and/or controlled substance rule for the first time will be suspended for the period equal to 25% of the sport season, in addition to enrollment in and successful completion of a drug assisted program. In order to comply with the provisions of the Student Assistance Program, the athlete must complete the season in good standing. Failure to do so will not fulfill the requirements of this policy. In the case of violation or penalties that span two sports seasons or two school years, the Athletic Director will

determine the exact details or the penalty in accordance with the overall philosophy of the rule.

3. A second violation by an athlete, whether in or out of a season will result in a suspension for the period equal to 50% of that sport's season. If the athlete is not participating at the time of the violation, suspension will begin with the next season of participation. In order to comply, the athlete must complete the season in good standing. Failure to do so will not fulfill the requirements of this policy. In the case of violation or penalties that span two sports seasons or two school years, the Athletic Director will determine the exact details or the penalty in accordance with the overall philosophy of the rule. If a student is suspended for 50% or more of a season, re-instatement of the athlete into the athletic program requires approval of two-thirds of the Athletic Council present and voting at a meeting with a quorum.

4. A third violation by an athlete, whether in or out of a season, will result in a suspension for 1 (one) calendar year from the date of the 3rd violation. If a student is suspended 1 (one) calendar year, reinstatement into the athletic program after that date also requires approval of two-thirds of the Athletic Council present and voting at a meeting with a quorum.

5. For the purpose of this rule, every contest will count as a single contest toward the number. For example, each game of a double header in baseball will count as one contest. Also, for the purpose of this rule, any fraction of a contest will round up to the next whole number in determining the number of games suspended.

Training Rules

Coaches have the authority to establish reasonable training rules, regulations and penalties for violations for their individual sports. Such rules may include, but are not limited to, curfew, diets and social activities. These rules and regulations would only be applicable to the athlete during the actual season. Coaches have the authority to impose penalties of no more than (5) five practices and/or (2) two contests.

Nothing contained within this Athletic Code of Conduct is to be interpreted to limit the coach's ability to dismiss a member from the team because of a gross violation of training rules, repeated violations of training rules or other rules, or failure to serve penalties assigned for violations. Such offenses for which a member might be summarily dismissed would include proof of theft of school or team member's property, gross insubordination to a member of the coaching staff, or other such major offenses.

GROOMING

Good grooming should be encouraged at all times. Grooming rules are left to the discretion of each coach. Such rules will not be excessive or arbitrary. Remember that as coaches and members of a team, you are representing StudentFirst Academy.

RANDOM DRUG TESTING POLICY

Policy Statement

The StudentFirst Academy is conducting a mandatory random drug-testing program for all students.

The purpose of this policy is:

- A. To provide for the health and safety of all students.
- B. To provide for the health and safety of all students participating in school sponsored clubs and activities.
- C. To provide for the health and safety of all students who are permitted to drive to school and park on school grounds.
- D. To provide for the health and safety of all students participating in Drivers Educations provided by the School Corporation.
- E. To provide for the health and safety of the general public.
- F. To undermine the effects of peer pressure by providing a legitimate reason for students to refuse illegal drugs.
- G. To encourage students involved in extracurricular activities, and driver's training who use drugs to participate in drug treatment/education programs.
- H. To address a demonstrated drug problem which exists in the school corporation's student body.

DEFINITIONS

- A. **Student Athletes:** Any student who is trying out for or participating in any school-sponsored interscholastic athletic competition, pompom squad, or cheerleading.
- B. **Extracurricular Activities:** are any school sponsored club, organization, activity in which participation is voluntary.
- C. **Drivers Education:** Any student who voluntarily participates in any school sponsored Driver's Education Program.
- D. **Student Drivers:** Any student issued a parking hang tag under the rules and regulations on page #17 in the student handbook.
- E. **Drugs:** Phencyclidine (PCP), marijuana (THC), cocaine, morphine, amphetamines, alcohol, barbituates, opiates, inhalants, and anabolic steroids, except when taken pursuant to a legal prescription issued.
- F. **Positive Result:** A test result that indicates the presence of illegal drugs or alcohol using current DOT (Department of Transportation) cut-off levels.
- G. **Diluted Sample:** A test sample that indicates a sample has been diluted based upon specific gravity/creatinine results.
- H. **Adulteration:** Any product that when added to a specimen will yield a false negative. These items include but are not limited to: colored water, bleach, Glutaraldehyde, ammonia or various cleaning substances.

CONSENT FORM

To try out or participate in any school sponsored extracurricular activity, the student must read this policy and sign a consent form by which the student agrees that as a condition of participation in the aforementioned activities, he or she will be eligible for the drug, alcohol, and steroid testing program outlined in this procedure. This consent form must also be signed by the student's parents or legal guardians in advance of any participation in extracurricular activities. The consent form will be valid for the current school year, including the following summer, and must be renewed annually.

NON-COMPLIANCE

If the student or his or her parents or legal guardians refuse to sign the consent form, the student will not be permitted to participate in any extracurricular activity, receive a parking/driving permit, or participate in the Drivers Education Program. Also, if during the school year the student refuses to be tested, or is in school the day to be tested but does not report at the scheduled time without being excused by the Head of School, the student will be banned from participation in all aforementioned activities.

At the student's option, after conclusion of the current sport season, for athletics, or the end of the semester for other activities, the student may voluntarily ask to be tested at the family's expense. If the test results are negative, the student will again be eligible for participation.

CONFIDENTIALITY

The results of any test administered under the terms of this policy shall be kept confidential and disclosed only to the student athlete, his or her parents or legal guardians and school officials designated by the Superintendent. The results of the testing shall not be used as a basis for any disciplinary action other than disqualification provided for in this policy and procedure. The test results will not be a part of the student's permanent record but will be kept in a secure file in the Head of School's office.

RANDOM SELECTION OF STUDENTS FOR TESTING

The selection of students for drug testing on a given day is a random process. Random draws will be done by the drug screen technician. Student athletes may be selected and tested for anabolic steroids.

NOTIFICATION OF STUDENTS SELECTED

Students selected for testing will be notified the day of testing by their respective principals. If a student fails to report for testing, the principal of the respective school shall determine if the student is absent from school. If the absence is due to truancy, the student will be ineligible for participation in all activities until the next testing date and then will be automatically tested on that date. If the absence is excused, the student will remain eligible to participate but will be tested on the next testing date. If the student has a second excused absence of the testing date, the student will be declared ineligible until the next testing date at which time the student will be tested. Ineligibility may be waived upon review of the principal and/or Superintendent.

TESTING PROCEDURES

A properly trained individual selected by the Head of School shall take every reasonable precaution to collect an unadulterated specimen during the collection process and will provide an accurate chain of custody for each and every specimen.

All tests shall be conducted under the supervision of the Head of School or his/her designee. All students will be accompanied by a teacher, counselor, or coach of the same sex during the acquisition of the

sample. However, these tests will not be "observed" samples. The teacher, counselor, or coach is present to determine if tampering has taken place.

All students are to remain fully clothed during the testing procedure and are subject to a reasonable search of their pockets for adulterants.

ADULTERATED/DILUTED SAMPLES

Students submitting an adulterated or diluted specimen will be re-tested, at the expense of the student or his/her parents or legal guardians, in an observed setting. If the second test also yields an adulterated or diluted sample, it shall constitute a positive test and shall be subject to the penalties listed under "Testing Positive".

TESTING NEGATIVE

The medical review officer selected by the Head of School will contact the respective school principal within 7 days of the testing if results are negative. The parents or legal guardians of a student who tests negative will be notified by mail within three days of the schools receipt of the information.

TESTING POSITIVE

The medical review officer will contact the respective school principal within 10 days of the testing date if the results are positive. The parents or legal guardians of a student who tests positive will be notified within twenty-four (24) hours of the school's receipt of the information. The student will immediately become ineligible based on the penalties listed within this policy.

A positive test result will be counted cumulatively with other violation of the student code.

A. First Positive Result

1. Suspension for 25% of the school year for non-athletic extracurricular activities. If the suspension occurs with less than 25% of the school year remaining, the student shall serve the remaining balance of the suspension in the following school year.
2. Students will additionally be suspended from 25% of the scheduled contest dates in the current athletic season. (.5% or greater is rounded up.) If the suspension occurs with less than 25% of the current season remaining, the student shall serve the balance of the suspension in the following sport season he/she shall participate in.
3. Forfeiture of parking/driving permit for 25% of the school year. If the forfeiture occurs with less than 25% of the school year remaining, the student shall forfeit the remaining balance in the following school year.
4. Any athlete must continue to participate in practices during the suspension period.

B. Second Positive Test

1. Suspension for 50% of the school year for non-athletic activities including Drivers Education. If the forfeiture occurs with less than 50% of the school year remaining, the student shall serve the balance of the forfeiture in the next school year.

2. Students will additionally be suspended from 50% of the scheduled contest dates in the current athletic season. (.5% or greater is rounded up.) If the suspension occurs with less than 50% of the current season remaining, the student shall serve the balance of the suspension in the following sport season he/she shall participate in.

RE-TESTING

The student will have an opportunity within twenty-four (24) hours of the notification of the first positive test results to have the specimen tested in a certified laboratory of the family's choice and at the family's expense. The Head of School or designee may consult with medical professionals to evaluate the results of the re-test, taking into consideration any evidence offered by the student. Should the test be confirmed as positive, and there is not a satisfactory explanation for the positive results, all conditions set forth in the previous section "Testing Positive" will apply. In case of a re-test, confirmation of the presence of a drug as defined in this policy is all that is needed for a positive result.

ENFORCEMENT

Nothing contained in this policy shall prohibit or limit the application of the StudentFirst Academy 's regular disciplinary rules and regulations to students. The provisions of this policy are considered an addition to all other rules and regulations governing student conduct and discipline.

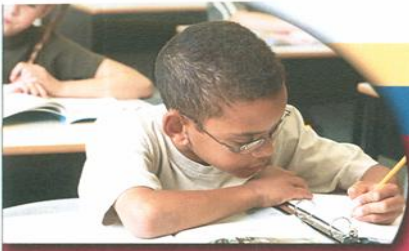
APPEAL PROCEDURE

The parents or legal guardians of a student charged with a violation of the rules of this policy and procedure shall be given an opportunity for a hearing based on appeal procedure found in the student handbook. The designated administrator shall present evidence of the alleged violation to the student and give the student an opportunity to respond to the charge. The Head of School or designee will determine that the student shall receive the appropriate eligibility penalty set forth in this procedure.

NON-PUNITIVE NATURE OF POLICY

No student shall be penalized academically for testing positive for illegal drugs, except for those students who are participating in Drivers Education in which case the student will receive an incomplete grade. Those students participating in Drivers Education may re-take said course the following semester or school year after suspension is completed.

The results of drug tests pursuant to this policy will not be documented in any student's academic record. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process which the school corporation shall not solicit. In the event of service of any such subpoena or legal process, the student's custodial parent or legal guardian will be notified at least 72 hours before the corporation makes a response.



StudentFirst Academy
"Where Students Come First"

Student-Parent Handbook Receipt

As the parent(s) of _____, I
(we) declare that I (we) have received the StudentFirst Academy Student-Parent Handbook this day,
_____. I (we) will become familiar with the contents of this handbook and will
review it with my (our) child (children). I (we) understand there is a replacement cost for a duplicate copy of
this handbook in the event the initial copy is lost.

I (We) accept full responsibility for our family's compliance with the rules of StudentFirst Academy.

Parent's Printed Name Parent's Signature Date

Parent's Printed Name Parent's Signature Date

Policy Statement (Administration) Regarding Disruptive Behavior

I. Purpose

- A. To prohibit behavior on school property that is disruptive to the school environment, intimidating to students, employees or any individual present, and/or poses a potential threat or danger to self or others.
- B. To prohibit trespassing on school property.
- C. To provide the Head of School and/or his/her designee with the authority to deny access to school property to those individuals who display any of the behaviors

prohibited by this policy.

II. Definitions

- A. Danger – exposure to injury, loss, pain, or other peril or risk.
- B. Disruptive – The act of causing disorder, interruption, or delaying the continuity of; to impede the usual course or harmony of.
- C. Intimidating – aggressive behavior that causes another to be fearful.
- D. School property – Any StudentFirst Academy building and/or grounds, and any SFA leased or owned vehicles, including school buses when they are in use for official school business. This includes any location used for co- or extracurricular activities, including any field trips.
- A. Threat – something that is a source of danger; a declaration of an intention to inflict harm.
- B. Trespass – a wrongful interference with the possession of property (personal property as well as realty).

III. Policy Statement

StudentFirst Academy is committed to maintaining a safe and orderly school environment for all of its students, staff, and visitors. Individuals may not trespass; display dangerous, disruptive, intimidating or threatening behavior on school property; or otherwise prevent the orderly conduct of StudentFirst Academy business or activities. The Board grants the authority to the Head of School or his/her designee(s) to restore a safe and orderly environment and to deny access to school property to those individuals displaying such behavior; acting in a manner that disrupts or disturbs the normal educational functions of StudentFirst Academy; and/or to any individual who does not have lawful business to pursue on school property.

IV. Delegation of Authority

The Head of School of Schools is directed to develop administrative procedures to implement this policy in accordance with all local policies and State and Federal laws and regulations and to communicate this policy and accompanying procedures to all relevant parties.

V. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent state and federal laws and regulations or the rules and regulations of the North Carolina Department of Non-Public Education.

VI. Expiration/Review

This policy will be reviewed at the end of three years, or sooner, if approved by majority vote of the Board in public session.

VII. Effective Date

This policy is effective May 8, 2008.

SUSPENSION PROCEDURES

When an administrator (or designee) determines that a student should be suspended, the following procedure will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting, the student will be entitled to:
 - a. A written or oral statement of the charges.
 - b. If the student denies the charges, a summary of the evidence against the student will be presented and;
 - c. The student will be provided an opportunity to explain his or her conduct.
2. The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.
3. Following the suspension, the parents or guardians of suspended students will be notified in writing. The notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the Head of School.
4. Students with Disabilities may be held to the same standard if it is noted in their Individualized Educational Plan.
5. For students with disabilities who do not qualify for conduct and discipline inclusion, they will have an alternative plan outlined in their Individualized Educational Plan.

EXPULSION PROCEDURES

When an administrator (or designee) recommends that a student be expelled from school, the following procedure will be followed:

1. The Head of School may conduct an expulsion meeting or may appoint one of the following persons to conduct the expulsion meeting.
 - a. Legal counsel.
 - b. A member of the administrative staff who did not expel the student and was not involved in the events giving rise to the expulsion.
2. An expulsion will not take place until the student and student's parent are asked to appear at an expulsion meeting conducted by the Head of School or the person designated above. Failure by a student or student's parent to appear at this meeting will be deemed a waiver of rights to contest the expulsion or to appeal it to the school board.
3. The request to appear at the expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time and location of the meeting.

4. At the expulsion meeting, the administrator (or designee), will present evidence to support the charges against the student. The student or parent will have an opportunity to answer the charges against the student and to present evidence to support the student's position.

5. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and student's parent.

6. When the final notice is given to an expelled student's family, a list of educational institutions will also be given.

The student or parent has the right to appeal the decision of the person conducting the expulsion meeting to the school board within ten days of receipt of notice of the action taken. The student or parent appeal to the school board must be in writing. If an appeal is properly made, the board must consider the appeal unless the board votes not to hear the appeal. If the board hears the appeal, it will consider the written summary of the expulsion meeting and the arguments of both, the school administration and the student and/or the student's parent. The board will take any action deemed appropriate. The board may designate the principal administrator to hear all appeals.

Policy Statement (Administration) of the Board Regarding Appeals

I. Purpose

- A. To provide employees, parents and/or students an avenue through which to dispute a ruling or decision in a specific situation to a higher authority
- B. To govern appeals and hearings within the quasi-judicial responsibilities of the Board. This policy is not applicable to proceedings involving the Board's exercise of its legislative or policy-making function.

II. Definitions

- A. appeals – appeals of the final decision of the Head of School in any matter (suspensions or expulsions of students) involving the policies, procedures, rules and regulations of the Board and the proper administration of the school system
- B. hearings – hearings related to the suspension or dismissal of teachers, Head of School, supervisors, Deputy Head, directors and other professional staff. These are initiated by a recommendation of the Head of School, but not by any final action

III. Policy Statement

The StudentFirst Academy recognizes its responsibility to resolve all disputes and conflicts brought before it in a fair and impartial manner. Depending on the decision being disputed, employees, parents and/or students are able to appeal decisions of the Head of School through one of three avenues. To that end, the Board is dedicated to ensuring compliance with this policy to ensure that employees, parents and/or students have an avenue through which to appeal the decision or recommendation of the Head of School.

IV. Delegation of Authority

The Head of School is directed to develop administrative procedures to implement this policy in accordance with all local policies and local, state and federal laws and regulations and to communicate this policy and accompanying procedures to all relevant parties.

V. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent local, state and federal laws and regulations or the rules and regulations of the North Carolina Department of Non-Public Education.

VI. Review

This policy will be reviewed at the end of three years, or sooner, if approved by majority vote of the Board in public session.

VII. Effective Date

This policy is effective September 9, 2010.

Administrative Procedures (Administration) Regarding Appeals Rules of Procedure for Appeals and Hearings

A. PURPOSE

The purpose is to provide Rules of Procedure for all appeals to the StudentFirst Academy Board (hereinafter the "Board"), unless other procedures are specifically required by statute, State Board bylaws, or contrary policies adopted by the Board.

B. PROCESS AND CONTENT

1. Applicability.

- (a) These procedures govern appeals and hearings within the Board's executive and/or quasi-judicial function. They are not applicable to proceedings involving the Board's exercise of its legislative or policy-making functions.
- (b) Proceedings covered by these procedures arise on appeals from decisions of the Head of School or the Head of School's designee on controversies and disputes involving the rules and regulations of the Board.

2. Definitions.

- (a) Appeal refers to a request to the Board for a review of an alleged error or alleged injustice purportedly committed by the Head of School or the Head of School's designee.
- (b) Board means the StudentFirst Academy Board of Trustees.
- (c) Days refers to calendar days unless otherwise indicated. In computing any period of time prescribed by these procedures or by any applicable statute the day of the act or event is not included in the calculation of time. Saturdays, Sundays, and legal holidays shall be counted. In calculating the number of days required to perform an act under these procedures, if the last day falls on a Saturday, Sunday, legal holiday, or other day when the Board's central office is closed, then the last day for performance of the act under these procedures shall be extended to the next regular business day when the Board's central office is open.

(e) Evidentiary hearing refers to the proceeding in which the Appellant and Appellee have an opportunity to present testimony, writings, or demonstrative objects offered in proof of an alleged fact or proposition by which the Board may be persuaded of the truth or falsity of a fact in issue. The Board will determine whether this hearing will be heard by a Hearing Examiner or the Board.

(f) Filed or filing as used in these procedures means the actual receipt of a notice of appeal, memorandum, or other filing by the Board's central office no later than 3:45 p.m. on or before the last day for filing in accordance with these procedures. **Facsimile and email filings do not meet the requirements for filing and will not be accepted.**

(g) Hearing refers to a Board proceeding where evidence is taken to determine issues of fact and to render a decision on the basis of that evidence.

(h) Oral argument is the oral presentation before the Board of reasons for affirmance, reversal, modification, etc., generally limited in time by the Board, by the parties to the proceedings.

(i) Party or parties includes each person, group, or entity named or admitted as a party, including a student, a parent, parent surrogate, or guardian of a student, and shall include the Head of School. The Presiding Officer may permit any other person, group, or entity to participate in the hearing for limited purposes upon satisfactory and timely demonstration of the nature and extent of its interest.

(j) Presiding Officer means the Board's President or in the President's absence, the Vice President, a member designated by the President or Vice President, or, in the absence of such designation, a member designated by the Board. In the event that the Board refers the appeal to a Hearing Examiner, the designated Hearing Examiner shall be the Presiding Officer for the evidentiary hearing.

(k) Quorum consists of three (3) members of the Board

(l) Written notice as it applies to an action by the Head of School or the Board shall be effective upon the date said notice is postmarked and deposited in the United States mail for first-class delivery postage pre-paid to the party's last known address or the date of actual delivery whichever first occurs.

3. Initiation of Appeals.

(a) **Final Action Required.** All appeals to the Board shall be from a final action or decision of the Head of School or the Head of School's designee that adversely affects the person or persons who seek the appeal. The Head of School or the Head of School's designee shall indicate when a decision is "final."

(b) **Appeal Must Be Filed Within Thirty (30) Days.** Each appeal to the Board under shall be initiated by filing a signed and dated written notice of appeal with the Board within thirty (30) days after written notice of the final action or decision of the Head of School or designee.

(c) **Failure to Timely File.** If a notice of appeal under is not filed within the time period set forth in these procedures, the appeal shall be dismissed.

(d) **Termination of Head of School's Jurisdiction.** Upon the filing of an appeal to the Board, the Head of School no longer has jurisdiction to review new or additional information concerning the subject of the appeal unless instructed to do so by the Board.

(e) General Processing of Appeal.

(1) Appeal Information Form Required Within Ten (10) days.

Upon receipt of a notice of appeal for a matter falling under the Board, written notification will be issued to the Appellant and the Head of School as to if the Board will hear the appeal.

(2) **Restriction on New Information.** Information or arguments not submitted to the Head of School or Head of School's designee for consideration will not be considered by the Board unless the Appellant demonstrates to the Board's satisfaction that the new information did not exist, or, for good reason beyond the control of Appellant, could not be produced at the time that the matter was considered by the Head of School or Head of School's designee. In such cases the Board may, in its discretion:

(A) Refer the new information to the Head of School for consideration and comments before accepting or rejecting it;

(B) Remand the entire matter back to the Head of School for reconsideration, in which case the Head of School's decision will be treated as a new "final" decision necessitating a new appeal being filed pursuant to these procedures; or

(C) Reject the information or arguments so offered.

(3) **Head of School's Response.** Within twenty (20) days of receipt of the Appeal Information Form, the Head of School or Head of School's designee shall file a written response to the appeal, together with all materials in support of the response, with the Board, with a copy of the response to Appellant.

(f) **Time for Filing General Responses.** Subsequent to the Head of School or Head of School's designee's written response to the appeal, any party may file a written response to any filing within ten (10) days of the date of said filing, with copies to the other party.

(g) **Failure to File Appeal Information Form or Timely Response.**

(1) If the Appellant(s) on an appeal filed fails to file an Appeal Information Form within the time period set forth in these procedures, the Board, in its sole discretion, may dismiss the appeal for lack of timeliness.

(2) If a party fails to file a response within the time periods set forth herein the Board, in its sole discretion, may elect to omit the response from consideration and from the record.

(h) **Appeals Based on Written Submission.** On appeals that are subject to the Board may consider the appeal based solely upon the documents and arguments submitted by the parties in writing, without holding an evidentiary hearing or oral argument, unless:

(1) the appeal involves a constitutionally protected liberty or property interest,

(2) the Appellant's written submission to the Board sets forth specific factual allegations of unlawful discrimination or arbitrariness, or

(3) the Board, in its discretion, determines that an evidentiary hearing or oral argument is appropriate.

(i) **Right to Conduct Evidentiary Hearing.** The Board reserves the right, at any time in its discretion, to conduct an evidentiary hearing, to refer an appeal to a Hearing Examiner for the purpose of conducting an evidentiary hearing and preparing a recommended decision or to hear oral argument even if an evidentiary hearing or oral argument is not requested by the parties. The Board also reserves the right to request that the parties submit additional documentation or information.

4. Standard of Review and Burden of Persuasion.

The standard of review of Code appeals hereunder is whether the Head of School's decision was arbitrary, unreasonable, or illegal. The appellant has the burden of persuasion.

5. Evidentiary Hearings.

(a) **Applicability.** The following provisions apply to an evidentiary hearing before the Board or a Hearing Examiner designated by the Board.

(b) **Notice.**

(1) Written notice of hearings shall be given by the Board, or its designee, to all interested parties not less than ten (10) days prior to the hearing.

(2) Such notice shall state the date, time, and place of the hearing.

(c) **Public and Private Hearings.** All hearings shall be private unless the Board in its exclusive discretion determines that the issue or issues involved should be subject to a public hearing.

- (d) **Potential Documentary Evidence.** In the interest of expediting the hearing, counsel for or representatives of the Appellant and the Head of School are encouraged to stipulate at least five (5) days prior to the date of the hearing to the admissibility of all then known demonstrative evidence the parties intend to introduce into evidence. In the interest of assisting the parties to so stipulate, the Board's attorney may conduct a conference call with counsel or representatives of the parties prior to the date of the hearing.
- (e) **Hearings Before a Hearing Examiner.**
- (1) The Board may, in its sole discretion, refer the appeal to a Hearing Examiner for the purpose of conducting an evidentiary hearing. At all times, however, the Board retains the right to conduct an evidentiary hearing on its own, without a Hearing Examiner. In those appeals where a Hearing Examiner is utilized, the Hearing Examiner shall serve as the Presiding Officer over that hearing and shall, subject to Board review, rule on all evidentiary issues, objections, and other issues that are raised during the hearing. After the production of the transcript and the filing of any post hearing memoranda, the Hearing Examiner shall submit to the Board, the Appellant, and the Head of School the record of the Hearing Examiner which shall include: a) the transcript of the proceedings and exhibits, unless they have already been produced, and b) the Hearing Examiner's findings of fact, conclusions of law, and recommendation(s) and c) all documents submitted to the Hearing Examiner.
 - (2) Within ten (10) days of the date of mailing of the record and the findings, conclusion and recommendation(s) of the Hearing Examiner, either party may request the right to argue orally before the Board. The Board may, in its sole discretion grant or deny such a request. If the request is granted, the Board will notify the parties of the date for argument and specify the time the parties will have for their presentations. Arguments will be limited strictly to the record before the Board.
 - (3) After reviewing the record, transcript, recommendations, and arguments of the parties, the Board shall render a decision.
- (f) **Representation.** All parties appearing at the Hearings under these procedures shall have the right to appear in person, through counsel, or through a representative of their choice. All parties shall have the right to be accompanied, represented, and advised by counsel. Appellants under shall advise the Board promptly if an attorney is to represent them after filing the notice of appeal or request for a hearing. Failure to give prompt notice of representation may result in the postponement of a scheduled hearing.
- (g) **Records – Transcripts.**
- (1) The Presiding Officer shall prepare or cause to be prepared an official record, which shall include all pleadings, testimony, exhibits, and other memoranda or material filed in the proceedings.
 - (2) Accurate records of all hearings, disputes, or controversies shall be kept by the Head of School, Board, or its designee in order that, if an appeal is taken, the records are available for submission to the appropriate entity.
 - (3) A written, taped, or electronic record of that part of the proceedings which involves the presentation of evidence shall be made at the expense of the Board. The record need not be transcribed however, unless the appeal is initially heard by a Hearing Examiner or is requested by a party to the controversy, the Head of School, the Board, the State Head of School, or the State Board, as the case may be. The cost of any typewritten transcript of any proceedings, or a part of any proceedings, shall be paid by the party requesting it.

- (h) **Duties and Authority of Presiding Officer.** The Presiding Officer shall have charge of the hearing, with authority to permit the examination of witnesses, admit evidence, rule on the admissibility of evidence and adjourn or recess the hearing from time to time. The Presiding Officer shall cause an oath to be administered to all witnesses testifying in a proceeding.
- (i) **Quorum.** Each Board hearing where a Hearing Examiner is not used shall be held before no less than a quorum of the Board.
- (j) **Order of Proceedings.** Unless otherwise determined by the Presiding Officer, the order of proceedings shall be as follows:
 - (1) The parties shall advise the Presiding Officer if there are any stipulations of fact and stipulations as to the admission of any documents.
 - (2) Appellant's opening statement.
 - (3) Head of School's opening statement.
 - (4) Presentation of Appellant's case.
 - (5) Presentation of Head of School's case.
 - (6) Appellant's Closing Statement.
 - (7) Head of School's Closing Statement.
- (k) **Examination of Witnesses and Introduction of Evidence.**
 - (1) Strict judicial rules of evidence are not applicable to evidentiary hearings conducted hereunder. The Presiding Officer, however, shall have the discretion with respect to the admission of evidence and shall determine whether evidence offered is relevant or material to an issue in controversy or has sufficient probative value to warrant its admission. The Presiding Officer may limit or reject cumulative or repetitive evidence and may curtail redundant questioning of a witness. In the interest of expedition, the Presiding Officer shall encourage the parties to stipulate to matters not in dispute and to evidence offered for purposes of corroboration that would be cumulative. All testimony shall be given under oath.
 - (2) In evidentiary hearings provided for in these procedures, a party, individually or by or through counsel or other representative, may submit evidence, examine and cross-examine witnesses, make objection, and file motions.
 - (3) The Head of School may appear in person or through counsel or a designated representative, and shall be accorded the same rights as a party to submit evidence, examine and cross-examine witnesses, make objections, and file motions.
 - (4) The Presiding Officer shall have the right to examine all witnesses and to call as a witness any person whom he or she believes to be in possession of relevant and material evidence. In hearings before the Board, any Board member and Counsel for the Board may examine any witnesses.
- (l) **Written Memoranda.** The Presiding Officer shall have the right to request the parties to submit written memoranda on disputed issues of fact or law that may arise during the course of the hearing, and shall, upon request, afford any party the right upon conclusion of evidence to either argue orally at that time or submit a written post-hearing memorandum upon receipt and review of the transcript and exhibits. In the latter case, the Presiding Officer shall determine the date on which the written memorandum must be filed. Any party choosing to argue orally before the Presiding Officer shall thereby waive the right to file a written post-hearing memorandum.
- (m) **Counsel for the Board.** In all matters before the Board, the Board shall have the right to have an attorney present as its counsel and may request their attorney to participate in any matters as counsel for the Board.

6. Decisions and Orders. Whenever the Board is required to issue a decision and Order as the result of an appeal from a final decision of the Head of School, it may either orally or in writing issue a summary Order stating its determination and follow that promptly with a written decision and Order setting forth the findings of fact, conclusions of law and rationale that constituted the basis for its determination.

7. Ex-Parte Communications. While a matter is under consideration by the Board, no member shall receive communications from, or communicate orally with, any individual, other than Board members or legal counsel for the Board, concerning matters properly before the Board, outside the presence of all other parties. No information concerning a pending matter may be released by the Board, a Board member, or a member of the StudentFirst Academy' administration, or any party to the proceeding, their counsel, or representatives unless it is a matter of public record.

8. Extensions and Shortening of Time. For good cause, the Board, upon its own motion or at the request of either party, may at any time shorten or extend the time provided under these procedures for filing any document or providing any notice except in those instances where the time is specified by state law.

START-UP TIMELINE FOR THE CHARTER SCHOOL

Date	Lead Contact	Action
September 2012		
		Compile list of parent volunteers interested in helping with the school; review skills inventory for volunteers
	SFA Board	Begin development of board manual
	SFA Board	Begin forming board committees
	SFA Board President	Establish calendar for board meetings
	SFA Board	Develop plan for board training to be conducted during planning year
	SFA Exec Admin	Contact and collaborate with community leaders, organizations, and agencies, and research possible locations for community information meetings
	SFA Board	Collect information on insurance needed during planning year (e.g., D&O insurance)
	SFA Exec Admin	Identify potential vendors for services such as financial reporting, student information systems, meals, etc.
	SFA Exec Admin	Revise Faculty and Staff Handbook
	SFA Exec Admin	Two persons attend Paideia Leadership Institute in Chapel Hill
	SFA Board	Develop fundraising strategy and prepare materials
October 2012		
	SFA Exec Admin	Work on Lower, Middle, & Upper School curriculum with National Paideia Center
	SFA Board	Decision regarding participation in State benefits plan (due within 30 days of signing charter).
	SFA Board	Documentation of fingerprinting/background checks of Board Chair, Finance Officer or Treasurer and/or any other person eligible to write checks submitted to OCS (per legislation)
	SFA Board	Complete initial board training on charter school law, directors' fiduciary obligations, compliance with open meetings laws (conducted by attorney volunteers)
	SFA Board	Identify providers of, and schedule, additional board training

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SFA Exec Admin	Work with Exceptional Children's Assistance Center and outside consultants to review special education plan
SFA Board	Revise 501 (c)(3) (i.e. Name & address of registered agent)
SFA Admin team	Continue training on Paideia Model
SFA Exec Admin	Begin training on Linda-Mood Bell learning processes
SFA Exec Admin	Begin Academic coaching using School Place Big 5
SFA Board	Contact local media: provide local newspapers with press releases, meet with reporters and submit articles to local newspapers and magazines, provide public service announcements to local radio stations, etc.
SFA Board	Update the website to reflect new charter status
SFA Board	Hire a graphics designer and printing company to design and print display ads, flyers, direct mail pieces, presentation banners, posters, and brochures
SFA Exec Admin	Organize and schedule locations for public presentations
SFA Board	Continue fundraising
November 2012	
SFA Board	Work with community groups to identify marketing opportunities throughout the community
SFA Exec Admin	Begin to hold regular public information meetings
SFA Exec Admin/ SFA Board	Continue to widen contacts with community leaders, organizations, and agencies
SFA Exec Admin/IT	Begin work on the new & improved technology plan for Lower, Middle, & Upper Schools
SFA Exec Admin	Finalize detailed education plan, including curriculum guide, instructional program and evaluation plans
SFA Exec Admin/ SFA Board	Revise the school's policy and procedures handbooks, forms and contracts needed to start and operate the school, with outside attorney
SFA Exec Admin/ SFA Board	Identify if facility needs any renovations
December 2012	
SFA Board	Continue with press and media campaign
SFA Board	Continue to widen contacts with and secure endorsements from community organizations
SFA Exec Admin	Continue public presentations
SFA Exec Admin	Set up presentations to area parents groups and after school clubs and organizations
SFA Exec Admin/IT	Upgrade the integrated school-wide computer network with both academic and administrative components
January 2013	
SFA Exec Admin/ SFA Board	Revise policies for Student Government (with NC Civic Education Consortium and American Youth Policy Forum)
SFA Exec Admin	Continue with regular public presentations for parents
SFA Exec Admin/ SFA Board	Continue with additional presentations to community organizations and agencies
SFA Exec Admin	Finalize school calendar, academic schedule, field trips, & performances
February, 2013	
SFA Exec Admin	Recruitment of students and teachers formally begins
SFA Board	Develop plan for licensure renewal program and submit plan to SBE for permission to administer the program

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	SFA Board	Complete board training
	SFA Board	Update website with calendar info
March, 2013		
	SFA Board	Select contractor for any needed renovation(s).
	SFA Exec Admin	Open enrollment period begins; applications reviewed as they arrive and organized by grade
April, 2013		
	SFA Exec Admin	Enrollment period closes this date if maximum student numbers are reached
May, 2013		
	SFA Exec Admin/ SFA Board	Lottery held if necessary
	SFA Exec Admin	Notice of admitted and "wait-listed" students mailed to parents
	SFA Exec Admin	Parents of each child admitted must contact the school administration within (14) days of receipt of notice of admittance (allowance for 1-3 days to receive mailed notification)
	SFA Exec Admin/ SFA Board	Complete any necessary facility renovations
	SFA Exec Admin	Purchase needed classroom/office furnishings, equipment, and supplies
	SFA Exec Admin	NCWISE training scheduled or completed by Principal or designee and verification forwarded to OCS
	SFA Exec Admin	Obtain certificate of occupancy for school facility, if needed, due to renovations
	SFA Exec Admin/ SFA Board	Hiring of additional teachers and checking of credentials completed
	SFA Exec Admin/ SFA Board	Complete detailed budget plan for first year of operation
June 2013		
	SFA Board	Formalize any necessary contracts with outside vendors for student information and fiscal management systems
	SFA Board	Obtain necessary property, liability, health and student accident insurance coverage
	SFA Exec Admin	Set up school offices, furnishings, and equipment
	SFA Exec Admin	Staff Development Plan completed with resources/consultants identified.
	SFA Exec Admin	Set up school and classroom furnishings, equipment, books, and supplies
July 2013		
	SFA Exec Admin	Paideia Summer Implementation Institute (Team of 3)
	SFA Exec Admin	Paideia Summer Leadership Institute (Team of 2)
	SFA Board	Finalization of human resource issues: 1. Background checks 2. Certifications documented 3. Personnel contracts
	SFA Exec Admin	Finalize school safety procedures
	SFA Exec Admin	Finalize needed contracted services (custodial, transportation, & food service)
	SFA Exec Admin	Finalize syllabi, lesson plans, and prepare classrooms for opening day
August 2013		

SFA Exec Admin	Additional staff development to include: <ol style="list-style-type: none"> 1. Operational procedures 2. Curriculum and instructional approach, mission, philosophy and strategies 3. Exceptional children's instruction, documentation, etc 4. Linda-Mood Bell Learning processes 5. SchoolPlace Big 5 uses 6. Updated technology plan for Lower School 7. Effective ways to use the Paideia classroom training 8. Effective ways to use the computers as classroom helpers
SFA Board	Open House for students and parents
SFA Exec Admin	Conduct Parent Orientation meetings and include: <ol style="list-style-type: none"> 1. Mission and purpose of school 2. Curriculum model 3. Disciplinary code 4. School calendar 5. Introduction of Board of Directors, Head of School and faculty 6. Distribution of Student-Parent Handbook 7. Obtain parent signature(s) & then collect Student-Parent Handbook Receipt page. 8. Review Win-Win incentive program & how to use it at home 9. Other information deemed necessary

August 26, 2013 FIRST DAY OF CLASSES

PRIVATE SCHOOL CONVERSION INFO

"It has always been the one ideal of my life to be of the greatest good to the greatest number of 'my people' possible.....Education is the key to unlock the golden door of freedom to our people."

George Washington Carver, the world famous African-American chemist, said this when referring to the state of the Negro and education in 1896. The dilemma for African Americans then was based on the unmistakable belief that the Negro was slow, lazy and incapable of advanced knowledge following slavery. Dr. Carver enlisted the help of Booker T. Washington, who had recently founded Tuskegee Institute at that time, to empower blacks by helping them become an integral part of the economy through an Agricultural College.

It is with this same hope, diligence and desire that the founding members of StudentFirst Academy (SFA) Charter School want to have on this generations' quality of life. Much has been said by the media regarding the state of African-American children today, with our most cherished stars weighing in the debate. Bill Cosby is quoted in a 2009 speech referring to black children at the Rainbow Coalition, *"They think they're hip," the entertainer said. "They can't read; they can't write. They're laughing and giggling, and they're going nowhere."* This demonstrates the pervasive negative stereotype of the black child. We, at SFA believe as Rev. Jesse Jackson does when asked about Cosby's comments, *"Bill is saying let's fight the right fight, let's level the playing field."* That is what StudentFirst Academy wants to do: fight the right fight and level the playing field! We plan to do this by using a classical approach to 21st century

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education, which integrates a globally-competitive curriculum with leadership development, international cultural arts, community engagement, and a democratic and safe school setting.

We work very hard to help students develop a love for learning that will be with them for the rest of their lives. We create independent thinkers and independent doers. Students understand and enjoy the fact that they are being taught and nurtured by true children advocates. As such, they can relax and be themselves. We wholeheartedly believe this generation of children are exceptionally smart, creative, and have natural talents in many areas. We also believe this generation needs that push to help them realize just how intelligent and gifted they truly are. We are dedicated to helping students realize their individual passion, understand how to turn academic weaknesses into strengths, and commit to being energetic in all they do. We lead by example every day. Our environment has only adult educators, administrators, and support staff who are passionate about their work. We want students to see that passion is not just in the well known or popular jobs but it is in every facet of our daily life from the janitorial staff who have a passion for cleanliness to the gardener/landscaper who have a passion for greenery. Students mirror their environment and at StudentFirst we want passion and purpose surrounding our students from arrival to departure! We believe helping students define their purpose, then creating a road map to achieve their purpose, leads to productive individuals who enjoy and have a zest for life and learning, which inherently leads to pride in themselves, their parents/guardians, their communities, and the world. Our school embraces the idea that:

“QUALITY EDUCATED STUDENTS = QUALITY CORPORATE CITIZENS = A PRODUCTIVE, ENHANCED SOCIETY. WIN-WIN FOR EVERYONE!”

Financial Status

As we transition into our new facility, this year has also been one of extreme change in our budget as well. Since opening, we have broken even or had a small surplus at the end of each fiscal year. As a private school, catering to the poor, we are 25% supported by the Children’s Scholarship Fund of Charlotte (a non-profit organization that gives scholarships for a private school education to the working poor- income restrictions determine the amount of funds a child receives) and 65% supported by private donations. The remaining 10% comes from tuition collected from families. This year we have had to actively seek partnerships and rent space in order to accommodate the significant jump in financial resources that is required to maintain our new location.

SFA’s existence as a private school since 2002 has primarily been funded through private donations made by numerous individuals in the community and by tuitions paid. No debt has been incurred and any accounts payable is current.

The recognition of the school’s goals and ambition to become a charter school has generated excitement with community stakeholders. Charlotte-Mecklenburg School system has demonstrated their support through the grant of a low rent lease for the previous Wilson Middle School. The ability to scale up SFA’s unique educational approach has drawn attention from the corporate community. The schools plans include a large fundraiser in June, corporate donations, and the solicitation of donations in kind to enhance or renovate the facility. Marketing plans should also increase the schools recognition in the community and additional funding is anticipated with greater awareness.

Secondarily, partnerships in the community are being developed to allow for the sharing of athletic facilities, the community center, and other space in SFA’s campus which will offset some of the schools future expenses.

Rationale for Converting From Private School to Public Charter School

In 2011-12 StudentFirst has experienced great highs (being awarded the lease for a CMS middle school) and great lows (making the tough decisions to lay-off teachers and scale down our student body in order to either prepare for a conversion to a charter school or continue as a private school in a new location and to learn the workings of a much larger facility.) The original StudentFirst Academy Business Plan, written 12 years ago, called for the school to be tuition-free. We knew that in order to serve the students we wanted to reach, economic status couldn't be a factor. A charter provides the means to reach the student population - the underserved, the poor/lower middle class, the disenfranchised- where StudentFirst Academy firmly believes it can make a difference. There is no race, color or creed that StudentFirst Academy looks to serve above any other: but the plight of the child that we set our eyes upon, to make a difference not just in that child's life, the community and the world! StudentFirst believes, as children's advocates, that every child has the desire for and the right to a quality education and it takes a village to raise a child and ensure that the student always comes first!

Enrollment Trends

As the economy has been devastated over the last few years and individuals, families, companies and governments have had to re-evaluate and adjust their financial resources and budgets, StudentFirst Academy has also been affected by this crisis.

As a private school, serving the population we serve, (95% at the poverty line and 87% single mother households) our families have always struggled to make monthly tuition payments even though tuition is adjusted to reflect the realities of a family's income. Yet we typically saw modest increases in enrollment from year to year for eight years. But, in 2011-2012, the economy took its toll and now job cuts, pay cuts and additional hurdles imposed by an impending move to a new StudentFirst facility (increased gas prices, longer rides to school, change in school schedule, possible tuition increase) forced many families to return to their child's home school. As a result, our enrollment numbers suffered. Although StudentFirst Academy enrolled a total of 42 students in 2011-12, the 2011-2012 school year saw StudentFirst open with its lowest enrollment numbers in over 8 years, 10 students. After much deliberation we made a strategic decision to maintain the population at 10 students and lay-off all staff but a small core for the current school year in order to concentrate on the tasks of preparing a new facility and applying for a conversion to a charter school. This plan also allows us to market to and recruit both new staff and students who are excited to see a new school in West Charlotte.

The economy affected not just our families and indirectly us, but it also affected the educational system of Charlotte. Due to budget shortfalls, the Charlotte-Mecklenburg School System, closed 10 public schools at the end of the 2010-2011 school year and then awarded those schools to businesses they felt would best serve the communities where those schools were located. StudentFirst Academy was one of those businesses and we moved into our new site in January, 2012! However, the additional time it took for CMS to finalize the lease created further hardship for us, forcing us to change our start of school date several times. We eventually moved into a temporary location until the lease was finalized.

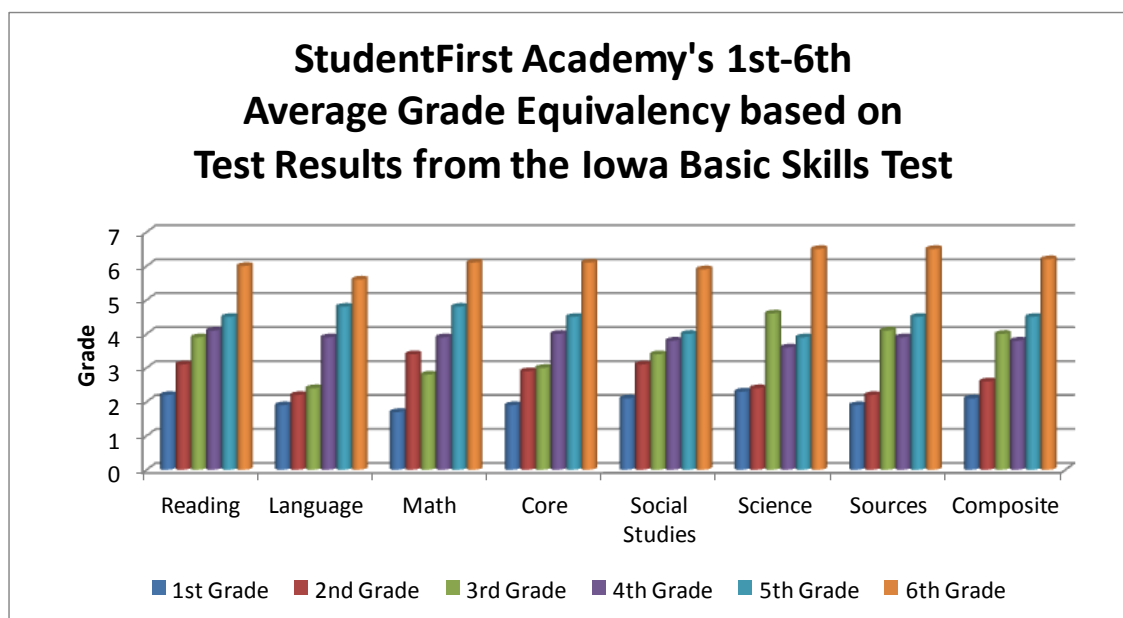
Evidence of Success

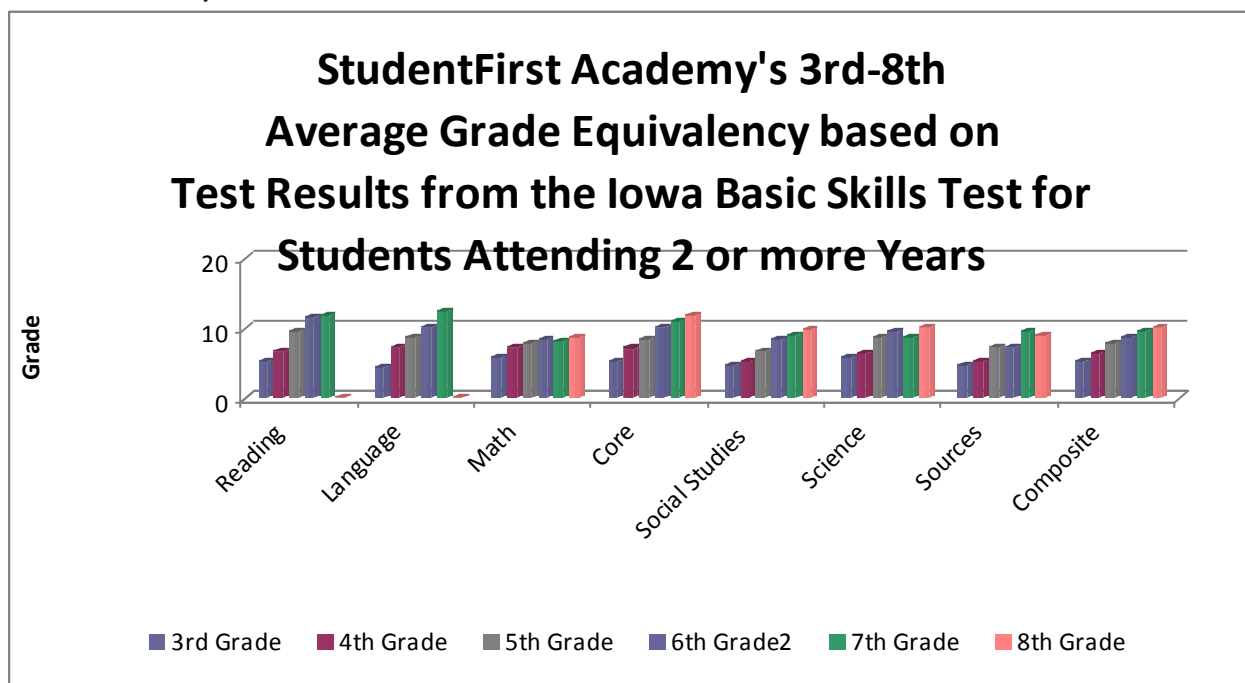
Prior to 2012, enrollment at StudentFirst had been growing steadily. Our former location wouldn't allow for more than 50 students and we had maxed out in terms of space utilization and expansion. (Many classrooms doubled as art rooms, dance rooms, and multiple teacher classrooms.) Although we were limited in space, our program was qualitatively and quantifiably successful. When we measure success qualitatively we look at pre and post behavior not measured by an index or scale. For example, the middle

StudentFirst Academy

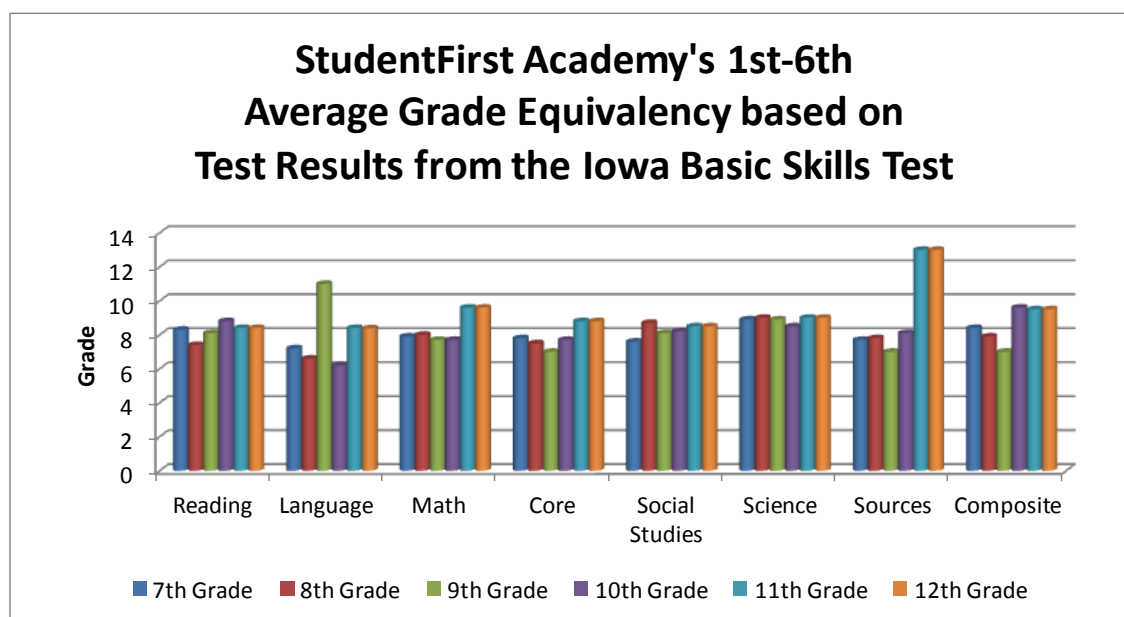
school girl who dresses very provocatively and cusses like a sailor when entering StudentFirst, transforms into a well-read, well –spoken conservatively dressed female by her junior year or the male student who can't look an adult or peer in the eye, carry on a conversation about world affairs and is part of the justice system, but transforms into an All-State rugby player. These are considered success stories at StudentFirst Academy.

While qualitative success is very important, measurable results are what drives StudentFirst Academy to change a child's life! Our students take the Iowa Basic Skills Test and have seen good results. Students who have been with us 2 years or more score better than their counterparts who have been with us for less than 2 years. Students who have been with us for life score the highest of all our students! (Life is defined as having been a student at StudentFirst Academy since Kindergarten 3 or 4 years old. This has been 3 students.) In kindergarten their grade equivalent composite score averages at 1.8: first grade, 2.7: second grade, 4.5: third grade, 6.7 and fourth grade, 7.6. Students who have attended StudentFirst Academy for more than 3 years are next in test performance, scoring 2-3 grade levels above their current grade in math, reading and science. Students who are new to StudentFirst Academy have the lowest test performance, scoring in a range of grade levels below their current grade to 1 grade level above, with 68% scoring 1-2.3 grade levels below their current grade.





Note: New students (86% between years 2005-2009) attending StudentFirst Academy required remedial reading and math services and were considered difficult students in their former schools. The 2 charts above demonstrate the difference between the grade level school average versus the grade level school average of students who had been with StudentFirst Academy for 2 or more years.



Expected Staff Turnover

We do not anticipate any staff turnover due to licensure issues for two main reasons. One, a tough decision was made in this transition year of StudentFirst Academy to lay off 95% of our teachers and two, StudentFirst Academy makes it a practice to hire certified, retired instructors. This allowed StudentFirst

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Academy to practice financial prudence , as well as, having the added benefit of having seasoned teachers who had a passion to educate children. As StudentFirst begins to hire we will be looking for highly qualified teachers with more than ten years experience. The more detailed plan can be found in the Marketing Plan of the Business Plan section. This plan also allows us to market to and recruit both new staff and students who are excited to see a new school in West Charlotte.

BUSINESS PLAN**PROJECTED STAFF:**

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Grade Levels	K-8	K-9	K-10	K-11	K-12
Max. Student population	432	480	528	576	624
Full / Part Time Administrative Staff					
Head of School	1	1	1	1	1
Deputy Head of School	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Dean of Students	1	1	1	1	1
Director of Cultural Arts	1	1	1	1	1
Program Dev/Mkting/Grant Writer	1	1	1	1	1
Community Center Director	1	1	1	1	1
Student/Family Services Coor.	0	1	1	1	1
Academic Coach/Admissions	2	2	3	3	3
Director of Food Service	1	1	1	1	1
Total	10	11	12	12	12
Full / Part Time Support Staff					
Elementary School Coordinator	1	1	1	1	1
Upper School Coordinator	0	0.5	0.5	1	1
Middle School Coordinator	1	1	1	1	1
Media Specialist	1	1	1	1	1
Special Education Specialist	1	1	1	1	1
Nurse	0.5	1	1	1	1
Pay2Learn Coordinator	0.5	1	1	1	1
Total	5	6.5	6.5	7	7
Full / Part Time Support Services					
Maintenance/Custodial	2	2	2	2	2
Kitchen	0	0	0	0	0
Security	2	3	3	3	3
Receptionist	1	1	1	1	1
Secretary	1	1	1	1	1
IT	1	2	2	2	2
Registrar	1	1	1	1	1
Total	8	10	10	10	10
Elementary Teachers					
Senior Teacher	21	21	21	21	21
Junior Teacher / Teacher Assistant	9	9	9	9	9
Total	30	30	30	30	30
Middle/Upper School Core Teachers					
MS(Math, English, English, Social Studies)	4	4	4	4	4
US(Math, English, English, Social Studies)	0	0	4	4	4
Total	4	4	8	8	8
Other Classroom Teachers					
Physical education/Athletic Director	1	1	1.5	2	2

StudentFirst Academy					
Art	1.5	2	2	2	2
Music	1.5	2	2	2	2
Foreign Language	3	3	3	3	3
Computer	0	1	1	1	1
Other Part-Time Instructors	1	1	1	1	1
Total	8	10	10.5	11	11
Total Staff	65	72	77	78	78

PROCESS FOR ADVERTISING & HIRING STAFF:

The following information outlines the process that will be used to advertise, recruit, interview, and hire administrators, teachers, and support staff personnel at StudentFirst Academy.

Staff Recruitment

StudentFirst Academy is committed to hiring a highly qualified, talented and diverse community of teachers and support staff who share the same educational philosophy as StudentFirst. In an effort to reach the widest range of educators seeking the opportunity to join an alternative, innovative school, StudentFirst will advertise in national, regional, international and local newspapers and publications, including *The Charlotte Observer*, and *Education Week*. We will also post advertisements in print and online at various universities, schools of education, alternative schools, professional associations, teacher's unions and public schools.

In addition to the above efforts, there will be an extensive recruitment effort in our community in order to reach those professionals who are familiar with the dynamics and populations of our four communities and who strive to contribute professionally as well as personally to the quality of education here. A diverse staff that reflects the multicultural and racial make-up of our communities is a priority.

The recruitment committee will be composed of as many interested individuals from the board as needed in order to design and administer a thorough, standardized, and well-publicized process to recruit qualified applicants. All applicants will be asked to submit a cover letter that states their qualifications and their education philosophy, as well as a resume and names of three references.

The recruitment committee as a whole will select from the pool of respondents a list of candidates who meet our minimum requirements. Once selected, the recruitment committee will begin the process of selecting teacher and support staff personnel.

The recruitment committee may also recruit specific individuals who come to their attention and who possess experience or expertise considered especially valuable to the school.

Interview

The interview committee will be composed of a combination of Board members and the charter school's administrative team to a minimum of three and a maximum of seven. The interview committee must be an odd number of people.

The interview committee will call candidates and arrange for a first interview. Each candidate will be sent a copy of the Charter School Application.

StudentFirst Academy

The first interview will consist of conversation and question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates.

The interview committee will use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process.

A second interview will consist of a teaching demonstration. The interview committee will arrange for a group of children to be prepared for and available for the demonstration.

The interview committee will provide their top choice to the Board of Trustees for approval at an open general membership meeting. The interview committee will entertain questions and comments from the membership at that time. The full board of trustees must approve and then offer a contract to the final candidate(s).

Once the school is operational, the Deputy Head and a board personnel representative will form a hiring committee as needed consisting of the Deputy Head and interested members.

Hiring and Dismissal

Upon selecting candidates for hiring, the Hiring Committee will present their recommendations to the Board of Directors for approval. The Board will offer the approved candidate an employment contract.

Part of staff satisfaction is having open and honest communication complete with monthly staff meetings, an open-door policy and bi – annual staff retreats. Grievances and Complaints are a part of keeping the lines of communication open as well as, 90 day evaluations for new staff members and annual reviews for all staff members.

Grievance and Complaint Procedure

A complaint/grievance is anything that you perceive it to be – there is no definition for a complaint/grievance and only you as an individual can determine whether or not you feel aggrieved.

It is advisable, in the first instance, to try and resolve the problem informally with the person with whom you have the grievance.

Stage One: If the matter is not resolved informally, you should raise the matter in writing with the class Teacher or Supervisor of the staff member in question. If the grievance is with the Teacher or Supervisor to start with, you should refer to Stage Two of the grievance procedure.

The Teacher or Supervisor will deal with your grievance as quickly as possible and normally you can expect to receive a verbal response within a short period, and a written response to your grievance within 1 week.

Stage Two: If the matter is not resolved at Stage One or the grievance is about the Teacher or Supervisor, you should raise the matter in writing with the Deputy Head. You can normally expect to receive a verbal response within a short period, and a written response to your grievance within 1 week.

Stage Three: If your grievance has not been resolved at Stage Two you have the right to raise the matter with the Head of School. To do this you must inform the Head in writing that this is your intention and formally request that your grievance is brought to the attention of the Board. A Panel will be formed by the Board, headed by the Chair, with at least three persons present who have not been directly involved in the

StudentFirst Academy

matters detailed in the complaint. One person at least should be independent of the management and running of the school.

Your grievance, along with any supporting documentation submitted by yourself and any other relevant information / evidence brought to the attention of the Head during the course of Stages One and Two will be presented to the Panel. You will be given the opportunity to present your grievance at this meeting, and may be accompanied if you wish, although you will not be able to remain during any deliberations that may take place following your presentation.

It is within the discretion of Administration to call any individual to assist in the discussion.

Findings and recommendations of the Panel will be drawn up, and copies issued to the complainant, the School Board, the Head of School, and where relevant, the person/s complained about.

Written records are kept of all complaints, indicating whether they have been resolved at the preliminary stage, or whether they have proceeded to a Panel hearing.

All correspondence, statements and records of complaints are kept confidential.

Staff and Termination Policy

Policy Statement Regarding Staff Evaluation and Termination

I. Purpose

- A. To raise the quality of instruction and educational services to StudentFirst Academy
- B. To raise the standards of the teaching profession as a whole.
- C. To aid the individual teacher to grow professionally.
- D.

II. Definitions

1. punitive-
2. periodic performance review- evaluation of one's job performance on an ongoing basis, 90 day, quarterly, bi-annually
3. annual review- yearly evaluation of one's job performance

III. Policy Statement

Evaluation of teacher performance shall be a cooperative continuing process designed to improve the quality of instruction. The process is not a punitive one. Evaluations provide feedback to instructors and their supervisors in their strengths and weaknesses. The evaluation should be used to support promotions or termination.

It is the policy of the Board that at yearly intervals, the performance of faculty must be reviewed by members of the department lead or Deputy head .

The review must be conducted in terms of the faculty member's continuing performance in the following general categories: (a) teaching effectiveness/department effectiveness, (b) creative activities, (c) professional related services, (d) other assigned responsibilities, and (e) overall contributions to StudentFirst Academy.

Termination of Employment

If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the President may initiate

termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall constitute adequate cause for dismissal.

Dismissal for Adequate Cause

Staff and faculty members may be dismissed for just cause as defined in GS 126-35.

IV. Delegation of Authority

The Head of School is directed to develop administrative procedures to implement this policy in accordance with all local policies and local, state, and federal laws and regulations and to communicate this policy and accompanying procedures to all relevant parties.

V. Exceptions

There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent local, state, and federal laws and regulations or the rules and regulations of the North Carolina department of Non-Public Education.

VI. Review

This policy will be reviewed at the end of three years, or sooner, if approved by majority vote of the Board.

VII. Effective Date

This policy is effective September 8, 2009.

7. Periodic Performance Review

It is the policy of the Board that at yearly intervals, the performance of faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The review must be conducted in terms of the faculty member's continuing performance in the following general categories: (a) teaching effectiveness/department effectiveness, (b) creative activities, (c) professional related services, (d) other assigned responsibilities, and (e) overall contributions to StudentFirst Academy.

a. Procedures for Periodic Review - The University must establish procedures for the performance review of tenured faculty members at the University. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.

b. Review Standards - The University may establish its own internal review standards subject to approval by the Board. Absent such University standards, the University must use the following standards.

If during the periodic review, the performance of a tenured faculty member is questioned in writing by (a) a majority of members of the department or unit, (b) the department chairperson or unit head, (c) the appropriate dean, (d) the Vice President for Academic Affairs, or (e) the President, the Vice President for Academic Affairs must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure.

If during the periodic review, the performance of a tenured faculty member is not questioned in writing as described in the preceding paragraph, members of the department or unit and the department chairperson or unit head must prepare a written review statement that the performance review has been conducted and that a full and complete review is not required.

d. Termination of Employment

If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the President may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall constitute adequate cause for dismissal.

8. Dismissal for Adequate Cause

Tenured faculty members may be dismissed for adequate cause as provided for in Part 4., Section IV.E.2 of the ISU Policies and Procedures and Subsection L of the Idaho State Board of Education Governing Policies and Procedures.

9. Tenure for Academic Administrators

a. "Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the University and the deans and department chairs and their associates/assistants of the academic units of the University, and shall not include persons occupying other administrative positions.

b. An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.

c. An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the President.

d. Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.

e. An individual hired for a nonacademic administrator position from outside the University will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and President, if the individual will teach and otherwise contribute to that department.

f. Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty.

TEACHER HANDBOOK:

Listed below is the draft *Teacher Handbook* for StudentFirst Academy. It will serve as the governing standards of conduct, grounds for termination, policies and procedures, etc.



Teacher Handbook

(Draft)

Educational Goals

Vision: Academic, personal and social success for each and every student in secondary school and beyond.

Mission: StudentFirst Academy is committed to providing an exceptional accelerated academic program for grades transitional kindergarten through twelfth. The school will foster long-term partnerships within the community through business relationships in an effort to function as a village to help students and families achieve their educational goals. The school believes all children have a right to a diverse, high quality education and economics should not be a factor in determining a private school as a viable choice for families. We believe Quality Educated Students = Quality Corporate Citizens + Enhanced Society, Win – Win for Everyone

Core Values:

1. Accelerated literacy and early readers
2. Technology and Lab Integrated into Our Curriculum and Instruction
3. Individualized Attention for Students
4. Longer school days with exposure to music, culture and the arts
5. Small Class Size-maximum of 15 students per class
6. Meaningful Involvement of Community, Parents, and Corporate Partners
7. Affordable tuition based on a families' income
8. Leadership development through internships and job development
9. Community Service- interaction with community through service i.e. Owl's Nest
10. Globalization- access to a global education through technological media

Administrative Team Responsibilities

General Duties

Head of School

- * Overall leadership and responsibility
- * Administrator Evaluations
 - * Academic and Discipline Appeals
 - * Assign complaints
 - * Budget and Accounting
 - * Press
 - * Member of Board of Trustees
 - * Staff Bulletin
 - * Overall Attendance
 - * Registrar
 - * Process Transcripts
 - * Report Cards
 - * Enter/Change grades
 - * Testing
 - * Student Performance Data
 - * Yearly School Calendar
 - * Parent Resource Center

Deputy Head of School

- * Assemblies
- * Budget and Accounting
- * Event Supervision Coordination
- * Field trips
- * Member of Board of Trustees
- * Lunch Activities
- * Open House and Back to School Night
- * Policy Manual
- * Teacher and Student Handbook
- * Student Activities
- * Parent-Teacher Booster Club
- * Health Center
- * Safety and Emergency Plan
- * New Teacher Orientation
- * Master Schedule
- * New Course Coordination
- * Staff Development
- * Curriculum Planning and Development
- * Staff Evaluations
- * Coordinate employee benefits

Dean of Students

- * Documents and tracks student service hours
- * Document behavior standards and discipline
Through interviews and investigation
- * Devises strategies for student success

StudentFirst Academy

- * Supervise Scholar's Academy
- * College/Career Center
- * Routine climate checks across grades K-12
- * Monitor safety on campus
- * Supervise lunch and detention for students
- * Implement behavior system including
Positive referrals
- * Enforce the attendance policy
- * Serve as a member of the Emergency
Response Team
- * Monitor and supervise school culture
- * Participate in School Improvement
- * Market StudentFirst Academy in the
Community
- * Student recruitment

Director of Cultural Arts

- * Manage Cultural Arts Budget
- * Coordinate Volunteer Staff during Cultural Arts
- * Plan cultural art student activities
- * Coordinate Special Guests during Cultural Arts
- * Lesson Plans for featured Cultural Art
- * Calendar of Special Guest/ Activity for Cultural Arts
- * Market Cultural Arts Program in the Community
- * Student recruitment

Director of Student and
Family Services

- * Conduct assessment of student, family and
parent needs
- * Promote regular school attendance
- * Conduct home visits
- * Provide appropriate services for homeless
Students
- * Provide individual counseling for students
- * Facilitate group counseling for students
- * Provide crisis intervention services for students
And families
- * Participate in the development of behavioral
Modification systems
- * Coordinate parent groups and training
- * Coordinate community development programs

Administrative Assistant

- * General Information
- * Coordinate Food Services
- * Distribute Keys
- * Supervise Parking
- * Supervise Recycling
- * Manage Cleaning, maintenance and supplies
- * Answer phones and record messages

StudentFirst Academy

- * Manage equipment
- * Coordinate volunteers and parent volunteers
- * Track donations and send Thank You cards
- * Grant searches
- * Purchasing and inventory of office supplies, School supplies and books
- * Head and Deputy Head calendars
- * Staff Timesheets and attendance
- * Bank Deposits

Accounting

- * Monthly Financial Reports
- * Payroll
- * Profit/Loss statements
- * Pay bills

FACTS

Tuition collection

STUDENTFIRST ACADEMY'S CODE OF CONDUCT FOR TEACHERS AND OTHER EMPLOYEES WORKING WITH STUDENTS

INTRODUCTION

In this era of computers, texting, social networks and changing social norms, we find it necessary to implement a Code of Conduct which serves as a guide for our staff in these changing times. As an educational professional you recognize that there may sometimes be the accusation of false or malicious allegations of child abuse by students or their parents. These rare occurrences do not prevent us from continuing our passion as an educator, but it should serve to remind you that your relationship with students should always be one of a protective adult to a child.

All staff should clearly understand the need to maintain appropriate boundaries in dealing with pupils. Intimate or sexual relationships between staff and a pupil under the age of 18 years will be regarded as a breach of trust and will be prosecuted as the law dictates. **StudentFirst Academy has zero tolerance for inappropriate relationships between teachers or other staff members and students. Minimize your vulnerability with students by using common sense in most situations and maintain your professionalism at all times.**

Heightened awareness of abuse on the part of parents and pupils and a high media profile given to child abuse cases make it advisable for all employees to re-examine their approaches to individual pupils and their teaching styles to ensure that these do not give any grounds for doubt or suspicion on the part of colleagues, parents or pupils.

THE CODE

1. General

Employees should take care that their relationships with pupils reflect the age, gender and maturity of the pupils. It will be particularly important to ensure that all aspects of demeanor, language and attitudes - however conveyed - do not give rise to misunderstandings, especially when dealing with adolescent boys and girls. Ambiguous or ambivalent comment and conduct, in particular, should be avoided.

2. Physical Contact

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to questions being raised. Staff must not make gratuitous physical contact with pupils and should avoid attributing 'touching' to their teaching style as a way of relating to pupils.

a. There will be occasions when physical contact will be acceptable. In general these will fall into one of three categories:

i. Action to prevent harm or injury to the pupil or to others.

If it is necessary to prevent a pupil causing injury to him/herself or to others the use of minimum force and contact necessary to prevent harm or injury is acceptable and defensible. Such incidents must always be reported.

ii. Comforting a pupil in distress.

There is no easy definition of what is acceptable since much will depend on the circumstances, the age of the pupil, the extent and cause of the distress and the alternative means of providing comfort. Employees will need to use their professional judgement and discretion in relation to these factors. Employees should consider how others might perceive the action, even if no one else is present, and ensure that it does not develop into unnecessary contact. Particular care must be taken in instances, which involve the same pupil over a period of time.

iii. Unavoidable contact.

This is a particularly sensitive issue in subjects such as Physical Education and Drama and in some forms of skills coaching. All teachers must be alert to the possibilities of misinterpreting any contact. To avoid such misunderstanding all planned contact must be demonstrably unavoidable. It may be, for example, that alternative methods involving demonstrations of particular techniques by the teacher or a particularly competent pupil may be more appropriate than modifying a pupil's technique by physical contact. It will generally not be acceptable for physical contact to take place between adolescent pupils and teachers. In cases of doubt or uncertainty staff should seek advice from their Head of School or Deputy Head of School.

There are other occasions when physical contact may be questioned even if innocent or unintentional. Employees should therefore ensure that their actions are professional and that they recognize the possibility of misinterpretation and are open to the scrutiny of colleagues. Individual professional judgments will be required about the level of physical contact with individual children which should take into account their age, background and the circumstance.

b. Corporal Punishment

Corporal punishment should not be performed by teachers or other staff members. Parents have the option of providing written permission for corporal punishment to be performed, however it should be carried out by a member of the administrative team.

3. Private Meetings

Private meetings, by their very nature, provide opportunities for pupils and parents to make malicious allegations. As an educator you should recognize this and plan accordingly. It is advisable to avoid meeting in remote areas of the school and if possible keep the door open and visual contact with others. Under no circumstances should meetings with individual students be arranged off the school grounds without prior approval of the Head of School and Deputy Head of School. Steps to prevent others entering

a room by the use of 'Do Not Disturb' or similar signs are especially likely to be open to misinterpretation. In many cases it will be advisable for another pupil or adult to be present or in a position to minimize risk during the meeting.

4. Pupils with Special Needs

If pupils require assistance with toileting, staff should consider whether it would be possible to arrange for the presence of another adult in the vicinity. Where this is not possible, employees should discuss with the Deputy Head what arrangements will be reasonable in all the circumstances. The Deputy Head may refer to the matter to the relevant agency for further advice.

5. First Aid

The existence of any life threatening or serious condition will determine the suitability and necessity of physical contact. In the absence of such justification employees who administer first aid should ensure that, wherever possible, other children or another adult can be present if there is any doubt over the possibility of any physical contact being misconstrued.

6. Comments and Discussions with Pupils

Employees must avoid comments to or about pupils which could be taken to have sexual overtones. It is equally unacceptable for employees to encourage debate and discussion between groups of students, which could be interpreted as having sexual overtones. Specific guidance may be needed to assist new staff members who are new to this type of work.

We recognize that in the role of mentor and guide we are sometimes asked questions that are sensitive in nature. Teachers must use their professional judgement to ensure answers and responses are appropriate to the age and maturity of the student or group of students. Staff must use their discretion when asking questions or probing for details so as to maintain a professional and objective stance and to not appear intrusive or as if snooping.

In responding to students' distress employees will need to consider carefully whether to offer advice, sympathy, just listen or counsel if a discussion enters into a sensitive area. If at any time a staff member becomes uncomfortable in a discussion they should immediately stop the discussion and refer the student to the Dean of Students.

The persistent and hurtful use of sarcastic, demeaning or insensitive comments towards students may also be regarded as a form of abuse which is potentially very damaging and should be avoided. StudentFirst Academy has zero tolerance for any behavior that is damaging to students.

7. Infatuations and Crushes

These unfortunately do develop and can involve pupils and teachers of both sexes on both a heterosexual and homosexual basis. They need to be handled sensitively. Careless and insensitive reactions have been known to provoke false accusations. It is therefore in the interest of all parties to avoid adding to the pupil's problems by encouraging the crush or making jokes about the situation. In such situations the advice of a senior colleague must be sought. Other members of staff have a part to play, too, in alerting a colleague to the possibility of an infatuation in order that appropriate steps can be taken to minimize hurt and distress and the risk to the teacher concerned. While the risk of infatuation is not limited to younger members of staff, newly qualified teachers must recognize their particular vulnerability to adolescent infatuation.

8. **Out of School and After-School Activities**

Employees should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. The more relaxed relationships that may promote successful activities can be misinterpreted by young people. It is important to emphasize that the standards of professional conduct and behavior expected of employees should be no different to that which applies within school. Employees should be aware of the particular care, which should be taken with older, more mature students in these circumstances.

9. **Teaching materials**

The use of books, videos and films of an explicit or sensitive nature, particularly in relation to language or sexual behavior must be given careful consideration to ensure that its selection is not subsequently misinterpreted. There should always, therefore, be a clear link with the targets of the teacher's lesson.

10. Reporting Incidents

Teachers should report any concerns they may have following any incident where s/he feels that his/her actions may have been misinterpreted. This report should be made to the Deputy Head as soon as possible after the incident and should include as an immediate follow-up the preparation of a written note of the incident, a copy of which should be given to the Deputy Head. The teacher may also wish to seek advice from his/her professional association.

Reporting of incidents is always advisable, but it is particularly important to have a written record if any form of physical restraint has been used against a student or whenever a student, parent or third party has complained about an action or expressed an intention to complain.

11. Personal letters and on-line communication

It will rarely be appropriate for teachers to write personal notes or letters, or to send e-mail, to individual students. If a teacher believes it to be necessary to write a personal note to a student, s/he should discuss the purpose and context with a senior colleague, who should refer to the Dean of Students if they require further advice.

This advice is not intended to curtail the use of e-mail where schools have agreed the use of this medium for submission of work, advice over aspects of subjects being covered or other professional matters and have ensured that parents and caregivers are aware of the school's policy. However, all teachers and other adults using e-mail in this context need to be aware of the less formal style that can characterize this form of communication and should ensure that responses do not convey an inappropriate tone. In particular, a friendly and familiar tone via e-mail can easily be misconstrued by the recipient as the 'conversation' is effectively private to just two individuals, with all that this implies.

Teachers should keep passwords secure and ensure that no other person can gain access to their e-mail account and maliciously send messages which appear to have been written by them. This is true for iPods, cell phones and other electronic media as well.

The increased availability of internet 'chat rooms' and similar on-line forums (Facebook, My Space and Twitter etc.) pose a risk for children and teachers. While they are popular among young people and offer many positive experiences, there is widespread concern about their potential abuse pedophiles attempting to groom new victims. StudentFirst Academy's advice is that teachers should not use **unregulated** chat rooms for children and should be aware that it is impossible to determine the age of any participant in these environments. If students and teachers "friend" each other on social networks, it is StudentFirst Academy's advice to keep your page private or have two pages, one for students and one for your private adult friends. Remember your students will have access to your personal life and information.

Access to School Building

StudentFirst Academy occupies space inside of Midwood Baptist Church at 2029 Mecklenburg Avenue. The facility is armed with a security system and the Head of School and Deputy Head of School are the only 2 staff members with access to the school and the security system.

In the event both the Head of School and the Deputy Head of School are unavailable due to illness or emergency an alternate staff member will be given the responsibility to open and secure the building: this staff member must be agreed upon by both administrators.

StudentFirst Academy

No staff member is allowed in the building without permission from the Head of School and/or Deputy Head of School.

To enter the building: Staff members may use the main entrance under the carport. **All staff and students are to park at the remote parking lot near the Fellowship Hall.** Parking on the side of the Fellowship Hall is reserved for administrators. All students are to use the main staircase under the carport.

At the close of school everyday, each staff member must ensure that all classroom lights are turned off and all heating/ cooling units are in the off position.

Security and Alarm Systems

StudentFirst Academy shares space at Midwood Baptist Church. The church provides monitoring of the security system. The Head of School and Deputy Head of School are responsible for disarming and arming the system.

Location of Supplies and Equipment

Office Supplies

1. Copy Machine
 - a. Located inside the main office
 - b. Limit copying to before school, lunch and after school hours
AT NO TIME SHOULD STUDENTS BE LEFT ALONE SO A TEACHER MAY MAKE COPIES

NO STUDENTS ARE ALLOWED TO MAKE COPIES

2. Fax Machine
 - a. Located inside the main office
 - b. Limit copying to before school, lunch and after school hours
3. Office/School Supplies
 - a. Copy paper, pencils, pens, construction paper, paints, glues, scissors, rulers, etc.
 - b. Must be checked out through Business office

Staff Break room

1. Refrigerator
 - a. Located inside staff break room
2. Microwave
 - a. Located inside staff break room

Cleaning Supplies

1. All cleaning supplies are stored inside the locked utility room

StudentFirst Academy
BELL SCHEDULE

Lower School Mon-Thurs.		Fri.
7:30-8:30	Leadership Training	
8:30-10:00	Language Arts	
10:00-11:00	Science/Social Studies	
11:00-12:00	Lunch	
12-12:30	Reading	
12:30-1:30	Math	
1:30-2:00	Theory	Seminar
2:00-2:30	Spanish	
2:30-3:00	Practical	
3:00-3:30	Practice	
3:30-4:30	Homework	Express Yourself
4:30-5:30	P.E.	
5:30-6:00	Chores	Chores

Middle School Mon-Thurs.		Fri
7:30-8:30	Leadership Training	Seminar
8:30-9:30	Social Studies	
9:35-10:30	Math	Math with the Master
10:35-11:30	Science	Health
11:30-12:25	Lunch	Lunch
12:30-1:30	English	Leadership Academy
1:30-2:00	Theory	Theory
2:00-2:30	Practice of Cultural Discipline	Practice
2:30-3:00	Spanish	Express Yourself
3:00-3:30	Practical Lesson	
3:30-4:30	Tutoring/Homework	
4:30-5:30	P.E.	Finance
5:30-6:00	Chores	

Upper School Mon-Thurs.		Fri
7:30-8:30	Leadership Training	
8:30-9:30	Math	Math with the Master
9:35-10:30	Social Studies <i>Owl's Nest Mentoring on Wed.</i>	
10:35-11:30	English	Seminar
11:30-12:25	Science	
12:30-1:30	Lunch	
1:30-2:00	Theory	Leadership Academy
2:00-2:30	Practical Lesson	
2:30-3:00	Practice of Cultural Discipline	Express Yourself
3:00-3:45 Mon & Wed	Spanish	
3:00-3:30 Tues & Thurs.		
3:30-5:30 Tues & Thurs.	<i>Science Competition for Advanced Students Tues. and Thurs. 3:30-5:30</i>	
3:30-4:30	Homework or Tutoring	Finance
4:30-5:30	P.E.	
5:30-6:00	Chores	

Cultural Arts - Students have the opportunity to have beginner and advanced training in music (band instruments and strings), dance, art, and drama.

Students have daily conditioning to meet the physical and mental needs of the body.

Students are responsible for daily small housekeeping chores: sweeping classrooms, cleaning off blackboards, emptying trashcans, cleaning desks and general straightening of halls, common areas and classrooms.

INSERT SCHOOL CALENDAR

Duty Schedules

StudentFirst Academy firmly believes administrators, staff and students have the responsibility of beautifying and keeping the grounds, building and classrooms in the best shape possible. In order to do this, staff members are responsible for cleaning any classrooms that they occupy. This includes emptying trashcans, and making sure all papers and trash are removed from the floor, as well as, chairs being placed underneath desks. All toys and manipulatives should be returned to their locations.

Lunch is a prime time for the accumulation of trash. It is imperative that teachers help students develop organization, cleanliness and responsibility for their classroom. Teachers should assign the following duties to their students:

- Place all leftover food in trashcan.
- Place all unopened snacks and drinks in extra food containers.
- Wipe individual desks down with wipes.
- Appoint 2 students to empty class trashcans into large trashcan.
- Sweep all classroom floors.

Emergency Instructions

Follow these rules in an emergency:

- Stop work and leave the building IMMEDIATELY when the fire alarm sounds or when you are instructed to do so!

StudentFirst Academy

- Follow instructions, avoid panic, and cooperate with those responding to the emergency.
- Proceed to the designated or nearest exit.
- Turn off computers, equipment, fans, etc., and close desk drawers.
- Do NOT delay your exit from the building by looking for belongings or other people.
- When leaving the building, go to a clear area well away from the building. Meet at the basketball court. Do not obstruct fire hydrants or the responding fire/rescue workers and their equipment.
- Do not re-enter the building until instructed to do so by your teacher, supervisor or fire/rescue worker.
- The above rules will be enforced. Periodic fire emergency drills may be conducted. Your life and the lives of others will depend on your cooperation.

Emergency plan: StudentFirst Academy has the responsibility for minimizing the danger to life, property, and job security arising from the effects of fire, riots, civil commotion, and natural and man-made disasters. To accomplish this purpose, a Quick Reaction Team has been developed to respond to emergencies. Their responsibilities include the following:

- arrange for evacuation of employees
- render first aid
- salvage and restore company operations

If you ever discover a fire:

- Remain calm. Do not shout "Fire!"
- Pull the nearest fire alarm.
- Dial "911" on the telephone and give the operator the location of the fire, the floor, wing, and room number, if possible.

Bomb Threat

DO NOT USE WALKIE TALKIES. VOICE CONTACT ONLY.

1. Report the problem to an administrator.
2. Call 911 to report a bomb threat.
3. Check immediate area for any suspicious parcels or objects. Do not touch anything you find! Report the object to the school administration.
4. Calmly evacuate your area immediately. Follow directions carefully. There will be no alarm.
5. Only designated evacuation routes should be used.
6. Take only your personal belongings (e.g. Purses) and your class roll.
7. Leave all doors unlocked.
8. Do not turn off or on any electrical machine switch.

EARTHQUAKE PROCEDURES

In case of an earthquake:

Inside The Building:

- Duck under the nearest sturdy object and hold onto it until the shaking stops. If you are not near a sturdy object, make yourself as small as possible and cover your head and neck.
- If you stand in a doorway, brace yourself against the frame and watch out for a swinging door or other people.
- Avoid windows, filing cabinets, bookcases, and other heavy objects that could fall or shatter.
- Stay under over until the shaking stops, then leave the building.
- If it is safe to do so, stabilize any laboratory procedure that could lead to further danger. (For instance, turn off Bunsen burners or electrical equipment.)

Outside the building:

- Move away from trees, signs, buildings, electrical poles and wires.
- Protect your head with your arms from falling bricks, glass, plaster, and other debris
- Move away from fire and smoke
- Proceed to the Emergency Assembly Area if safe, or proceed to a pre-designated alternate assembly area. Check in with your Roll Taker(s) to let them know you are all right (see “General Evacuation Procedures” above this section).
- Stay alert for further instructions.

Explosion

A sudden blast may be attributed to leaking natural gas, chemicals and gasoline, faulty boilers, falling aircraft, etc. In addition to flying debris, the first thing that occurs in any explosion is that it generates a tremendous amount of dust, like fog.

1. Notify administration via walkie-talkie.
2. Describe the situation to the administration including location, suspected cause, degree of damage, fire and injury if any.
3. Note if there is any chemical odor.
4. Evacuate and isolate the immediate area of explosion.

Intruder/Dangerous Person

In the event of an all-emergency, (e.g. Intruder, dangerous person), follow these instructions:

StudentFirst Academy

1. Keep all students in your room. Bring any pedestrians I hallways into your room or room closest to you. Look door, turn off lights and stay away from the door. If your room does not lock, take your students to the nearest room that can be locked.
2. Use phones or radio to inform administration if there is an injured party in your room. Use the emergency

Smoking Policy

To protect and enhance our indoor air quality and to contribute to the health and well-being of all employees and students, StudentFirst Academy shall be entirely smoke free effective September 4, 2009. Additionally, effective September 4, 2009, the use of all tobacco products, including chewing tobacco, is banned from StudentFirst Academy except as designated in this policy.

Smoking is prohibited in all of the enclosed areas within StudentFirst worksites, without exception. This includes common work areas, playgrounds or parks, classrooms, conference and meeting rooms, private offices, hallways, the lunchrooms, stairs, restrooms, employer owned or leased vehicles, and all other enclosed facilities.

There are NO designated smoking areas. StudentFirst Academy has no legal responsibility to provide a designated smoking area. Failure to comply with all of the components of this policy will result in disciplinary action that can lead up to and include employment termination.

Gifts and Property Situation Policy

Teachers are permitted to accept gifts, gratuities, etc. as a show of appreciation for a job well-done. Parents or vendors should not expect special favors, contracts or grades for giving a gift. It is recommended that students and parents express their feelings of appreciation for teachers and staff through thoughtful notes or homemade cards. Parents are encouraged to share their feelings of appreciation for teachers and staff to the StudentFirst Academy Booster Club, Head of School and Deputy Head of School.

Grievances and Complaint Procedures

A complaint/grievance is anything that you perceive it to be – there is no definition for a complaint/grievance and only you as an individual can determine whether or not you feel aggrieved.

It is advisable, in the first instance, to try and resolve the problem informally with the person with whom you have the grievance.

Stage One: If the matter is not resolved informally, you should raise the matter in writing with the class Teacher or Supervisor of the staff member in question. If the grievance is with the Teacher or Supervisor to start with, you should refer to Stage Two of the grievance procedure.

The Teacher or Supervisor will deal with your grievance as quickly as possible and normally you can expect to receive a verbal response within a short period, and a written response to your grievance within 1 week.

Stage Two: If the matter is not resolved at Stage One or the grievance is about the Teacher or Supervisor, you should raise the matter in writing with the Deputy Head. You can normally expect to receive a verbal response within a short period, and a written response to your grievance within 1 week.

Stage Three: If your grievance has not been resolved at Stage Two you have the right to raise the matter with the Head of School. To do this you must inform the Head in writing that this is your intention and formally request that your grievance is brought to the attention of the Board. A Panel will be formed by the Board, headed by the Chair, with at least three persons present who have not been directly involved in the matters detailed in the complaint. One person at least should be independent of the management and running of the school.

Your grievance, along with any supporting documentation submitted by yourself and any other relevant information / evidence brought to the attention of the Head during the course of Stages One and Two will be presented to the Panel. You will be given the opportunity to present your grievance at this meeting, and may be accompanied if you wish, although you will not be able to remain during any deliberations that may take place following your presentation.

It is within the discretion of Administration to call any individual to assist in the discussion.

Findings and recommendations of the Panel will be drawn up, and copies issued to the complainant, the School Board, the Head of School, and where relevant, the person/s complained about.

Written records are kept of all complaints, indicating whether they have been resolved at the preliminary stage, or whether they have proceeded to a Panel hearing.

All correspondence, statements and records of complaints are kept confidential.

Number of complaints received in the last year: _____

First Aid

Injuries Occurring at School **Students**

If you have a student who is injured during your class, on a field trip or while in your vicinity, you need to do the following:

1. Use the **Student Accident Report** form to report all student accidents or injuries occurring during school hours and on school related activities
2. In case of serious injuries a telephone report should be made immediately to the Head of School.
3. If you witnessed the accident or were supervising at the time of the accident, you need to complete the **Student Accident Report** within 24 hours of the accident.
4. The head of school should sign and date the form.

5. The completed **Student Accident Report** is critical in the event of a claim or lawsuit against the school and is often the only record of the accident.

Staff

If you are injured or become seriously ill on the job, you need to seek first aid immediately and then:

Follow the above criteria.

In the event that an accident has taken place first assess that you are not in danger. If an injury has taken place and the child can walk, ask an older child to accompany the child to the medical room to be treated by First Aid. If the child is unable to get up off the ground get an older child to get a First Aider.

Never move anyone who has been injured.

All injuries should be documented in the First Aid Log found in the File Room. When dealing with an injury follow the guidelines listed below.

1. When dealing with an injury use rubber gloves.
2. Clean using alcohol free wipes. If it is possible, put injury under cold running water (e.g. a finger) and cover with a plaster or dressing with micro porous tape.
3. When dealing with head injuries you must always apply an ice-pack and inform parent or guardian.
4. If a child has e.g. grit or dust in eye use a sterile eye wash.
5. **Never interfere with injury e.g. splinters just clean and cover.**
6. If a child comes to school with sickness or diarrhea they should not be admitted but returned home until the condition has gone. If the condition persists the parent or guardian should seek medical advice.
7. A child who is unwell and unfit to attend school should normally be kept at home by the parent/caregiver until fully recovered. In some circumstances, the teacher may feel that children are not well enough to be in school and will arrange for their return home, having first made contact with the child's parent/caregiver.
8. It is each parent/caregiver's responsibility to ensure that their child is fit to attend school, and any medication required while the child is at school should ideally be administered by the parent/caregiver.
9. Very few medicines need to be taken four times a day. In most cases, final doses of medicines, e.g. antibiotics, can be given before the child leaves home for school and immediately on their return from school, so that a consistently high level of the medication is maintained in the bloodstream throughout the day. The same principle can also be applied to medications such as creams for conjunctivitis etc.
10. A problem may arise where the parent cannot administer the dosage, if it must be taken in school time or the child has a chronic need of medication. There is no legal or contractual duty on school staff to administer medicine or supervise a pupil taking it. This is a voluntary role. No member of staff should administer any medications unless they have received proper training and the parent has filed a **Medication Consent Form**.

StudentFirst Academy

Staff must complete and sign the **First Aid/ Medication Record** each time they give medication to a pupil.
The dosage and administration should be witnessed by a second adult.

Parental Agreement for School to Administer Medicine

The school will not give your child medicine unless you complete and sign this form.

Name of child _____

Date of birth _____ Grade _____ Teacher _____

Medical condition/ Illness _____

Medicine

Name/type of Medicine _____ Exp. Date _____

Dosage and method _____

StudentFirst Academy

Date to be dispensed _____ Discontinue date _____

Timing _____ Self administration YES/NO

Special precautions _____

Are there any side effects the school needs to know about?

Procedures to be taken in an emergency

Contact details:

Name _____ Relationship _____

Daytime telephone _____ Mobile telephone _____

Address _____

I understand that I must deliver the medicine personally to my student's teacher and accept that this is a service that the school is not obliged to undertake. I understand that I must notify the school of any changes in writing.

Signature(s) _____ Date _____

Staff Signature _____ Date _____

Food Policy

It is recognized that a healthy diet, with the consumption of fruit and vegetables, is needed both for healthy growth and to prevent chronic disease, and that too many sugary foods and drinks cause tooth decay. It is the philosophy of StudentFirst Academy to discuss and promote healthy snacks and lunches, including gluten free and preservative free meals.

Food allergies, although uncommon, should always be asked when having parties or common snacks prior to planning.

Although staff may make their own choices about their food consumption in the staff room, they are encouraged to be healthy role models when eating or drinking with the children.

Children should have access to drinking water all day and it is recommended that they have their own bottle of water with their name on it which is kept in the classroom and which is taken home at the end of each week so that it may be cleaned or replaced to ensure a state of proper hygiene. Specific classroom rules should be applied to maintain classroom maintenance and control.

A healthy lunch box should contain low sugar, low salt foods that are nutritious for young growing children. Sweets, cakes and biscuits should ideally be avoided as they contain high levels of sugar. Snacks such as crisps generally have a high salt and high fat content and should be kept to a minimum. The recommended salt intake for a school child is 3-5 grams per day. An easy way to avoid a higher intake of salt is to avoid salty snacks.

StudentFirst Academy

Cereal and fruit bars are often promoted as healthy alternatives to chocolate bars; however, these can be as damaging to teeth and are also high in fat and calories; we therefore suggest that these be treated as confectionery.

A lunch time meal should provide a child with approximately a third of their daily nutritional requirements. It is therefore very important to make the contents of your child's lunch box as healthy as possible.

Food Safety Management System for Handling Food in School

It is advisable and admirable when staff cares for children and their eating habits. Food should be bought from reputable stores/suppliers and stored in an airtight.

Use of a cooler or lunch bag with ice-packs to carry high-risk foods to school in hot weather.

Ensure that raw and cooked / ready to eat foods are carried in separate bags to prevent cross contamination. Store eggs in the fridge.

When food from open cans has been opened it is recommended by the Food and Drug Administration to place those items into other airtight containers.

Check the temperature of the fridge to ensure that it is less than 8°C.

Clean fridge once a week using anti bacterial spray.

Check the temperature of the freezer to ensure that it is -18°C or below.

All work surfaces to be cleaned and disinfected regularly i.e. counter tops, chopping boards and sink areas.

Always wash hands before handling any food and if possible use gloves to serve.

No food to be used after its 'Use By' date.

Wherever possible use different chopping boards and knives to keep raw and cooked foods separate.

Always ensure that food is cooked thoroughly to a minimum of 75°C.

Always follow the cooking instructions on the package carefully.

Never dip fingers into food to taste it; always use a clean spoon.

Do not use a tea towel to dry your hands; always use a separate towel.

Cover all burns and cuts with a waterproof dressing.

Dish cloths can harbor bacteria; it is good practice to use paper towels to clean surfaces.

No one who has had diarrhea, vomiting, stomach cramps, fever, nausea and headaches within the last 48 hours should be in contact with food preparation.

Suspected Child Abuse Reporting

StudentFirst Academy

All staff is expected to report any instance of suspected child abuse to Child Protective Services. If you need support in making a report, or wish to discuss your concerns to someone, see the Head of School or the Deputy Head. Suspected child abuse must be reported immediately.

StudentFirst Academy Sexual Harassment Policy #1

StudentFirst Academy's position is that sexual harassment is a form of misconduct that undermines the integrity of the employment relationship. All employees have the right to work in an environment free from all forms of discrimination and conduct which can be considered harassing, coercive, or disruptive, including sexual harassment. Anyone engaging in harassing conduct will be subject to discipline, ranging from a warning to termination.

What is sexual harassment? Sexual harassment is defined as any unwanted physical, verbal or visual sexual advances, requests for sexual favors, and other sexually oriented conduct which is offensive or objectionable to the recipient, including, but not limited to: epithets, derogatory or suggestive comments, slurs or gestures and offensive posters, cartoons, pictures, or drawings.

When is conduct unwelcome or harassing? Unwelcome sexual advances (either verbal or physical), requests for favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is either an explicit or implicit term or condition of employment (e.g., promotion, training, timekeeping or overtime assignments)
- Submission to or rejection of the conduct is used as a basis for making employment decisions (hiring, promotion, termination)
- The conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment

What is *not* sexual harassment? Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, that is personally offensive, that debilitates morale, and that, therefore, interferes with work effectiveness.

What should you do if you are sexually harassed? If you feel that you have been the recipient of sexually harassing behavior, report it immediately to the Head of School of StudentFirst Academy or other supervisor. It is preferable to make a complaint in writing, but you can accompany or follow up your written complaint with a verbal complaint.

If your supervisor is the source of the harassing conduct, report the behavior to that person's supervisor or to the Board of Directors of StudentFirst Academy.

Your identity will be protected and you will not be retaliated against for making a complaint.

What happens after a complaint is made? Within 2 days after a written complaint on the **Sexual Harassment Complaint Form** is made, a supervisor, or other person designated by the owner, will investigate using the **Investigation Harassment Guide**, the complaint. The person will speak with possible witnesses and will speak with the person named in your complaint. *Your anonymity will be protected to the extent possible.*

Depending on the complexity of the investigation, you should be contacted within four days about the status of your complaint and whether action is being taken.

Sexual Harassment Policy #2

StudentFirst Academy believes that you should be afforded the opportunity to work in an environment free of sexual harassment. Sexual harassment is a form of misconduct that undermines the employment relationship. No employee, either male or female, should be subjected verbally or physically to unsolicited and unwelcomed sexual overtures or conduct.

Sexual harassment refers to behavior that is not welcome, that is personally offensive, and that debilitates morale and, therefore, interferes with work effectiveness.

Behavior that amounts to sexual harassment may result in disciplinary action, up to and including dismissal.

Definition

StudentFirst Academy has adopted, and its policy is based on, the definition of sexual harassment set forth by the Equal Employment Opportunity Commission (EEOC). The EEOC defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of your employment
- Submission to or rejection of such conduct by you is used as the basis for employment decisions affecting you
- Such conduct has the purpose or effect of unreasonably interfering with your work performance or creating an intimidating, hostile or offensive working environment.

Employer's Responsibility

StudentFirst Academy wants you to have a work environment free of sexual harassment by management personnel, by your coworkers and by others with whom you must interact in the course of your work as a StudentFirst Academy employee. Sexual harassment is specifically prohibited as unlawful and as a violation of StudentFirst Academy's policy. StudentFirst Academy is responsible for preventing sexual harassment in the workplace, for taking immediate corrective action to stop sexual harassment in the workplace and for promptly investigating any allegation of work-related sexual harassment.

Complaint Procedure

If you experience or witness sexual harassment in the workplace, report it immediately to the Head of School. You may also report harassment to any other member of StudentFirst Academy's administration. All allegations of sexual harassment will be quickly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of that investigation.

Retaliation Prohibited

StudentFirst Academy will permit no employment-based retaliation against anyone who brings a complaint of sexual harassment or who speaks as a witness in the investigation of a complaint of sexual harassment.

Written Policy

StudentFirst Academy

You will receive a copy of StudentFirst Academy's sexual harassment policy at staff orientation. If at any time you would like another copy of that policy, please contact the Head of School. If StudentFirst Academy should amend or modify its sexual harassment policy, you will receive an individual copy of the amended or modified policy.

Penalties

Sexual harassment will not be tolerated at StudentFirst Academy. If an investigation of any allegation of sexual harassment shows that harassing behavior has taken place, the harasser will be subject to disciplinary action, up to and including dismissal.

Calling out Sick

In the event you are sick the following procedure is in place.

- Call Deputy Head of School as soon as you know you will not be in
- When calling please have the following information handy
 - How long you will be out
 - Class routines
 - Lesson plan for the day
 - Any special instructions
 - A number where you can be reached

The Deputy Head of School will secure a substitute and notify the Head of School when arrangements have been made.

Request for Time Off

Planned time off should be requested on the Time-Off Request form. Requests will be considered on a "first come-first served" basis. The supervisor's decision with respect to approving the absence will be communicated to the employee as soon as possible after the request has been submitted. The time off will be considered to be approved when the employee receives his/her copy of the request form with the supervisor's signature on it.

Emergency situations requiring time off with less than 48 hours notice should be discussed with the supervisor as early as possible and the request form must be filled out in arrears if the request for time off is made by telephone.

Payroll

All staff should sign in and out daily. StudentFirst Academy's payroll is due seven days from the last day of the month. For example, if the last day of the month is Thursday, September 30, all weekly timesheets should be turned in by the close of the day on September 23. **If timesheets are not turned in for that month, pay will rollover to the following pay period.** The business office will not cash payroll checks.

Completed **timesheets** should be turned in weekly to the Deputy Head of School in the designated mailbox. It is the staff member's responsibility to turn in all timesheets to the appropriate box. **Under no circumstances will administrators fill out weekly timesheets for staff.**

StudentFirst Academy

StudentFirst Academy pays the first Friday of the month. If there are any problems with payroll checks, please call the Head of School.

Each staff member must sign in when they enter the building to officially work in any capacity. If you are given a lunch break, you must sign out then, sign back in when you resume your work duties. Each staff member must sign out at the end of the day. It is the responsibility of the staff member to remember to sign him/herself in and out.

Weekly timesheets should be filed in the completed timesheet box by the end of the day on Friday.

This policy is in effect for all staff members- fulltime, part-time, contract, substitute, per diem, and subsidy. If a timesheet and a sign in sheet are not completed in the proper timeframe, that timesheet will be used for the following months pay period. **NO EXCEPTIONS!**

No calls to staff members to request your time sheet or verify your time will be made. Any questionable hours will be counted towards the following month's payroll period.

Petty Cash Procedures

If a staff member requests petty cash, a **Request for Petty Cash Form** must be filled out and signed by the Deputy Head of School. Petty cash is issued by the Administrative assistant. All receipts and change must be returned to the administrative assistant. Receipts and change must total the amount on the Petty Cash Form. If there is an imbalance the imbalanced amount will be deducted from the staff member's next payroll.

Time off Request

Any time off requests should be turned in at least 2 weeks in advance on the **Time –Off Request Form**.

Performance Evaluation

All staff members will be subject to periodic classroom observations from the administration and their peers. A formal 90-day evaluation and End of the Year Evaluation will be performed.

Classroom Support

Classroom

Classroom Maintenance

To help attain effective classroom maintenance, the following suggestions are offered to the teacher.

1. Show concern for the other teachers who will use your particular room by continuously maintaining the room neat, clean and orderly.
2. Please report to Administration any malfunctions that occur in your room by using the Maintenance Report.
3. Lights should be turned off when rooms are not in use.

Classroom Management

Classroom management includes the organization and operation of the classroom. Good classroom management enhances students' learning. In a well-managed classroom, students know what they are expected to accomplish and the organizational and instructional methods designed to meet different learning needs styles. Successful management is also dependent upon the teacher recognizing,

interpreting, and responding to the changes that occur daily in the classroom. The following suggestions are offered to assist the teacher in establishing an effective classroom management system.

Planning

- Prepare for instruction thoroughly-this means plan for the content of the day and the materials and resources needed to perform the lesson
- Write out lesson plans completely and leave them in a conspicuous place so if substitutes cover they have easy access to them
- Plan activities so that all students will have something to do as soon as class begins an activity to last throughout the class period. These activities provide time for the teacher to take roll and manage other duties.

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Meeting Individual Needs:

In order to plan for effective lessons, it is important to have specific information about all students in your class. Some of this information should be in the student's cumulative folder for returning students or you may have to investigate for new students. This may include the student's special interests, experiences, family situation, favorite subjects, friends, classroom expectations and ability to study at home. This information helps to plan lessons and organize groups.

Give students an informal pretest at the beginning of each year. This information can assist in determining average class level and individual needs and strengths. This information is also useful for planning curriculum and organizing learning groups.

Grouping Options:

- Students learn best when the teacher uses a variety of techniques, so vary methods from teacher-directed to group work and individual projects.
- When having students work in groups, the teacher needs to stress: what the group is expected to accomplish and what each group member is responsible for.
- Groups may be organized in different ways. One way is to group students according to their skill level, including both high and low achieving students in each group. This will help provide equality throughout the groups. At other times, students may choose their own groups.

•

Discipline:

- Establish classroom rules. This should be one of the first tasks you do. In developing an effective and efficient classroom environment
- Involve students in establishing class rules because they are more likely to follow those rules they helped to develop.
- Limit the number of class rules. Five or six positive rules are good.
- Design rules that enhance student learning and state them in a language that students understand.
- Be certain to make any school-wide rules a part of the classroom rules.
- Print, display, distribute and sign contracted rules with students.

To avoid later discipline problems take the first few days of school to establish routines and reinforce rules. This is the time if a student is breaking a rule they are referred to the rules list and corrected. Offense	Minimum Consequence	Maximum Consequence	Behavior Management Referral	Offense	Minimum Consequence	Maximum Consequence	Behavior Management Referral
Alcohol	3 day suspension	5 day suspension	Conditional	Gambling	3 day suspension	5 day suspension	Conditional
Argument, no contact	Teacher option	3 day suspension	Conditional	Graffiti, act of or possession of device	2 day suspension Reparations	5 day suspension	Conditional
Arson	5 day suspension	Expulsion	YES	Habitually tardy	Verbal warning	Expulsion	YES
Battery, no injury	1 day in-school suspension	Expulsion	YES	Harassments, threats, intimidation	Teacher option	Expulsion	YES
Battery, injury	5 day suspension	Expulsion	YES	Hate Violence	5 day suspension	Expulsion	YES
Bomb Threats	5 day suspension	Expulsion	YES	Interference with safety/security devices	3 day suspension, reparations	Expulsion	Conditional
Cell Phone in Class	Verbal Warning, Confiscation, Parent-teacher meeting	3 day suspension		Robbery, extortion	5 day suspension	Expulsion	YES
Cheating	0 on exam/quiz, Parent-teacher conference	1-5 day suspension	Conditional	Sale or distribution of alcohol/drugs	5 day suspension	Expulsion	YES
Cutting Class	Parent-teacher Conference	Expulsion		Sexual harassment	Parent-teacher conference	Expulsion	Conditional
Defiance	Teacher option	5 day suspension	Conditional	Smoking	Parent-teacher conference	3 day suspension	YES
Disruption	Teacher option	5 day suspension	Conditional	Terrorist threat	5 day suspension	Expulsion	YES
Drugs, possession or use of	3 day suspension	Expulsion	YES	Tardy	Parent-teacher conference	Expulsion, Notification of state	YES
Explosive devices (fireworks, smoke/stink bombs)	3 day suspension	Expulsion	Conditional	Theft	3 day suspension Reparations	Expulsion Reparations	YES 200
Fighting, without injury	1 day in-school	3 day suspension,		Vandalism	1 day in-school	Expulsion	YES

The Dean of Students is responsible for any conduct issues that need to be resolved. If necessary the Dean of Students will refer to the Deputy Head of School. Any offenses deemed severe will be directly handled by the Head of School.

1. Teacher option for handling minor classroom discipline problems may include but are not limited to student/teacher conferences, calling parents, after school detention and requesting parent conferences.
2. The number of days of suspension is at the discretion of the Head of School.
3. Behavior Management referrals must be performed by a qualified individual (psychologist or counselor specializing in children and/or teens) at the parent's expense. The student will not be allowed to return to school until an unopened and sealed official letter addressed to the Head of School is received. In this letter the qualified official will list any recommendations for behavior modifications, length of treatment required and any other recommendations. At that time, the Head of School based on the recommendations will determine a course of action.

StudentFirst Academy
2029 Mecklenburg Avenue
Charlotte, NC 28205
704-371-7470

Date _____

Parent Name

Dear _____:

I am writing to inform you that I am having some behavioral problems with _____ . I would greatly appreciate your cooperation in working with me to resolve these issues.

In order to keep the class productive and calm, it is essential that each child in my classroom avoid certain behaviors. I've checked the problem areas for your child below.

_____ must improve in these areas to develop his/her full potential.

- _____ Excessive talking
- _____ Lack of effort
- _____ Lack of attention
- _____ Disrespectfulness to others
- _____ Incomplete or late assignments
- _____ Missing assignments
- _____ Poor test scores
- _____ Excessive detentions

I would like to meet with you as soon as possible to discuss these problems and how we can help _____ resolve them.

Sincerely,

Teacher's Signature

Room Arrangement

- By experimenting with different seating arrangements, the teacher can find one which complements the instructional organization. For example, in classrooms where group activities are performed, desks should be arranged so students can move freely to teacher-directed activities to group activities without having to rearrange desks.
- The room should be arranged so the teacher can move freely to all parts of the room and so that students can enter and exit the room quickly and efficiently.
- Classroom materials and equipment, which are used frequently, should be placed in an easily accessible location. This will reduce disruption and discipline problems.

This section adopted from books *More Time for Teacher* and *The First Few Days of School*.

Attendance

- It is the professional responsibility and a legal requirement for all teachers to take accurate attendance.
- The teacher is required to sign the attendance record monthly.
- All students are expected to attend school regularly and to be on time for classes so that they may receive the maximum benefit from the instructional program. Excessive absenteeism and tardiness is a discipline matter and is considered truancy.
- Students may accumulate up to three absences in any one class per semester without a physician's excuse. Upon the fourth absence, parents will be notified by phone or by mail.

Punishment for poor attendance is as follows:

- 5 absences per class per semester parent-teacher conference
- 6 absences per class per semester 1 day suspension
- 7 absences per class per semester parent-teacher conference
- 8 absences per class per semester Behavior Management referral
- 10 absences per class per semester Expulsion

Following notification of the punishment, students will have an opportunity to appeal their case to our Attendance Committee. The committee will review the case and make their decision. All decisions made by the committee will be final.

Parents will be notified by mail after a student has accumulated three (3) unexcused absences in any one class period per semester, parents will be notified by mail of a required attendance meeting to take place. When six (6) unexcused absences in any one class per semester are accumulated, a letter will be sent to the parents stating that the educational neglect of a minor exists and informing them of a referral to the Department of Social Services/Child Welfare Department. A copy of the letter with a summary of all the efforts made by the school to correct the problem will be sent to Department of Truancy.

- Students who have missed school the day before a field trip may not be allowed to participate without permission from the administration. A student must be present the entire day to participate in extracurricular activities after school. This includes practices, rehearsals and performances.

Any exceptions must be cleared with the administration. Valid reasons would be

1. Illness of the student or a death in the family
2. Court appointments or recognized religious holidays
3. Prearranged absences per student handbook
4. Educational tours or field trips

Grading

Students are expected to devote study time beyond the formal school day to homework activities. Therefore, a student taking five academic subjects should spend significant time each day in doing homework. The following are recommendations to teachers to follow with StudentFirst Academy’s mission:

1. Make sure the purpose of the assignment is clear to both yourself and the students. Do not allow homework to become “busy work.”
2. A maximum of four assignments per week of approximately thirty minutes is recommended by the Teacher’s Federation.
3. Try to allow some time in class for preparation of the next day’s assignment.
4. Feel free to give quizzes, and review tests at your discretion.
5. Whenever a test is given which requires much study or preparation, the test should be announced in a reasonable amount of time.
6. Tests which require review and study should be limited to a maximum of nine per semester.

Lesson Plans

There are many advantages to writing a lesson plan one of which is to keep the goal of each class focused and relevant to the topic of instruction. A sample lesson plan is included in the appendix. Although StudentFirst Academy does not require a particular type of lesson plan at this time, in order to be an effective teacher, lesson planning is critical. Each teacher’s lesson plan should have the following included: 1) Unit title; 2) Instructional goals; 3) Objectives; 4) Purpose; 5) Information; 6) Activity; 7) Evaluation procedures/Verification and 8) Materials.

Lesson plan worksheets should be turned in by the 5th of each month to the Deputy Head of School along with a sample of current month’s lesson plan. If additional training is necessary for any staff member lesson plans may be requested more frequently.

Graduation Requirements

In order to receive a diploma from StudentFirst Academy, a student must pass with 30 credits in the following areas:

Content Area	Course of Study	Credits
Mathematics	Pre-Algebra, Algebra I, Geometry, Algebra II, Trigonometry, Problem Solving, Math Analysis, Pre-Calculus, and Calculus	4
Science	Physical Science, Biology, Chemistry, Physics, Environmental Science, Anatomy, and Advanced Science Competition	4
English	English Language Arts I, II, III, IV, Writing Seminar, Literature, and other specific courses to be developed during planning year	4
Social Studies	Civics and Economics, US History, World History, World Religions, Ancient African Kings & Queens, and “Democracy and Education” (a StudentFirst Academy developed course)	4
Foreign Language	Two courses in the same modern foreign language Latin I is a required course in the ninth grade	3
Fine Arts	Art, Dance, Music, Photography, Drama, Chorus, and other specific courses to be developed during planning year	4
Health and Physical Education	Health Education and Physical Education will be in compliance with the North Carolina Standard Course of Study	2
Technology Education Electives	Technology Education will mirror Fundamentals of Technology (NC course no. 8110), Computer Applications, Computer Networking, and other specific courses to be developed during planning year	1

Electives	Consumer Applications, Personal Finance, Communications, Career Planning, Business & Personal Relationships, Oceanography, Sociology, Psychology, and other specific courses to be developed during planning year	3
Senior Exit Project	Content will be contingent upon cultural arts and internship experience	1
TOTAL CREDITS		30

Relations with the Community

The best public relation agents of a school are its students. Students who go home each day feeling that they have been fairly treated and skillfully taught can do more to help establish confidence in the school than any amount of marketing. Summarize your work at the end of each class period so that students, when asked by parents, "What did you learn in school today?" can give a satisfactory answer.

Bulletin Boards: Attractive and timely bulletin boards and hall displays are vital to good public relations. Plan these areas well. Display student work everywhere!

Publicity: Keep the administration informed of any awards and achievements you obtain. Submit a short write up.

Community Service: Take an active part in the life of your community. In this way you get to know not just the parents of your students, but you make a full contribution as a citizen. It is important that you participate. It is equally important that you do not spread yourself too thin. Judge your time wisely.

Field Trip Guidelines and Procedures

Basic Facts

1. StudentFirst Academy does not fund field trips. This means you must fundraise and/or have students pay for any costs. These costs include:
 - a. Entrance or ticket fees
 - b. Transportation fees
2. All student money must go to the business office to be collected. Do not collect any money yourself. The business office will then give you all necessary money the day of the trip.

Procedure for planning a Field Trip

1. Do your homework
 - a. Determine costs and decide how you will fund it. Ask about group discounts and how many count as a group. Look for discounted tickets.
 - b. Select a date for the field trip, and have an alternate in mind.
 - c. DO NOT make any reservations until you have approval for the field trip.
2. Complete the **Field Trip Request form**.
 - a. Be sure to thoroughly complete all parts. An incomplete form will be return to you.
 - b. Turn the form into the Deputy Head of School at least 10 class days (2 weeks) in advance for simple day trips.
 - c. The form will be returned to you either approved or disapproved. Reasons for disapproval include: less than 2 weeks notice, no funding, no educational purpose, conflict of dates, or excessive field trips (this include your class or other classes will be out already for the day.)
3. Complete the **Permission Slip Form** if approved
 - a. Secure your reservations. Notify the Business Office of amounts to be collected and the deadline dates.

- b. Give out permission slips to students immediately. Students must have approval from all teachers to attend field trips. Reasons a teacher may refuse: a student is doing poorly in class or has an excessive amount of absences already.)
 - c. Collect the completed forms (student, parent, and teacher signatures) and verify all emergency phone numbers. Compile a list of students attending the field trip.
 - d. Turn in the list and completed forms to the Deputy Head of School at least 3 days prior to the event.
4. Day of the Trip
- a. Review the students going on the event with the Deputy Head of School.
 - b. Take permission slips with you on the field trip.
 - c. Retrieve field trip cash or debit card from the business office.
 - d.
5. Return from the trip
- a. Return all receipts and change to the Business Office.
 - b. Complete Field Trip Review and Survey to Deputy Head of School.

Overnight Field Trips

1. Overnight Field trips require Board Approval, even if it is an annual trip.
2. Timeline: Board meetings are held twice a month. Requests to be on the agenda are to be made one week before the meeting. All Trip Proposals must be submitted with agenda request. No announcements, fundraising or reservations about the trip, should be made until the issue has been taken up by the board. Overnight field trips need to be planned several months in advance.
3. Trip Proposal- The following information needs to be included in the typed Trip Proposal and reviewed by the Deputy Head of School, who will present the proposal at the Board meeting.
 - a. Roster of Students
 - b. Roster of Staff
 - c. Roster of non-staff adults and their relationships to the students
 - d. Ratio of 5:1 for grades 4-6, 7:1 for grades 7-8 and 10:1 for grades 9-12. Students in grades kindergarten through 3rd are not permitted on overnight trips.
 - e. Name of teacher in charge and all contact numbers.
 - f. Specific itinerary of trip, delineating times and places of arrivals and departures, as well as, any stops along the way
 - g. Name, location, phone number and person in charge of lodging
 - h. Copy of contract or reservation for lodging, with costs stated and terms of contract stated
 - i. Emergency plan if a student or adult gets into trouble or has an accident
 - j. Adult(s) designated as backups for the person in charge
 - k. Plan for the sleeping arrangements and the adult supervision of the sleeping arrangements
 - l. An understanding that all adults and students will obey the law in all respects, especially concerning the use of illegal substances. Any adults or students breaking the law will be immediately sent home with designated adults.
 - m. All adults accompanying the students regardless of relationship must be 21 years of age.
 - n. Verification of \$100,000 of car insurance if vehicles are used to transport students.

StudentFirst Academy

- o. A copy of the handout to be given to students about this trip, along with any information about cost to students, contracts, etc.
- p. Description and/or copy of the curriculum and how it ties into the course objectives.

Grading Timeline

FALL SEMESTER

FIRST QUARTER: (9 WEEKS)

PROGRESS REPORT SHEETS DUE _____

QUARTER GRADES DUE _____

SECOND QUARTER (9 WEEKS)

PROGRESS REPORT SHEETS DUE _____

QUARTER AND SEMESTER GRADES DUE _____

SPRING SEMESTER

THIRD QUARTER: (9 WEEKS)

PROGRESS REPORT SHEETS DUE _____

QUARTER GRADES DUE _____

FOURTH QUARTER (9 WEEKS)

PROGRESS REPORT SHEETS DUE _____

QUARTER AND SEMESTER GRADES DUE _____

AWARD NOMINATIONS DUE _____

StudentFirst Academy Controversial Issues Policy

StudentFirst Academy believes that students should have the opportunity to discuss controversial issues, which have political, religious, social, racial, historic, economic or scientific significance. The students must have the maturity and ability to discuss and investigate said topics. The objective of studying a controversial topic is to provide the student with a well balanced education as well as, helping the student gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions and have respect for opinions of others.

StudentFirst Academy expects its teachers to exercise caution and restraint when deciding to address an issue as a course of study or discussion. Teachers should not spend class time on subject matter not related to that course of study.

StudentFirst Academy

When discussing a controversial issue, StudentFirst Academy expects its teachers to offer all sides of a controversial topic impartially and without judgment. StudentFirst Academy does not promote any political, religious, social, historical, economic, cultural or racial point of view. Instructors should help students discriminate from fact and opinion. Instructors should also warn students against drawing conclusions without adequate information.

The teacher may not use his/her position to advance any bias of his or her own, be it cultural, racial, political, economic, religious or historical. The teacher may express their opinion but must make it clear that it is their opinion and not a fact. The teacher must not prevent students from offering their opinions as long as they are not malicious or abusive towards others.

Special guests should be informative and educational when addressing controversial issues. It is the teacher's responsibility to ask special guests they bring to not use their position to influence the students toward their political, economical, historical, racial, cultural, religious or social point of view. If this is unavoidable an opposing point of view must be scheduled to counter the arguments. When a special guest is asked to present a topic, the Speaker Request Form should be filed out prior to the guest arriving.

Administrator Roster

Administrator's Name	Phone	Email	Birth Date
<i>Head of School</i>			
<i>Deputy Head of School</i>			
<i>Dean of Students</i>			
<i>Director of Cultural Arts</i>			

Staff and Faculty Roster

Staff	Phone	Email	Birth Date
<i>Administrative Assistant</i>			
<i>Substitute</i>			
<i>2nd/3rd</i>			
<i>4th / 5th / 6th</i>			
<i>MS/US Math and English</i>			
<i>Art</i>			
<i>Cultural Arts/ Kindergatarn/1st</i>			
<i>Physics/Chemistry</i>			
<i>Upper School Science</i>			
<i>Competition</i>			
<i>Art</i>			
<i>Music Appreciation</i>			
<i>Cultural Arts</i>			
<i>IT Department</i>			
<i>IT Department</i>			

DESCRIPTION OF RELATIONSHIP BETWEEN CHARTER SCHOOL & EMO / CSO

This section does not apply because StudentFirst Academy does not currently plan to contract for services with an educational management organization or a charter support organization, but reserves the right to do so in the future should it be deemed appropriate by the Board of Directors. If the board decides to pursue a contract for either type of service, the selection process, contracts, agreements, and other federal and state mandated requirements shall be followed strictly.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

Administrative Team Responsibilities

Head of School

Overall leadership and responsibility
Administrator Evaluations
Appeals
Assign complaints
Budget and Accounting
Press
Member of Board of Trustees
Staff Bulletin
Overall Attendance
Registrar
Process Transcripts
Report Cards
Enter/Change grades
Discipline
Testing
Student Performance Data
Yearly School Calendar
Parent Resource Center

Deputy Head of School

Assemblies
Budget and Accounting
Event Supervision Coordination
Field trips
Member of Board of Trustees
Lunch Activities
Open House and Back to School Night
Policy Manual
Teacher and Student Handbook
Student Activities
College/Career Center
Parent-Teacher Booster Club
Health Center
Safety and Emergency Plan
New Teacher Orientation
Master Schedule
New Course Coordination
Staff Development
Curriculum Planning and Development
Staff Evaluations
Coordinate employee benefits

Director of Cultural Arts

Student Activities between 3:30-5:00pm
Coordinate Special Guests during Cultural Arts

StudentFirst Academy

Lesson Plans for featured Cultural Art
Calendar of Special Guest or Activity for
Cultural Arts
Manage Cultural Arts Budget
Coordinate Volunteer Staff during Cultural Arts

Dean of Students

Monitor and supervise school culture
Documents and tracks student service hours
Document behavior standards and discipline
through interviews and investigation
Routine climate checks across grades K-12
Monitor safety on campus
Supervise lunch and detention for students
Implement a tutoring program
Implement behavior system including positive referrals
Enforce the attendance policy
Serve as a member of the Emergency Response Team
Participate in School Improvement Planning

Director of Student and
Family Services

Conduct assessment of student, family & parent needs
Promote regular school attendance
Conduct home visits
Provide appropriate services for homeless students
Provide individual counseling for students
Facilitate group counseling for students
Provide crisis intervention services for students & families
Participate in the development of behavioral
modification systems
Coordinate parent groups and training
Coordinate community development programs

Administrative Assistant

General Information
Coordinate Food Services
Distribute Keys
Supervise Parking
Supervise Recycling
Manage Cleaning, maintenance and supplies
Answer phones and record messages
Manage equipment
Coordinate volunteers and parent volunteers
Track donations and send Thank You cards
Grant searches
Purchasing and inventory of office supplies,
School supplies and books
Head and Deputy Head calendars
Staff Timesheets and attendance
Bank Deposits

Accounting	Monthly Financial Reports Payroll Profit/Loss statements Pay bills Taxes
Financial Management	Track monthly statements and finances

Head of School and Deputy Head of School. Both should be experienced administrators and community organizers, with good planning, management, and evaluative skills. Both should be leaders who are intelligent, organized, and motivated, with broad comprehension, good public speaking, interpersonal skills, and experienced in the academic environment, preferably with at-risk youth. These positions require individuals who have a history of forging successful school and community partnerships. Both should have a Bachelor's degree or higher with at least three (3) years teaching experience and curriculum development work, 3 years experience in school administration or managerial experience and have a youth development background (including teaching and/or training). Must be experienced in establishing a collaborative, team-oriented atmosphere that honors diversity and enhances individual and community growth and have experience in working in a fast-paced, challenging environment. Must have effective supervisory experience of a large staff.

Dean of Students

Bachelor's degree or work related experience associated with job description

- Previous administrative experience preferred
- Experience in a behavioral modification and mentoring
- Teaching and coaching experience preferred
- Advisory/counseling experience
- Knowledge of and commitment to character development, bully-proofing and anti-harassment programs
- Demonstrated initiative and skills in the following areas: relationship and community building, communication, conflict resolution, creativity, problem solving, decision making and time management
- Expert-level written and oral communication skills
- Computer skills required: knowledge of Microsoft Word, Excel and PowerPoint; administrative network
- CPR and First Aid certification

Cultural Arts Director. Must have a Bachelor's degree of related subject from an accredited university or equivalent to four years of college, plus 5 years related experience and/or training. Must also have two (2) years related management experience, or equivalent combination of education and experience. A valid First Aid/CPR card and valid Driver's License is strongly recommended. A broad knowledge of such fields as visual and performing arts, advanced accounting, marketing, business administration, finance, etc. is a must.

Athletics Director. Must have a Bachelor's degree of related subject from an accredited university or equivalent to four years of college, plus 5 years related experience and/or training. Must also have at least two years related athletic experience, or equivalent combination of education and experience. Must have a valid First Aid/CPR card and valid Driver's License. Previous experience as a coach is required. The following physical activities described here are representative of those that must be met by an employee to

StudentFirst Academy

successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions and expectations. While performing the functions of this job, the employee is regularly required to use hands to finger, handle, feel, talk or hear; frequently required to sit; and occasionally required to stand, walk, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision; distance vision; color vision; peripheral vision; depth perception; and ability to adjust focus.

Community Center Director. Must have a bachelor's degree in recreation administration, physical education, social work, psychology or closely related field. Must also have at least two (2) years management experience in public recreation, or any equivalent combination of education and experience. Should also have one to two years experience working in a community recreation facility desired, but this is not required. Must have a valid First Aid/CPR card and valid Driver's License.

Student/Family Services Coordinator. Must have a bachelor's degree or higher in social work, psychology or closely related field. Must also have at least two (2) years experience assisting families in community resources and providing a wide range of referrals for families. A valid First Aid/CPR card and valid Driver's License is highly recommended.

Academic Coach/Admissions. Must have a bachelor's degree in social work, psychology, marketing or closely related field. Must also have at least two (2) years experience working with youth ages 5-19. Experience should be in admissions or marketing in a school environment but it is not required. A valid First Aid/CPR card and valid Driver's License is highly recommended.

Academic Coordinators. Must have a bachelor's degree from an accredited university. Must also have at least 5 years teaching experience in the grades to which you are applying as coordinator and must work well on a team. Should have program development experience and at least one year supervisory experience. A valid First Aid/CPR card and valid Driver's License is highly recommended.

Special Education specialist. Must have a bachelor's degree from an accredited university. Must have special training in special education. A valid First Aid/CPR card and valid Driver's License is highly recommended.

Media Specialist. Must have a bachelor's degree from an accredited university and a certificate as a school library media specialist or a Masters of Library Science or comparable. A valid First Aid/CPR card and valid Driver's License is highly recommended.

Teachers. StudentFirst Academy teachers should have prior classroom teaching experience, very good communication and classroom management skills, and be committed to the StudentFirst Academy mission and educational program. New teachers are welcome, but StudentFirst Academy will be looking for demonstrated effectiveness in the classroom (which might be satisfied by sufficient student teaching experience), and some experience with at-risk youth. StudentFirst Academy will utilize a variety of approaches to recruit teachers regionally and nationally. The core teachers will instruct the English, math, science, and history/social studies classes. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions. The core teaching staff will meet the license and certification requirements mandated by North Carolina Charter School law. StudentFirst Academy's teachers will possess a Bachelor's degree of related subject from an accredited

StudentFirst Academy

university, and meet the license and certification requirements mandated by North Carolina Charter School law. A valid First Aid/CPR card and valid Driver's License is strongly recommended. The physical demands described here are representative of those that must be met by all employees. All employees must be able to navigate stairs, use a microwave, be able to bend and squat, lift a minimum of 5 pounds and be able to deal with children ages four to nineteen.

Instructional Support Staff. Only support staff with an appropriate mix of subject matter expertise, professional experience, and the demonstrated ability to work successfully in an instructional support capacity will be considered. StudentFirst Academy is looking for individuals who “have a passion” for the subject matter that they have an expertise in. StudentFirst Academy may employ or retain non-certificated instructional support staff to teach exploratory courses.

Non-Instructional Staff. In addition to contracted services, the school will hire clerical and maintenance staff as needed as the school expands. All non-instructional staff will possess experience and expertise appropriate for their position.

Licensing Requirements. In accordance with 115C-238.28F(e), at least seventy-five percent (75%) of the teachers (whether full or part-time) in grades kindergarten through five, at least fifty percent (50%) of the teachers in grades six through eight, and at least fifty percent (50%) of the teachers in grades nine through 12 shall hold teacher certificates. Prior to each academic year, as required by the SBE, StudentFirst Academy will report the total number of employed teachers and the total number of employed teachers who hold valid licenses. StudentFirst Academy will not employ or accept voluntary services from any individual whose certificate or license has been suspended or revoked by the SBE (or any other licensing board or agency) on the grounds of unethical or immoral behavior. If a StudentFirst Academy employee, on leave from the LEA, is suspended, terminated, asked to resign, or subjected to disciplinary action by StudentFirst Academy, the LEA will be notified and provided whatever information is requested about the employee.

Required Documentation for Employment. To be considered for employment at StudentFirst Academy, prospective employees are required to complete and submit an application package to the Deputy Head of School that include the following:

- W-4 and I-9 forms
- Personnel Application
- Two sets of fingerprints
- TB Test Results
- Curriculum Vitae or Resume
- Transcripts
- Letters of Recommendation
- Essay
- Current North Carolina Teaching Credential (faculty)
- Sample Lesson Plan (faculty)

The prospective employee must also present two valid forms of identification to the Head of School or Deputy Head of School.

Criminal Background Checks. In accordance with 115C-238.29K(c), the School Board will require StudentFirst Academy employees to check references for prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice’s criminal

StudentFirst Academy

history records. All the information received by StudentFirst Academy in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the School Board. The cost for conducting criminal history checks will be born by StudentFirst Academy. StudentFirst Academy will not hire individuals who have a "criminal history" which is defined as a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates an individual either poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a school employee.

Staff Retention/Development/Mentorship.

Staff are crucial to the results and atmosphere within the halls of StudentFirst Academy. Staff retention creates the family friendly culture that students and families have come to know within StudentFirst Academy, the private school and it is the expectation that will continue as StudentFirst Academy, the charter school. Monthly staff meetings to address curricular and student needs will be held. Quarterly meetings will revolve around specific educational topics relevant to the core curriculum or education in general. Grade level teachers meet weekly to align class goals with school goals and meet with school coordinator to address any grade specific issues and development. School coordinators (elementary, middle and upper) hold monthly meetings with whole school teachers to address school (K-6, 7/8 and 9-12) issues.

Peer to peer observations are also used as assigned by school coordinators to improve classroom management skills and improve school culture by introducing staff members to all students in their assigned teaching levels. Unit studies, self-study and partner studies will be used to create teamwork as well as improve teacher performance.

Staff retreats will be held twice a year, one to focus on goals for the upcoming school year and the other as a team building exercise. Various Incentive and Appreciation programs will be ongoing throughout the year.

ENROLLMENT AND BUSINESS PLAN

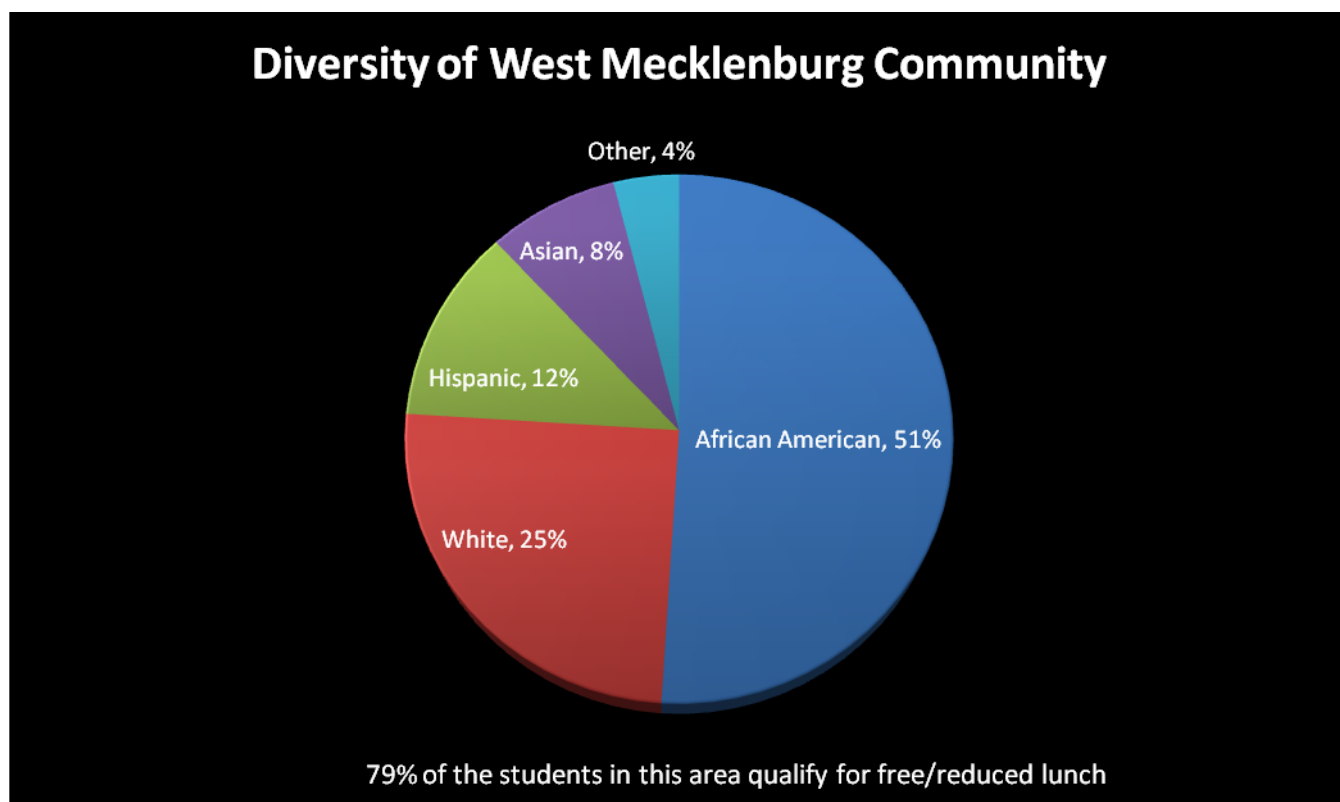
Charlotte, like many other urban cities, has a significant achievement gap between whites and minorities. The South Learning Community, an affluent community with a 57% white population in Charlotte-Mecklenburg Schools (CMS), has more than 73% of their elementary students scoring at or above grade level in reading, 84% in math, and 64% in science. Conversely, the Central Learning Community has a 51% Black population in CMS who score at or above grade level in the following percentages: 70% in math, 55% in reading, and 46% in science. With the achievement gap widening as students get older, this leads to higher incidences of drop outs for minorities. Charlotte's drop-out rate is at an all-time high and in 2007 had 6,386 non-graduates (Education Week, October, 2011). This crisis has prompted Charlotte philanthropist Dick Spangler to donate over two million dollars to a local high school that has a drop-out rate of over 46% for black males.

Achievement gaps are the result of multiple factors in the home, school, and community. Within Charlotte, Black students are four times more likely to be identified as intellectually disabled as compared to their white peers and five times more likely to have harsher discipline than their white counterparts. Blacks and

StudentFirst Academy

Native Americans are overrepresented in special education classes. During the 2007-08 school year, there were 14,713 short-term suspensions of Black males compared to 2,167 for White males and 2,043 for Hispanic males in Charlotte-Mecklenburg high schools. Long-term suspensions show a significant disparity as well: Black males 40; White males six; and Hispanic males 12. Blacks make up 34% of the total CMS student population! The female statistics are no less shocking at 6,345 short-term suspensions and 12 long-term suspensions for Black females compared to 593 short-term suspensions and one long-term suspension for White females.

StudentFirst Academy has an important goal of diversity within its student and teaching ranks. The demographics of StudentFirst Academy will, in all likelihood, mirror the population statistics in the West Mecklenburg sector of Charlotte that's shown in the pie graph below.



Although there are several charter schools in Charlotte, none are located in the West Mecklenburg sector of Charlotte. Also, there is not a charter school in Charlotte with an international focus, a strong mentoring program, a defined leadership program, and an athletic program for all ages centered on wellness. The 2010-11 Charlotte-Mecklenburg Schools report card indicated that at least six of Charlotte's charter schools had test scores below 80 (Charlotte Observer, September 25, 2011). These test scores represent the percentage of students on grade level.

Charter school status would allow StudentFirst Academy to offer its unique educational experience to students throughout the Charlotte-Mecklenburg region. StudentFirst Academy's educational and community programs will encourage the growth and development of global citizens and deter deviant behaviors that are destructive. The famous French writer Victor Hugo, author of Notre Dame de Paris and

StudentFirst Academy

Les Miserables said it best during Napoleon's reign in France, "*He who opens a school door, closes a prison.*" Without hope, education, and purpose, children will suffer.

StudentFirst Academy plans to market to students and parents throughout the Charlotte-Mecklenburg region via the Marketing Plan outlined by its board. Within the Marketing Plan, tiers 2 & 3 specifically address marketing to students and parents.

MARKETING PLAN (GS 115C.238.29F(g)(1-7))

StudentFirst Academy

Fiscal Year 2012-2013

Victor B. Mack, Chair, Board of Directors

Executive Summary

StudentFirst Academy (SFA) is a beginning grade level K-8 (eventually K-12) charter school designed to provide students with 1) a globally-competitive curriculum; 2) classical approach to 21st century educational demands; 3) leadership development; 4) an integrated cultural arts program; 5) community engagement; and 6) a democratic school setting. The mission is to foster a learning environment that is conducive to the academic needs and individual talents of a diverse population of students from the Charlotte community. SFA is open to students of all backgrounds, economic status, geographic location (zones) and academic levels. Located in west Charlotte, StudentFirst Academy believes that every child wants to learn and has the right to a globally competitive, socially responsible, high quality education at a public school price.

Standing out from all competition in Charlotte schools, StudentFirst Academy will be the first charter K-8 (eventually K-12) school that offers the research-based Paideia curriculum, the community school concept, Leadership Academy, the Arts, and the development of the whole child both mind, body, and spirit with the "village" mentality that incorporates parent engagement, community partnerships, community center, and civic duty all under one roof. While building quality, sustainable relationships will be the main focus for recruiting and retaining potential students and families, SFA will market and provide outreach by attending community events, distributing flyers and brochures, advertising via community newsletters, radio, newspapers and word of mouth. Creating a nurturing, welcome environment from the well-groomed school grounds to friendly office staff that greet visitors will be the key to SFA reaching and exceeding our projected goals.

Situational Analysis

Charlotte is the largest city in North Carolina, the 20th largest city in the United States, and home of the nationally ranked Charlotte-Mecklenburg Schools (CMS). The city of Charlotte had an estimated population of 695,995 in 2008. Chosen the "Best Place to Live in America" by relocate-america.com in its annual ranking based on factors including employment opportunities, crime rates, and housing affordability, Charlotte is estimated to reach a population of 985,000 by 2018. Population trends support the view that there will be a need for additional educational site locations in Charlotte due to projections. Currently, Charlotte Mecklenburg Schools has an enrollment of 132,281 students with a total of 167 schools. In the graph provided you will find that enrollment over the next two years is expected to increase by over 11,000 students.

All Schools by Learning Communities

By School of Attendance

Learning Community	Number of Schools (*)	Number of Schools With Magnet Programs	American Indian	Asian/Pacific Islander	African American	Hispanic	Multi	White	Total	Free Reduced Lunch (FRL)	FRL %	Student Count by Residence, 20th Day 2006-07	Projected Enrollment 2007-08	Projected Enrollment 2008-09	Projected Enrollment 2009-10	Projected Enrollment 2010-11
North	16	5	121	566	5,832	1,434	497	10,285	18,735	5,082	27%	18,158	19,585	20,801	22,024	23,293
Northeast	24	6	108	972	11,886	4,843	691	2,691	21,191	13,359	63%	24,988	21,475	22,207	22,866	23,543
West	23	8	132	1,020	11,322	2,446	579	4,412	19,911	11,193	56%	18,838	20,948	22,008	23,020	24,058
East	24	5	129	919	9,765	3,885	828	9,026	24,552	11,268	46%	24,486	24,953	25,832	26,659	27,517
Central	40	22	130	847	12,561	2,149	618	7,629	23,934	11,800	49%	17,709	24,084	24,818	25,391	25,991
South	25	6	79	1,373	4,839	3,889	751	13,025	23,956	6,855	29%	24,580	23,911	25,016	26,050	27,109
Total	152	52	699	5,697	56,205	18,646	3,964	47,068	132,279	58,557	45%	128,759	134,956	140,682	146,010	151,511

* Includes Pre-K centers and alternative schools.

Achievement Zone Schools by Learning Communities

By School of Attendance

Learning Community	Number of Schools (*)	Number of Schools With Magnet Programs	American Indian	Asian/Pacific Islander	African Am	Hispanic	Multi	White	Total	Free Reduced Lunch (FRL)	FRL %	Projected Enrollment 2007-08	Projected Enrollment 2008-09	Projected Enrollment 2009-10	Projected Enrollment 2010-11
Northeast	3	2	18	111	2,000	792	50	204	3,175	2,326	73%	3,366	3,423	3,480	3,542
West	3	1	28	218	2,433	305	49	430	3,463	2,435	70%	3,781	3,929	4,083	4,244
Central	3	2	14	109	2,258	373	43	82	2,879	2,211	77%	3,206	3,279	3,335	3,391
South	1	1	5	33	679	366	12	130	1,225	748	61%	1,281	1,307	1,320	1,331
Total	10	6	65	471	7,370	1,836	154	846	10,742	7,720	72%	11,634	11,938	12,218	12,508

* Includes Pre-K centers and alternative schools.

Not only will there be a scarcity of available education options in the Charlotte community the greater concern to Charlotte families are the issues regarding urban education as a whole. Although there are over 15,000 school districts in the US nearly one-fourth of the nation's public elementary and secondary schools students attend classes in the 100 largest school districts. Often faced with older buildings, larger class sizes and children who "at risk" for various reasons, urban districts, including Charlotte, face tremendous challenges in providing educational services to their student populations. The Charlotte community places a high value on learning and education, and SFA will create a quality charter school environment that offers hands on learning, low student/ teacher ratios, cognitive reasoning, community involvement, civic engagement, student-teacher/teacher-parent relationships, cultural enrichment and other activities that will assist in the development of a child's emotional, cognitive, psychomotor, and social skills.

CHARLOTTE MECKLENBURG SCHOOL SYSTEM

<u>Number of Schools</u>		<u>Enrollment</u>		<u>Average Student Class Size</u>	
Total number of Schools:	167	Total Number of Students:	132,281	Elementary School:	20
Elementary Schools:	95	Grades K-5:	65,455	Middle School:	21
Middle Schools:	32	Grades 6-8:	29,456	High School:	18
High Schools:	31	Grades 9-12:	37,370	Average Daily Attendance:	95%
Special Programs:	9	Pre-K:	3,291		

Market Analysis

As parents look to the public school system to provide their children with a quality education they're realizing that quality does not have to be compromised with affordability. Charter schools are part of the reinvention of public education. First emerging in the 1990's as a prominent and controversial school reform idea, charter schools have proven to be a viable alternative to private school education. Public schools cannot charge tuition and the average private day school tuition in 2006, according to the National Association of Independent Schools, is close to \$14,000 for grades 1-5, \$15,000 for grades 6-8 and \$16,600 for grades 9-12. For these reasons, StudentFirst Academy embraces the K-12 charter school concept.

Although there are several charter schools in Charlotte, none are located in the West Mecklenburg sector of Charlotte. Also, there is not a charter school in Charlotte with an international focus, a strong mentoring program, a defined leadership program, and an athletic program. The 2010-11 CMS report card (Charlotte Observer, 9-25-2011) indicated that at least six of Charlotte's charter schools had test scores below 80. These test scores represent the % of students on grade level. Charter school status would allow StudentFirst Academy to offer its unique educational experience to students all over Charlotte.

Additionally, StudentFirst Academy recently relocated into an area of Charlotte where CMS has had to close the middle school. This created a huge void in the community for grades 6-8, where StudentFirst Academy will have an immediate effect as a charter school because students in those grades are now bused to schools ten or more miles from their neighborhood.

In addition statistics show:

- that the state of North Carolina is projected to increase elementary and secondary school enrollment by 18.3% between 2004 and 2016
- Nationally, public school enrollment in pre-kindergarten through grade 8 rose from 29.9 million in fall 1990 to 34.2 million in 2003. After a small decrease between fall 2003 and fall 2004, elementary enrollment increased to a projected total of 34.6 million for fall 2007. Public elementary enrollment is projected to continue this pattern of annual increases through 2016.
- Public secondary school enrollment in 2016 is expected to be about 2 percent higher than in 2007 which was 15.0 million.
- Private school enrollment grew more slowly than public school enrollment from 1985 to 2007, rising 11 percent, from 5.6 million to 6.2 million. As a result, the percentage of students enrolled in private schools declined from 12.4 percent in 1985 to 11.0 percent in 2007.

Target Market

StudentFirst Academy will target students from a diverse background who are seeking a quality education in the public school system. SFA also seeks to target parents who cannot afford private school tuition, but do not want to forfeit the same high standards and expectations that private schools are for providing.

All Mecklenburg county students are eligible for admission into StudentFirst Academy and are encouraged to apply.

Recruitment

Recruitment of new students will be an ongoing strategic process. Beginning February 2013, StudentFirst Academy’s Board of Directors and the marketing committee will devise a structured plan of recruitment which clearly identifies actions and activities, completion dates, responsible parties, and the resource/funding stream that will be utilized to engage potential students and families. Starting March 4, 2013 students will have an opportunity to apply for the 2013-2014 school year through an open enrollment period that will end April 29, 2013. During open enrollment students and families will have an opportunity to attend 3-4 open houses scheduled in during March and April, 2013. During the open house parents will gain first hand knowledge of the benefits provided through a charter school education, the Paideia curriculum, policies and procedures, and the commitment and engagement required of the families so their children can achieve academic success. All applications for enrollment will be placed in a lottery which will held on May 11, 2013 after being reviewed by the Board of Directors. Notifications of admitted and “wait-listed” students, if any, will be mailed to parents on May 13, 2013. All students who have been accepted into StudentFirst Academy will be required to attend a school orientation during the week prior to the first day of school, which is August 26, 2013. To successfully recruit interested students SFA will implement the following marketing strategies.

StudentFirst Academy is currently actively conducting community meetings and visiting local institutions (churches, daycares, etc.) to introduce the school to the West Charlotte community. In addition, there are plans to implement a community center on school grounds beginning September 2012 that will serve the local community and allow the opportunity for families to familiarize themselves with the school on an ongoing basis. A larger-scale recruiting and marketing campaign for 2013-2014 will be executed once the school receives charter approval.

Once granted approval as a charter school, StudentFirst Academy will begin 2013-2014 as a tuition free K-8 school and will add a grade level each year until the 2017-2018 school year - at which point, we will operate as K - 12 thereafter. StudentFirst offers a superior college preparatory program that will appeal to parents and students in Mecklenburg County in search of a quality education choice that will prepare students for success in the 21st century.

What makes our school unique:	Attraction for students and parents
Our educational curriculum is centered around the Paideia methodology. This curriculum focuses on a holistic approach to learning in which all students can receive a quality education, regardless of their particular learning style.	This approach addresses the individual needs of the student by seeking to tailor the educational experience. We utilize research-based practices to ensure the student is introduced to learning as a lifelong pursuit that is necessary as a contributor to a functional society.

<p>Our educational curriculum has an international focus that prepares students to be competitive in an ever-expanding global landscape. From our cultural arts program to our daily cuisine choices, StudentFirst strives to present students with a global view that allows them to expand their personal horizon.</p>	<p>This approach is necessary for the long-term success of our students because it:</p> <ul style="list-style-type: none"> • Provides them an intercultural understanding that prepares them for success in a diverse society at-large, and especially in the workplace • Gives them exposure to the broader world beyond their current environment, providing much-needed perspective and hunger for further exploration
<p>We require greater parent participation in the student's educational process. Partnering with parents and involving them in the educational process is a proven method to strengthening student achievement, and helps us to realize our goal of truly being able to cater to the needs of the whole child.</p>	<p>Numerous studies have shown that parent involvement in education is a key driver for elevated student achievement. By requiring parents to commit 5 volunteer hours a month, we ensure they are actively involved stakeholders in their child's educational success, rather than passive spectators.</p>
<p>Our teaching methods stress hands-on, experience-based learning. Our focus on projects, academic and community service oriented field trips, and partnerships with local businesses allow students to see their lessons applied to real-world scenarios with which they identify.</p>	<p>Seeing the fruits of education applied in the broader lives of our students is a key component of the holistic learning experience we strive to achieve. Whether it's through a mathematics project with an interesting real-world application, a field trip aimed at a first-hand account of how a particular lesson impacts the world around them, or older students having the opportunity to engage with local businesses in a preceptorship or internship program, carrying the educational experience outside of the classroom is a critical priority.</p>
<p>Building strong and smart leaders is a priority for us and a benefit to the greater community. With a dedicated Leadership Academy, our educational focus is not simply the transfer of information, but the encouragement of critical thinking and intelligent action that develops leaders that produce impacts throughout our society.</p>	<p>Given the issues facing students and families in this day and age, building leadership characteristics is essential to ensuring children have their personal promise fulfilled, and don't fall victim to the perils of peer pressure and groupthink. We place significant value in teaching children to find their own voice and develop it into the language of leadership.</p>

As successful targeted recruitment is key to our long-term success and institutional viability, StudentFirst Academy plans to develop a three-tiered recruitment approach.

Tier 1- Recruitment: Staff

Audience

Consistent with NAGB* success findings in charter schools, as well as our own educational principles, StudentFirst Academy will seek to recruit educators meeting the following criteria to join our staff:

StudentFirst Academy

- Certified educators, preferably with a minimum of 5 years of classroom experience
- Educators with a passion for their particular area of expertise and a proven ability to reach diverse populations of students - both from a demographic and learning style perspective
- Educators who share our vision of teaching the whole child and providing students a global perspective in their studies

* National Assessment Governing Board 2004

Given our global focus to education, we will also seek to select a diverse teacher population to reflect the diversity of the broader society in which we live.

Methods:

StudentFirst Academy is committed to hiring a highly qualified, talented and diverse community of teachers and support staff. In order to attract talented educators, we will:

- Advertise in local and regional newspapers and publications
- Advertise through various university and school of education publications, as well as professional associations and teacher's unions
- Actively participate in teacher's job fairs
- Post positions with the NC International Educators Association
- Partner with local universities and education departments for utilization as a preferred site for student teachers who may become viable staff candidates

Key Marketing Message Focus

StudentFirst Academy's recruitment of educators will include, but not be limited to, the following key benefits:

- Teaching Methodology with less focus on didactic, lecture-based instruction and more emphasis on intellectual coaching and seminar discussion
- Encouragement of innovative teaching methods and broader creative control to introduce subject-matter expertise to students in interesting ways that preserve enthusiasm for learning
- Broader performance metrics that take into account an educator's impact on the whole student, and not simply test score targets
- A safe educational environment for all educators

Tier 2 – Recruitment: Students

Audience

StudentFirst Academy will seek to attract students from a diverse background who wish to receive a quality education that will prepare them for ongoing success and the tools to continue lifelong intellectual growth. StudentFirst believes this opportunity for quality education should be available for all children, regardless of their previous educational experience, environment, or circumstance.

Methods

StudentFirst Academy envisions several outreach channels designed specifically to interact with prospective students:

- Monthly open house programs for prospective students and parents on site
- Community Service and advertising partnerships with local churches in the community
- Partnerships with other Local community groups with a focus on children (i.e. Jack and Jill, Boy and Girls Clubs, Big Brothers and Big Sisters of America)
- A comprehensive and informative website built largely by existing students that focuses on the school's strengths from a student's perspective
- A monthly student hotline for prospective students to speak with our current students about the school and its impact in their lives

Key Marketing Message Focus

StudentFirst Academy's recruitment of students will focus around, but is not limited to, the following key benefits:

- Holistic learning approach that places greater focus in areas such as cultural arts, international studies exposure, mentorship, and leadership.
- Greater emphasis on experiential learning and exposure to subject matter in non-traditional ways that students can relate to outside of the classroom. From field trips to projects, students are exposed to new things, and provided perspective on the application of their studies in the real-world.
- Renewed focus on allowing the student's specific voice and interests to be heard given the Paideia methodology's focus on collaborative, seminar-based learning and the general focus on tailoring the student experience for optimal success
- Individualized and tailored learning experience with knowledgeable teaching staff

Tier 3 – Recruitment: Parents

Audience

StudentFirst Academy recognizes the need for parental involvement in a child's educational journey, and will target parents who seek a quality affordable educational experience without qualifiers. The ideal StudentFirst parent is not only interested in providing their child with a quality educational experience that will set them up as valuable contributors to society, but they are committed to that task and willing to work with our educators to put the student's needs first in achieving that goal.

Methods

StudentFirst Academy will use our marketing towards parents to emphasize the importance of parental involvement in a student's educational success, via the following:

- We will host a monthly parents-only forum during the period between charter approval and the beginning of the 2013-2014 school year, for the purpose of answering any questions from prospective parents and to let them know of their expected involvement should their student join StudentFirst. Existing and alumni parents will be encouraged to attend these sessions to provide a first-hand perspective of their experiences.

StudentFirst Academy

- We will host monthly parent events during the school year to continue to emphasize parent involvement, encourage communication between parents, and allow prospective parents to benefit from the experiences of our existing parent base.
- Advertisement about the schools will appear in local news papers
- Parent volunteers will promote the school in the local neighborhood to gain support of local businesses in the West Charlotte area.
- Parent-targeted advertisements about the school will appear in local publications aimed at parents (i.e. "Charlotte Parent" and "Pride" magazines)
- A parent-focused blog will be set-up to allow existing parents to share their personal testimonies, and encourage an exchange of information between existing and prospective parents
- A monthly parent hotline for prospective parents will be set-up to speak with our existing parent volunteers about the school and its impact in their families' lives

Key Marketing Message Focus

StudentFirst Academy's marketing towards parents will focus on the recruitment of families to join the StudentFirst family, and will primarily focus around the following:

- The foundational belief that ALL students should be given the opportunity to experience a quality education without exception
- Long-term benefits of the Paideia methodology, global-learning exposure, and experiential learning on their child's success
- The extent to which StudentFirst Academy involves its parents in the educational process, reducing the chance that a parent ever feels disconnected from their child's educational experience
- The effects of SFA leadership development and how encouragement of children to become independent critical thinkers will benefit them long-term and contribute to an orderly and safe learning environment
- More convenient school hours to assist working parents with balancing their schedule

In addition, StudentFirst will also encourage parents to apply for the 2013-2014 school year and beyond in person, on-line and via mail.

Other Targeted Marketing Audiences

In addition to the three-tier marketing effort mentioned above, StudentFirst will also target additional groups that we believe are critical to expanding our reach and impact in the educational community:

- **Potential Donors + Endowment Fund Contributors** - An expanded donor base and a growing source of funding will be key to providing our students with the types of cutting-edge resources we believe will contribute to our educational mission. StudentFirst Academy's board of directors and administrative staff will work together to identify potential donors and share our vision and growth strategy in hopes of building the resources at our disposal. Additionally, these donors provide adequate contingency planning should a funding shortfall be experienced during the interim planning period.
- **Local Business + Community Organization Partners** - StudentFirst Academy currently has a strong foothold in the community via our many partnerships with local businesses and

community organizations, and those relationships will surely need to expand as our reach does. Given the mutual interest we share with local businesses in producing an educated student base that will eventually contribute valuably to their organizations, partnering with these businesses to provide resources, opportunities, and exposure for our students is critical. Thus, we will execute additional marketing to continue to strengthen this partnership base.

Recruitment Timetable – to begin once charter is approved (based on assumption of 09/12)

Staff Recruitment	WAVE I - 09/2012 – 02/2013	Recruitment to fill any open senior staff positions, including: <ol style="list-style-type: none"> 1. Head of School 2. Deputy Head of School 3. Other Administrators 4. Guidance Counselors
Staff Recruitment	WAVE II – 02/2013 – 05/2013	Recruitment and Hiring of Teaching Staff
Student + Parent Recruitment	02/2013 – 05/2013	Recruitment of all prospective students, including lottery if necessary

A more comprehensive and detailed task schedule and timeline is included elsewhere in the application.

Additional Advertising + Marketing Efforts

In addition to some of the marketing methods previously described, StudentFirst Academy plans to develop and implement a marketing and advertising campaign once Charter license approval is in place. These efforts will include the following:

1. StudentFirst will implement a direct mail campaign focused on students in the Mecklenburg County area
2. Posting of flyers, brochures, and open house notices in local supermarkets, churches, community centers, businesses, libraries, car washes, laundry mats, and apartment complexes
 - a. Broadly targeted marketing material will be bilingual - English + Spanish
3. Advertisement and press articles will be pursued in all local Charlotte magazines (i.e. “Charlotte” Magazine)
4. Local community association leaders will be partnered with to include SFA information in their newsletters
5. Local radio will be used to promote any upcoming recruiting programs that will be conducted at the school, as well as general recruitment efforts
6. An Internet-driven campaign will focus on addressing questions that the prospective students and/or parents have pertaining to the school
7. New, existing, and alumni parents will be tapped to participate in a parent promotion campaign
8. StudentFirst will produce targeted marketing efforts towards specific areas that are likely to produce greater levels of initial interest, such as:
 - a. Neighborhoods in West Charlotte that are in close proximity to the school’s location
 - b. Neighborhoods in Mecklenburg County where they currently have under-performing schools
 - c. Neighborhoods in Mecklenburg County where school performance suffers due to overcrowding

Budget

The budget for the marketing plan is provided below. After the initial \$5,000 budget, marketing costs will increase approximately 3% each year. Supply costs and postage will reduce after the initial enrollment projections have been achieved. Each year thereafter the advertising budget will increase to support communications via the TV, radio, and newspaper promotions.

Marketing Budget for School Years 2013-2014 thru 2017-2018

Marketing Expenses	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Supplies	\$2000	\$1500	\$1200	\$1000	\$1000
Advertising	\$2200	\$2925	\$3505	\$3964	\$3964
Mailings/Postage	\$ 800	\$ 700	\$ 600	\$ 500	\$ 500
	\$5,000	\$5,150	\$5,305	\$5464	\$5628

Summary

StudentFirst Academy is a K-8 charter school created to foster ideal citizens who possess the organizing power, wisdom, and self sufficiency to achieve their dreams while at the same time promoting the well being of society. With all children in mind, SFA accepts a diverse pool of students and families who seek to capitalize on the quality education set forth by the Board of Directors and staff of StudentFirst Academy. The motto marketed to all interested students is:

Quality Educated Students =
Quality Engaged Citizens=
Quality Enriched Society
WIN-WIN for EVERYONE!!

PROJECTED ENROLLMENT 2013-2014 through 2017-2018

***NAME OF PROPOSED CHARTER SCHOOL* StudentFirst Academy**

IDENTIFY LEA
FROM WHICH
STUDENTS
WILL
PROBABLY
COME

List LEA #1 – Charlotte-Mecklenburg (100%)

List LEA #2 – _____

List LEA #3 – _____

GRADES	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten K	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
1 First	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
2 Second	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
3 Third	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
4 Fourth	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
5 Fifth	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
6 Sixth	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
7 Seventh	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
8 Eighth	48	0	0	48	0	0	48	0	0	48	0	0	48	0	0
9 Ninth	0	0	0	48	0	0	48	0	0	48	0	0	48	0	0
10 Tenth	0	0	0	0	0	0	48	0	0	48	0	0	48	0	0
11 Eleventh	0	0	0	0	0	0	0	0	0	48	0	0	48	0	0
12 Twelfth	0	0	0	0	0	0	0	0	0	0	0	0	48	0	0
LEA TOTALS	432	0	0	480	0	0	528	0	0	576	0	0	624	0	0
Overall TOTAL Enrollment/ADM	432			480			528			576			624		

StudentFirst Academy

North Carolina has a significant demand for charter schools, some estimate there are thousands of students on charter school waiting lists around the state. StudentFirst Academy has been a private school for ten (10) years and has been building a foundation within the community. StudentFirst Academy's staff members have conducted informal and formal surveys in the community and the demand is high for the school to convert from a private school to a charter school. There are three main factors that lead us to believe we will reach capacity yearly: 1) Closing of the Middle School where 562 students were displaced more than ten miles away from their neighborhood: 2) Our class sizes remain small, at a maximum of 48 students per grade, and we feel each class will reach the maximum every year while we keep a 95% retention rate, and 3) StudentFirst has former parents and wait-listed parents, more than 100, who call every year to find out our charter school status. In the event, we do not reach capacity, staff will be decreased in 15% increments.

BUDGET: REVENUE PROJECTIONS 2013-2014 through 2017-2018

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Total Projected Enrollment	432	480	528	576	624
Exceptional Children Estimated Headcount (5%)	22	24	26	29	31
Local Funding (1)	2332	2332	2332	2332	2332
State Funding (2)	4361	4361	4361	4361	4361
EC funding (3)	3649	3649	3649	3649	3649
Total Local Per Pupil Funds	1007631	1119590	1231549	1343508	1455468
Total State ADM Funds	1883801	2093112	2302423	2511734	2721046
Total Per Student Revenue	2891432	3212702	3533973	3855243	4176513
Total State EC Funds	80278	87576	94875	105822	113120

REVENUE CALCULATION NOTES:

(1) - (3) From the Resource Manual for 2012 Charter School Application

STATE AND LOCAL CALCULATIONS (2013-2014 through 2017-2018)

2013-2014					
	ADM	x	\$/ADM	=	Funding
State Revenue					
State Funds - Mecklenburg	432	x	\$ 4,360.65	=	\$ 1,883,800.80
Local Revenue					
Mecklenburg	432	x	\$ 2,332.48	=	\$ 1,007,631.36
Total per student revenue					
State + Local					\$ 2,891,432.16
Special Education Funds	22	x	\$ 3,649.02	=	\$ 80,278.44
Total Funding (sum of the total per student revenue + Special Education Funds):					\$ 2,971,710.60

2014-2015					
	ADM	x	\$/ADM	=	Funding
State Revenue					
State Funds - Mecklenburg	480	x	\$ 4,360.65	=	\$ 2,093,112.00
Local Revenue					
Mecklenburg	489	x	\$ 2,332.48	=	\$ 1,119,590.40
Total per student revenue					
State + Local					\$ 3,212,702.40
Special Education Funds	24	x	\$ 3,649.02	=	\$ 87,576.48
Total Funding (sum of the total per student revenue + Special Education Funds):					\$ 3,300,278.88

2015-2016					
	ADM	x	\$/ADM	=	Funding
State Revenue					
State Funds - Mecklenburg	528	x	\$ 4,360.65	=	\$ 2,302,423.20
Local Revenue					
Mecklenburg	528	x	\$ 2,332.48	=	\$ 1,231,549.44
Total per student revenue					
State + Local					\$ 3,533,972.64
Special Education Funds	26	x	\$ 3,649.02	=	\$ 94,874.52
Total Funding (sum of the total per student revenue + Special Education Funds):					\$ 3,628,847.16

2016-2017					
	ADM	x	\$/ADM	=	Funding
State Revenue					
State Funds - Mecklenburg	576	x	\$ 4,360.65	=	\$ 2,511,734.40
Local Revenue					
Mecklenburg	576	x	\$ 2,332.48	=	\$ 1,343,508.48
Total per student revenue					
State + Local					\$ 3,855,242.88
Special Education Funds	29	x	\$ 3,649.02	=	\$ 105,821.58
Total Funding (sum of the total per student revenue + Special Education Funds):					\$ 3,961,064.46

2017-2018					
	ADM	x	\$/ADM	=	Funding
State Revenue					
State Funds - Mecklenburg	624	x	\$ 4,360.65	=	\$ 2,721,045.60
Local Revenue					
Mecklenburg	624	x	\$ 2,332.48	=	\$ 1,455,467.52
Total per student revenue					
State + Local					\$ 4,176,513.12
Special Education Funds	31	x	\$ 3,649.02	=	\$ 113,119.62
Total Funding (sum of the total per student revenue + Special Education Funds):					\$ 4,289,632.74

SALARY EXPENSE PROJECTIONS 2013-2014 through 2017-2018¹

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Grade Levels	K-8	K-9	K-10	K-11	K-12
Max. Student population	432	480	528	576	624
Inflation Rate	1	1.03	1.03	1.03	1.03
Head of School	65,000	66,950	68,959	71,027	73,158
Deputy Head of School	55,000	56,650	58,350	60,100	61,903
Administrative Assistant	32,000	32,960	33,949	34,967	36,016
Dean of Students	35,000	36,050	37,132	38,245	39,393
Director of Cultural Arts	35,000	36,050	37,132	38,245	39,393
Program Devopment/Marketing	30,000	30,900	31,827	32,782	33,765
Community Center Director	28,000	28,840	29,705	30,596	31,514
Student/Family Services Coor.	0	28,840	29,705	30,596	31,514
Academic Coach/Admissions	56,000	57,680	89,116	91,789	94,543
Director of Food Service	28,000	28,840	29,705	30,596	31,514
Administrative Staff Total	364,000	403,760	445,578	458,945	472,714
Elementary School Coordinator	35,000	36,050	37,132	38,245	39,393
Upper School Coordinator	0	18,025	18,566	38,245	39,393
Middle School Coordinator	35,000	36,050	37,132	38,245	39,393
Media Specialist	30,000	30,900	31,827	32,782	33,765
Special Education Specialist	38,000	39,140	40,314	41,524	42,769
Nurse	19,000	39,140	40,314	41,524	42,769
Pay2Learn Coordinator	12,500	25,750	26,523	27,318	28,138
Support Staff Total	169,500	225,055	231,807	257,884	265,620
Maintenance/Custodial	50,000	51,500	53,045	54,636	56,275
Kitchen	0	0	0	0	0
Security	50,000	77,250	79,568	81,955	84,413
Receptionist	23,000	23,690	24,401	25,133	25,887
Secretary	25,000	25,750	26,523	27,318	28,138
IT	30,000	61,800	63,654	65,564	67,531
Registrar	25,000	25,750	26,523	27,318	28,138
Support Services Total	203,000	265,740	273,712	281,924	290,381
Senior Teacher	840,000	865,200	891,156	917,891	945,427
Junior Teacher	162,000	166,860	171,866	177,022	182,332
Elementary Teacher Total	1,002,000	1,032,060	1,063,022	1,094,912	1,127,760
Middle School	160,000	164,800	169,744	174,836	180,081
Upper School	0	0	169,744	174,836	180,081
MS/US Core Teacher Total	160,000	164,800	339,488	349,673	360,163
Physical education/Ath Director	35,000	36,050	55,697	76,491	78,786
Art	60,000	82,400	84,872	87,418	90,041
Music	60,000	82,400	84,872	87,418	90,041
Foreign Language	120,000	123,600	84,872	87,418	90,041
Computer	0	36,050	37,132	38,245	39,393
Other Part-Time Instructors	30,000	30,900	31,827	32,782	33,765
Other Classroom Teacher Total	305,000	391,400	421,708	453,482	467,086
Total Staff	2,203,500	2,482,815	2,775,314	2,896,819	2,983,724
Social Security and Taxes 7.65%	168,568	189,935	212,312	221,607	228,255
Benefits (FT employees)	257809.5	290489.4	324711.8	338927.9	349095.7
Total Salaries/Benefits/Taxes=	2,629,877	2,963,240	3,312,338	3,457,354	3,561,074

¹ **Note:** Salary information came from: Fiscal Year 2011-2012 NC Public School Salary Schedules

website: www.ncpublicschools.org/fbs/finance/salary/

BUDGET: EXPENDITURE PROJECTIONS 2013-2014 through 2017-2018

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Grade Levels	K-8	K-9	K-10	K-11	K-12
Max. Student population	432	480	528	576	624
Exceptional Children population 5%	22.0	24.0	26.0	29.0	31.0
Local Funding	1,007,631	1,119,590	1,231,549	1,343,508	1,455,468
State Funding	1,883,801	2,093,112	2,302,423	2,511,734	2,721,046
EC Funding	80,278	87,576	94,875	105,822	113,120
Grants					
Donations					
Total Funding	2,971,711	3,300,279	3,628,847	3,961,064	4,289,633
All Salaries	2,203,500	2,482,815	2,775,314	2,896,819	2,983,724
Social Security and Taxes 7.65%	168,568	189,935	212,312	221,607	228,255
Total Benefits-13% on FT Salaries	257,810	290,489	324,712	338,928	349,096
Total Salary and Benefits	2,629,877	2,963,240	3,312,338	3,457,354	3,561,074
EC Expenses (1)	48,400	50,820	53,361	56,029	58,831
Conference	6,000	6,180	6,365	6,556	6,753
Paideia	8,000	8,240	8,487	8,742	9,004
Total Staff Development	14,000	14,420	14,853	15,298	15,757
Cultural Art Program	10,000	10,000	10,000	15,000	10,000
Total Outside Contractors	10,000	10,000	10,000	15,000	10,000
Instructional Material (2)	21,600	24,720	27,192	29,664	32,136
Instructional Equipment (3)	21,600	10,000	10,000	10,000	10,000
Testing Materials (4)	21,600	24,720	27,192	29,664	32,136
Total Student Expenses	64,800	59,440	64,384	69,328	74,272
Printing Supplies (5)	6,500	7,150	7,700	7,800	7,800
Computer Supplies	2,000	2,060	2,122	2,185	2,251
Computer Equipment	6,000	6,180	6,365	6,556	6,753
Office/Janatorial Supplies	4,000	4,120	4,244	4,371	4,502
Office Equipment (6)	4,000	4,120	4,244	4,371	4,502
Total Supplies/Equipment	22,500	23,630	24,674	25,284	25,808
Food Expense	0	0	0	0	0
Rent	2,196	2,262	2,330	2,400	2,472
Insurance	21,000	21,630	22,279	22,947	23,636
Utilities	80,000	82,400	84,872	87,418	90,041
Maintenance/Repairs	10,000	10,300	10,609	10,927	11,255
Telephone	1,500	1,545	1,591	1,639	1,688
Total Building	114,696	118,137	121,681	125,331	129,091
Marketing	5,000	5,150	5,305	5,464	5,628
Accounting	20,000	20,600	21,218	21,855	22,510
Audit	3,000	3,090	3,183	3,278	3,377
Student Travel	10,800	11,124	11,458	11,801	12,155
Bank Fees	750	773	796	820	844
Legal	1,000	1,030	1,061	1,093	1,126
Garbage	3,000	3,090	3,183	3,278	3,377
Postage	1,200	1,236	1,273	1,311	1,351
Contingency	10,000	0	0	0	0
Total Administrative	54,750	46,093	47,475	48,900	50,367

StudentFirst Academy

Total Expenses	2,959,023	3,285,779	3,648,766	3,812,524	3,925,200
Total Income	2,971,711	3,300,279	3,628,847	3,961,064	4,289,633
Total Expense	2,959,023	3,285,779	3,648,766	3,812,524	3,925,200
Net Surplus/Deficit	12,687	14,500	-19,919	148,541	364,433

BUDGET NOTES:

- (1) Detailed revenue calculations are set forth below following the budget.
- (2) \$50/child.
- (3) \$50/child for the 1st year.
- (4) \$50/child.
- (5) \$100/staff.
- (6) Copier, fax.

BUDGET NARRATIVE

Business Plan

StudentFirst Academy recognizes the necessity of sound financial planning if our charter school is to grow and flourish. To that end we have structured a budget plan that is conservative, yet supports the mission and goals of the marketing and education plans contained in this application. Our financial objectives over the 5 yr. planning period are three-fold: 1) to manage operational resources so that in each fiscal year we meet our operational objectives with a balanced budget, without incurring unnecessary debt or long-term payables; 2) to steadily grow our contingency fund each year to provide protection against future unanticipated capital expenditures; and 3) to ensure that all financial transactions are carried out in a prudent manner that meet the highest professional standards.

Food Services

StudentFirst Academy

StudentFirst Academy realizes with our student body, that healthy meals are typically only received while the child is at school. Nutrition is a priority at SFA to ensure a child's education can occur without the stress of hunger. SFA is in the process of applying for the Summer Foods Program and will apply for School Food Services, once a charter school. We also understand that partnerships are necessary to provide high quality, affordable healthy foods. We continue to investigate various programs and resources in food, programs and ways we can utilize our industrial kitchen to bring in revenue to offset the cost of running a school lunch program.

Revenue Assumptions

StudentFirst's 5 yr plan assumes that all funding through 2018 will come from state and local ADMS. SFA has no other "secured funding" at this time, nor do we have current cash reserves to bring into the planning period. However, SFA plans to continue soliciting funding from other sources. We currently have a small, dedicated donor base (board members and interested community stakeholders) that contribute regularly to the school and we expect that tradition to continue and grow. We have received a verbal commitment from Partners for Developing Futures that they will provide supplemental financial assistance via an implementation grant for the first three operating years (as a charter school) to help meet our program

goals. Development efforts will be organized to apply for additional grants and to reach out into the corporate community for further support. Parents and students will be encouraged to build fundraising activities to help fund student and program activities. Long term we will organize to establish a future capital campaign to help establish an endowment fund.

Expenditure Projections

As stated in our mission, StudentFirst looks to provide all children, regardless of their economic circumstances, a safe environment where they can receive a world-class education to prepare them for success in both school and life. To help accomplish our mission, SFA has developed an expense budget according to the following principles: 1) provide the necessary number of instructional staff to meet our program objectives; 2) recognize that it takes more than just teachers to provide the structure and preparation necessary for our students to succeed and provide the appropriate support and administrative staff; 3) budget funds sufficient to maintain our facilities in the appropriate manner; 4) provide funds sufficient to support classroom activities and administrative operations (building in the effects of inflation); 5) build a small but viable contingency fund to protect against unexpected expenses.

Expenditure projections for 2013-2018 include the following:

- 1) 21 senior teachers for 3 classes each grade k-6 with 3 teaching assts for each grade k-2.
- 2) 4 core subject teachers for grades 7-8, and as we add grade 10 in 2015, we add 4 upper school core teachers.
- 3) The number of Specialist teachers (languages, music, art, computers, and physical education) are 8 (2013-14) and rise to 11 (2017-18) as new grades are added. These numbers reflect a mixture of part-time and full-time teachers. These teachers are especially important for our afternoon program. Please note that the Arts are core subjects and not electives because of how critical they are to the program.
- 4) Administrative staff is especially important early in the school's development. The Dean of Students sets the tone for discipline and opportunity. An important element of our program is cultural arts, which enables our students to discover their talents and build self-esteem. A Director of Cultural Arts will lead this program. The Program Dev/Mkting/GrantWriter will work to build a successful program and to attract development; the academic coaches provide support to family and students as well SAT/ACT tutoring, and as older students are added more coaches will be needed; the Director of Food Service makes sure that our students receive the food services they are entitled to. Finally, a Director whose objective will be to ensure that the community is an integral part of the SFA community will lead our community center.
- 5) School staff interacts daily with teachers and students to ensure that all academic goals are being achieved. The School coordinators provide leadership to the individual elementary, middle and upper grades, coordinating programs and activities; the media specialist works with library and research activities and leads reading activities for lower grades; the special education specialist works with students that have individual challenges; the nurse provides medical assistance as well as health education; and we have 1 Pay2Learn coordinator to operate the school store and oversee the financial literacy program (balancing checkbook, understanding credit vs. debit, creating a budget, understanding the stock market, etc.).
- 6) SFA will have 5 bldgs and 110,360 sq. ft. of space to manage. A janitorial staff, supplies and security services must be funded to maintain the physical aspect of the campus as well as the safety of our students. With 432 students growing to 624 students attending the school, a strong administrative and IT staff is necessary and SFA plans include a receptionist, secretary, registrar and IT personnel.
- 7) Staff development is an essential element of SFA's educational instruction program. Although we anticipate some fundraising will take place to help with staff development, a small amount each year has been included for general staff development. Also projected is training for three staff per year in the Paideia instructional methodology (an important element in SFA's approach to education).

StudentFirst Academy

8) The Cultural arts are the essential element of our program to self-actualize our students. Part time instructors in the various artistic disciplines will be employed to lead activities such as dance programmes, theater productions, musical activities and individual instruction. Props, musical instruments, etc. will be needed. SFA hopes to defray these expenses by pursuing grants and donations from the community, but for now has included money for these items as an expense item.

9) SFA has some instructional material but will need a great deal more if each child is to have the equipment they need to learn properly and be assessed on a regular basis. These expenses increase as grades 9 through 12 are added.

10) Supplies and equipment expenses will be substantial and are included. Although sufficient monies have been included in the plan, we hope to supplement these expenses through donations from the community.

11) Rent, insurance (quote included with application) and utilities are projected from current expenses, which are based on agreements with Charlotte-Mecklenburg Schools, although some inflation has been built in against the possibilities of rent, utility or insurance premium increases. Maintenance refers to daily operations; replacement of systems would come from the contingency fund. Telephone expenses are projected on current expense.

12) Marketing expenses reflect the need to attract and retain quality students.

13) Accounting and audit fees are necessary to ensure that the finances of SFA meet the highest possible standards. Currently we are looking to employ a firm such as Acadia Northstar to meet our accounting and auditing needs and we reserve the option of deciding to contract with some financial vendor in the future.

14) Student travel is an integral part of our program since it is imperative that students recognize a world that is bigger than their immediate surroundings. We have included student travel in our expense projections and hope to increase the opportunities for travel through grants.

15) We have included a nominal fee for legal support and a small amount for incidental bank charges as well as for amounts for garbage collection and postage.

Gap Year Planning

The school year 2012-2013 exists as a gap year between approval of the charter and implementation in 2013-2014. SFA plans to continue operation as a private school during that gap year and to plan for the charter at the same time. SFA will look to have a very small student population during that gap year so that sufficient emphasis can be placed on the planning and training necessary for a successful launch of StudentFirst Academy. We do not plan on accepting high school students in this gap year and all students will be advised that they will not have a guaranteed place when the charter school is launched. Funding for that gap year has been significantly advanced by notification from Partners for Developing Futures that they will be granting us \$50,000 to prepare for the charter school launch in 2013 (See attached letter). In addition they will be providing us with considerable manpower and advice on how to implement plans for a successful charter. We will be supplementing the Partners for Developing Futures grant with tuitions, donations and other grants to cover additional expenses incurred in the gap year above the amount that partners has promised, as we have done since our inception in 2002.



Partners For Developing Futures
Partnering the next generation of diverse school leaders

April 6, 2012

Victor B. Mack
Board Chair
StudentFirst Academy
5308 Bellflower Lane
Charlotte, NC 28227

To Whom It May Concern:

Partners for Developing Futures ("Partners") is pleased to offer this letter in support of the charter application developed by the founding team of StudentFirst Academy. Partners is a nonprofit social venture investment fund that primarily invests in high-potential, early stage minority-led charter schools and charter school networks that educate underserved students.

Last fall, Partners held a competitive process for financial and technical assistance to support the creation of high quality charter schools by leaders of color in high need communities in North Carolina. We were overwhelmed with the positive response to our request for proposals and received a total of 87 applications for the first phase in the selection process. 30 applicants were invited to submit a follow-up proposal of which 14 were selected for a capacity interview.

We are pleased to confirm that staff will make a recommendation to the Partners Board for a planning grant to support the development of StudentFirst Academy. Due to Partners' limited resources, staff only recommends the highest quality applicants for funding to our Board. The Partners' Board makes the final decision regarding investments.

We wish StudentFirst Academy luck as they embark on the charter approval process. While the school awaits a decision about our recommendation to the Board, the school's development team will have access to our staff who have deep experience and knowledge in creating, replicating, and scaling high quality schools serving traditionally underserved students and our national network of minority leaders who are already closing the achievement gap for students in places like New York City, New Orleans, Los Angeles, Chicago, and Albuquerque.

Should you have any questions about Partners and/or our commitment and support for StudentFirst Academy, please do not hesitate to contact our Vice President, Dr. Angela Bass, at abass@partnersdevelopingfutures.org.

Sincerely,

Ref Rodriguez
President & CEO

850 Colorado Boulevard, Suite 103 • Los Angeles, CA 90041 • t: 877-516-8076

Contingency Plan

In accordance to the business plan and our desire to operate using sound fiscal practices, our business plan projects a positive cash flow at the end of each year, allowing us to build a contingency fund that can be held in reserve against unanticipated expenses.

**Cash Flow Summary
5 Years 2013-2018**

Year	2013-14	2014-15	2015-16	2016-17	2017-2018
Cash In					
State Funds	1,883,801	2,093,112	2,302,423	2,511,734	2,721,0467
Local Funds	1,007,631	1,119,590	1,231,549	1,343,508	1,455,468
EC Funds	80,278	87,576	94,875	105,822	113,120
Total Cash In	2,971,711	3,300,279	3,628,847	3,961,064	4,289,633
Cash Out					
Salaries/Taxes/Benefits	2,629,877	2,963,240	3,312,338	3,457,354	3,561,074
Other Expenses	329,146	322,539	336,428	355,170	364,126
Total Cash Out	2,959,023	3,285,779	3,648,766	3,812,524	3,925,200
Total Cash Flow Surplus/ Deficit	12,688	14,500	-19,919	148,540	364,433
Total Contingency Fund	22,688	37,187	17,269	165,809	530,242

It is important to build up a reserve and eventually fund an endowment that will allow us to operate a successful school into the future.

Sound Fiscal Practices

To ensure that StudentFirst Academy continues to operate using sound fiscal practices, the following practices will be followed by the Board of Directors:

- Establish internal controls through policy
- Monitor compliance with fiscal policies
- Develop sound financial reporting skills
- Develop accurate budgets
- Recognize red flags within the board and the school
- Minimize the financial risk by limiting who has access to financial records, credit cards, etc.
- Get independent audits done

The items listed above are just a few things that StudentFirst Academy will do to ensure that using sound fiscal policies is a norm.

WORKING CAPITAL / ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>1000</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>25,000</u> (value of computers, furniture, etc.)
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>26,000</u>

SCHOOL AUDITS

Programmatic Audit GS 115C-238.29B(b)(6)

StudentFirst Academy will participate in periodic program evaluations with appropriate institutions. For example, we will work with the National Paideia Center to design and carry out appropriate evaluations of our implementation of the Paideia program.

The StudentFirst Academy Board of Directors will establish an Audit Committee to evaluate the total “StudentFirst Academy experience” or “educational program.” The Audit Committee will interact with independent contractors and will report its findings to the full board at the annual meeting. This will include:

- An analysis of whether student performance is meeting the goals specified in our educational plan.
- A summary of major decisions and policies established by the governing board during the year.
- A brief report of the success of the Paideia Program used by the school as a framework for inquiry-based instruction.
- The Audit Committee will ensure that folders for exceptional children are maintained in compliance with state and federal guidelines.

Surveys will be used to provide us feedback from parents, staff, students and community stakeholders.

Financial Audits GS 115C-238.29F(f)(1)

At the end of each fiscal year, the StudentFirst Academy Board of Directors will oversee selection of an independent auditor (CPA) to conduct an annual audit of StudentFirst Academy’s financial practices and records. StudentFirst Academy will contract with a licensed North Carolina CPA, authorized to conduct financial audits for charter schools. As part of Acadia NorthStar’s audit coordination services, StudentFirst Academy will be provided with four or five reliable firms from which to choose for auditing purposes. The audit conducted will verify the accuracy of our financial statements, attendance and enrollment accounting practices. It will also review our internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to StudentFirst Academy to ensure compliance with state law and the requirements for a non-profit corporation. It is anticipated that the annual audit will be completed by a certain due date. The StudentFirst Academy Board of Directors will review any audit exceptions or deficiencies and review recommendations on how to resolve them.

In accordance with GS 115C238.29F(f), StudentFirst Academy will comply with the reporting requirements established by the State Board of Education in the Uniform Education reporting System, and will report at least annually to the State Board of Education the information required by the State Board.

Financial management is a key responsibility of every education administrator and board of directors. Without effective financial management, StudentFirst Academy would find it difficult, if not impossible, to achieve its goals. **Financial management**, for us, means seeing to it that StudentFirst Academy has the funds it requires to meet its goals and that such funds are used for the purposes for which they were meant. Financial management covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

- all financial regulations and procedures are in compliance;
- all financial transactions are recorded accurately;

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- adequate controls are in place to ensure that expenditures do not exceed income;
- only authorized expenditures are incurred;

Role of the Board in Financial Management

The ultimate accountability for the effective management of school finances lies with the Board of Directors. The Board of Directors will:

- allocate funds to various activities in accordance with the budget;
- authorize the disbursement of school funds;
- administer school funds both lawfully and morally;
- determine a school budget in consultation with other stakeholders such as heads of department, senior teachers and administrators;
- ensure that the school has the funds it needs and that those funds are used effectively and efficiently;

BASIC POLICY STATEMENT

StudentFirst Academy (SFA) is committed to responsible financial management. The entire organization including the board of directors, administrators, and staff will work together to make certain that all financial matters of this school are addressed with care, integrity, and in the best interest of SFA.

The policy and procedural guidelines contained in this document are designed to:

1. Protect the assets of SFA
2. Ensure the maintenance of accurate records of SFA's financial activities;
3. Provide a framework of operating standards and behavioral expectations; and,
4. Ensure compliance with federal, state, and local legal and reporting requirements.

The Board of Directors with the education administrators of SFA have the responsibility of administering these policies and ensuring compliance with procedures that have been approved by the Board of Directors. Exceptions to these written policies may only be made with the prior approval of the Finance Committee. Changes or amendments to these policies may be approved by the Board of Directors at any time. A complete review of these policies shall be conducted every two years.

Every Director and every Administrator with financial related responsibility is expected to be familiar with and operate within the parameters of these policies and guidelines.

LINE OF AUTHORITY

StudentFirst Academy (SFA) has a system that outlines who has the authority and responsibility for the financial assets of the school.

Board of Directors (or Board of Trustees)

have the authority to execute any policies it deems to be in the best interest of the school within the parameters of the organization's articles of incorporation, bylaws, or federal, state, and local law.

Treasurer and The Finance Committee

has whatever authority as may be designated by the Board of Directors -- usually has the authority to choose the auditor; perform regular, in-depth reviews of the organization's financial activity; oversee the development of the annual budget; determine the allocation of investment deposits

President (or Head of School)

has whatever authority as may be designated by the Board of Directors -- usually has the authority to make spending decisions within the parameters of the approved budget; employ and terminate personnel; determine salary levels; create and amend operating procedures and controls; make decisions regarding

the duties and accountabilities of personnel and the delegation of decision-making authority; enter into contractual agreements within board designated parameters

INDEMNITY POLICY

StudentFirst Academy (SFA) has an organizational mandate to act in a timely and responsible manner on financial information to the full extent that it shall have from time to time under applicable law and in the manner from time to time prescribed or permitted by applicable law, SFA may indemnify any past, present or future President, Officer, Employee or Agent of against all costs, expenses and liabilities, including attorneys' fees, actually and necessarily incurred by or imposed upon them in connection with or resulting from their involvement with SFA.

- No such reimbursement or indemnity shall relate to any expense incurred or settlement made in connection with any matter arising out of their negligence or misconduct as determined either by a court of competent jurisdiction or, in the absence of such a determination, by BNI acting on the advice of counsel.
- BNI shall purchase and maintain insurance on behalf of any person who is or was serving at the request of BNI, as a Director, Officer, Employee, Agent, Staff Volunteer or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such.

INVESTMENT POLICY

The investment objectives of SFA, in order of importance, shall be the **safety** of principal, **liquidity**, and a competitive **rate of return**.

General Investment Guidelines

SFA's Finance Committee shall have **primary responsibility** for the administration of the investment policy and for establishing any specific guidelines as to the mix and quality of the investment account(s). This committee will consider the following key issues when developing these investment policies:

Delegation of Responsibility

1. Should define who is responsible and what they are responsible for
2. Should include internal groups/individuals, i.e., Board of Directors, Treasurer, Finance Committee, and may include staff
3. Should also include external groups such as investment managers, bank custodians and investment consultants.

Determining Mix and Quality of Investments

1. Need to determine organization's ability to assume risk (Risk Tolerance)
2. Need to determine the organization's attitude and expectations about investing (Risk Preference) (The Risk Tolerance and Risk Preference should be compatible with each other to ensure long-term continuity in the investment program.)
3. Need to establish an investment time horizon - the amount of time you are willing to set aside for an investment to meet your objectives.
4. Any investment restrictions should be explicitly stated in the Policy Statement. Investment restrictions often deal with issues related to prohibited securities, quality, diversification requirements, or social issues.

The amount of risk the organization is willing to assume will determine what types of investments are available to the organization. In order to reduce the overall risk, an organization may consider a mix of

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investments, which may include fixed-income investments (low risk/lower returns) with some equity investments (investments with higher returns accompanied by higher risks).

FINANCIAL CONTROLS AND OPERATING PROCEDURES

StudentFirst Academy (SFA) has participants who are available, informed, willing, and capable of producing, analyzing, controlling, reporting, and interpreting the school's finances.

OPERATING PROCEDURES

1. The **Finance Director** will also function as Accountant with primary responsibility for designing and maintaining the accounting system. Bookkeeping support may be provided by other staff as designated.
 2. The **Head of School** will be required to include budget comparisons in periodic financial reports to the Treasurer and the Board.
 3. The **Budget & Finance Committee** will be required to provide semi-annual budget reviews and annual reviews of the adequacy of insurance coverage.
- The **Board of Directors** will be required to secure an independent audit annually.

SEPARATION OF DUTIES

1. The check signer(s) must not be the person who writes checks or who does the bookkeeping.
2. Bank statements are reconciled by someone other than the check signer or writer.
3. Deposit documentation and reconciliations are prepared by a person other than the one recording the receipts.

FINANCIAL REPORTING

StudentFirst Academy (SFA) has a process for assessing the financial implications of current and future programs and activities at the school.

1. Annual budgets are prepared by the Head of School and approved by the Board.
2. Budgets are reviewed mid-year (December) and are adjusted as necessary to reflect changing conditions.
3. A Chart of Accounts is available and used to code receipts and disbursements to the proper accounts.
4. Non-standard journal entries are discussed with the CPA to ensure proper accounting treatment.
5. Monthly Financial Reports are provided to the Treasurer and the Budget & Finance Committee within 30 days of the close of the period.
6. Detailed Financial Reports are provided to the Board of Directors at each Board meeting.
7. Reference explanations for any and all budget variances of 10% or more are contained for the above referenced reports.
8. Annual audits will be conducted by an independent CPA at the close of each fiscal year. Copies of these reports will be made available to the public.

☐☐The Fiscal Period for the organization shall be Sept 1 to June 30.

☐☐

Accounting for School Funds

StudentFirst Academy observe the following accounting principles:

1. **Acknowledgement by Receipts.** Receipts are legal documents proving that money has been received by a person or institution. A receipt should be provided for all funds received and a copy should be kept for the school.

2. **Internal Audit Using Certain Structures.** Audits are one way of providing management with an objective assessment of whether the financial system and controls are working properly. In other words, they report on the truth and fairness of the financial situation of the school. At this time, only internal audits have been conducted at StudentFirst Academy. The school's board of directors is preparing the school for an external audit.

3. **Monitoring of Disbursement of Funds.** Administrators must ensure that expenditures are within actual income levels and that only authorized expenditures are incurred. This can be achieved by ensuring accurate and prompt recording of all financial transactions.

4. **Effective Accounting System.** Controls have been put in place to protect the school from financial risks by adhering to financial regulations and procedures. For example, checks should not be issued unless two signatures appear on each check.

5. **Advancement.** For the school's protection, advances, if issued, are treated like short term loans.

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SCHOOL BUDGET

In order to facilitate effective financial management, a budget is required. It is therefore critical that our education administrators understand what a budget is and the benefits that can be derived from budgeting. The Commonwealth Secretariat (1998: 27) defines a **budget** as "a financial management planning tool which summaries the estimated income and expenditure for a specific period of time". Listed below are some of the benefits of budgeting:

- establishing a plan of action over a specific period;
- requiring an appraisal of past activities in relation to planned activities;
- establishing work plans;
- providing security for the administration by assuring the financing and approval of a plan of action;
- foreseeing expenditure and estimating revenues;
- orderly planning and coordination throughout the organization;
- establishing a system of management controls;
- providing an orderly process of review and planning for both personnel and facilities needs;

SAFEGUARDING ASSETS

1. The Head of School shall have primary responsibility for ensuring that proper Financial Management procedures are maintained and that the policies of the Board are carried out.
2. The Budget and Finance Committee shall provide fiscal oversight in the safeguarding of the Assets of the Organization and shall have primary responsibilities for ensuring that all internal and external financial reports fairly present its financial condition.
3. A proper filing system will be maintained for all financial records.
4. Actual income and expenditures will be compared to the budget on a quarterly basis.
5. All excess cash will be kept in an interest bearing account.
6. Bank statements are promptly reconciled on a monthly basis.
7. Documents on all securities and fixed assets will be kept in a locked fire-proof file. Inventory records will contain description, serial numbers, date of purchase or receipt, valuation, and date of valuation.
8. Appropriate insurance for all assets will be maintained.

PAYROLL CONTROLS

1. Personnel files are to be maintained at organizations' site for all employees. Changes in payroll data (i.e., pay changes) are approved by the Finance Committee before files are updated.
2. An outside payroll company (i.e. Paychex or ADP) will be used to process the payroll. The Finance Director notifies the payroll service of any changes to the payroll master file. The payroll service generates

the payroll register, payroll checks and tax deposit checks, and sends them to the organization. The Finance Director reviews the payroll register for proper processing of amounts.

3. The payroll and tax deposit checks are sent directly to the Executive Director, who is responsible for comparing the checks to the payroll register before manually signing the checks. When indicated, the checks are then presented to an authorized Board member for the required second signature.

COMPUTER CONTROLS

1. The Finance Director is responsible for inputting the financial data into the computer for generating financial reports. Only the Finance Director will have access to the password required to log onto the system.
2. Batch totals are calculated prior to input and compared to batch totals calculated by the system. Any errors made during the inputting of information will be corrected.
3. Detailed printouts of cash receipts and cash disbursements are to be obtained. The Finance Director is responsible for comparing the detailed printouts to source documents for accuracy.
4. All subsidiary account balances are reconciled to the control accounts monthly.
5. A trial balance on the general ledger totals should be obtained and compared to detailed reports for accuracy of balances.

POLICIES ON DISBURSEMENTS

1. The Head of School has (a) expenditure approval up to the parameters set by the annual operating budget as approved by the Board, and (b) single signature authority up to and including \$2,000 with the exception of the Head of School's personal expense reimbursement items which must be approved by a Board member having check signing authority. The deliberate splitting of vouchers or invoices which have the sole purpose or effect of meeting the parameters of this authority is expressly prohibited.
2. Expenditure requests will be initiated in writing and approved within specified authority by the Head of school.
3. Pre-numbered check requests should be used and sequences accounted for monthly.
4. The Head of School approves check requests after comparing to supporting documentation. The bookkeeper prints the pre-numbered checks only with approved requests. The unsigned check, support and request are presented to authorized check signers for their signatures (information on checks is compared to support for accuracy).
5. Two signatures are required on all organizational checks over \$2,000. The Executive Director's personal expense checks require two signatures regardless of amount.
6. All disbursements, except petty cash, are made by check and are accompanied by substantiating documentation.
7. All checks are pre-numbered and accounted for monthly.
8. All voided checks must be defaced and retained either on the check stub or with canceled checks.
9. **No checks may be written to "cash" or "bearer".**
10. Blank checks are stored in a locked drawer.
11. The Administrative Assistant is responsible for invoices and check requests being marked "PAID" once they have been.
12. An "imprest" petty cash account is used. The amount of the petty cash account is \$100.
13. Vouchers are required for all petty cash disbursements. The petty cash fund is reconciled (beginning amount less voucher amounts) before the fund is replenished. Checks are written only after an approved check request has been presented.
14. The Head of School and one of three Board members are the two signatures which are required

on all checks over approved limits. If the Head of School is absent, two Board members' signatures are required.

15. **Blank checks may never be signed in advance.**

POLICIES ON RECEIPTS

1. Two copies of all receipts are made; one for deposit file documentation and one for source file documentation (i.e., loan files or grantor files)
2. All cash receipts are recorded on pre-numbered duplicate receipts.
3. The Finance Director will be responsible for preparing the documentation on receipts for deposits and the Administrative Assistant will be responsible for making daily deposits.
4. Copies of all receipts are given to the Finance Director, who prepares the detailed cash listing to be posted to the general ledger (amount, date received, account number, etc..)
5. This listing is compared to the Administrative Assistant's cash journal to ensure all postings equal amounts deposited.
6. A copy of the deposit slip from the Bank is compared and attached to the corresponding receipt copies and cash listing.

CASH RECEIPTS

1. All checks and cash receipts received through the mail are restrictively endorsed immediately by the secretary and recorded in the cash receipts register, listing the date received, payor, check #, and amount received.
2. The secretary will make two copies of each cash receipt, and deliver all cash received and copies to the bookkeeper.
3. The bookkeeper shall prepare the bank deposit daily, attaching a copy of the deposit slip and deposit receipt to the cash receipts copies, and forward the entire package to the accountant.
4. The accountant shall code all cash receipts according to the chart of accounts, and compare the cash deposit receipt with the secretary's listing of cash receipts for that day, to ensure that all cash receipts are deposited in the bank account. The accountant then prepares a deposit summary sheet, attaching 1 copy of each cash receipt, the deposit slip copy, and the bank deposit confirmation slip. The second copy of the cash receipt is filed by type of revenue/support.
5. The bookkeeper prepares the cash receipts journal on a timely basis, using the cash receipts summary sheet.
6. The accountant posts the cash receipts journal to the general ledger on a timely basis.

CASH DISBURSEMENTS

1. All invoices received are stamped with the date received by the secretary, and are directed to the accountant.
2. The accountant obtains approval of all invoices and expenditures by authorized personnel.
3. The bookkeeper prepares pre-numbered check requests for the approved expenditures.
4. The accountant prepares all checks for the approved expenditures, using pre-numbered checks.
5. The checks, with support documentation (approved invoices, check requests), are forwarded to the Head of School. The Head of School reviews all checks and supporting documentation prior to signing checks. Any check for amounts over \$2,000 need a second signature. The bookkeeper will be responsible for obtaining the second signature from an authorized board member.
6. After the checks are signed, the bookkeeper stamps the check request and all supporting

documentation "PAID", noting check number and date. The bookkeeper will then make two copies of each check and check request. The check copies and supporting documentation is then submitted to the accountant. The bookkeeper is responsible for mailing all checks.

7. The accountant will file one copy of the check, with supporting documentation attached, in numerical order. The second copy of the check and check request is filed by vendor, in alphabetical order.

8. The bookkeeper prepares the cash disbursements journal on a timely basis, using the check file.

9. The accountant posts the cash disbursements journal to the general ledger on a timely basis, using the cash disbursements journal.

PAYROLL

1. All personnel salaries/wage rates are authorized by the Head of School and/or the Board of Directors. All changes in employment are likewise authorized by the Executive Director and/or the Board of Directors.

2. The Deputy Head of School maintains all personnel records.

3. The secretary monitors the usage of vacation and sick time, and maintains the attendance records.

4. Each supervisor reviews and approves all time and attendance records for their employees. The approved time records are submitted to the Deputy Head of School for review.

5. The accountant shall prepare the payroll, using the approved time records and salary/wage rates for each employee, using pre-numbered checks. All payroll checks are recorded in the payroll register by the accountant.

6. The payroll checks and payroll register are submitted to the Executive Director. The Head of School reviews the payroll register and compares the payroll checks to the register, prior to signing the checks. Once the payroll checks are signed, the accountant distributes the payroll to all employees.

7. All payroll tax checks are prepared at the time payroll is prepared. The payroll taxes are paid when due.

BANK RECONCILIATIONS

1. The accountant shall maintain a record of all bank transactions, listing all checks disbursed and all receipts deposited on a daily basis. This "Bank Book" shall show the current bank balance for all bank accounts.

2. On a monthly basis, the Treasurer will reconcile the bank statements to the Bank Book, and notify the Head of School of any discrepancies.

3. The Head of School will resolve all discrepancies with the assistance of the accountant, and the bank, if necessary. The Head of School will report the resolution of the discrepancies to the Treasurer.

4. The accountant will adjust the Bank Book as needed.

5. The accountant will reconcile the Bank Book to the general ledger cash accounts on a monthly basis.

BILLINGS AND RECEIVABLES

1. All rates for services and prices for goods are established and approved by the board of directors.

2. All billings for services or goods are approved in advance by authorized personnel.

3. The bookkeeper prepares all billings and invoices on a timely basis. Prior to mailing the billing/invoices, the bookkeeper makes two copies of the billing/invoice. One copy is submitted to the accountant, and the other copy is placed in the open invoice file/receivables records.

4. The bookkeeper records the billing/invoice in the accounts receivable ledger on a timely basis.

5. The accountant posts the accounts receivable ledger to the general ledger on a timely basis, utilizing the billing/invoice copies.
6. The accountant reconciles the accounts receivable ledger to the general ledger on a monthly basis.
7. The accountant prepares a status report on all outstanding receivables, on a monthly basis, and submits the report to the Executive Director.
8. The bookkeeper initiates collection procedures on all invoices older than 30 days.
9. All receivables records are maintained in a locked file cabinet.

ACCOUNTS PAYABLE

1. All approved invoices are submitted to the accountant promptly upon approval.
2. The accountant records all invoices in the accounts payable ledger immediately upon receipt, and places the invoices in the unpaid open invoice file.
3. All invoices from unfamiliar or unusual vendors must be reviewed by the Head of School for approval.
4. All payments are immediately recorded in the accounts payable ledger by the bookkeeper.
5. The accounts payable ledger is reconciled with the general ledger by the accountant on a monthly basis.

BAD CHECK POLICY

The following outlines our policy for accepting checks and handling bad checks. Please read carefully and share with each employee of the school. This information is provided in an effort to try to reduce the number of bad checks received by StudentFirst Academy. Prevention is our best protection.

Prevention/Protection

1. Obtain Accurate Information

- a. Full name, address (remember no one lives in a P.O. Box) and phone number;
- b. Driver's license number and birth date;
- c. **See** a valid driver's license, preferably a local one;

(NOTE: All these are necessary to not only obtain payment but also because the person who takes the check may be called as a witness in a subsequent trial.)

2. NEVER accept:

- a. Post-dated checks
- b. Out-of-state checks
- c. Two-party checks
- d. Counter checks
- e. Checks having no number
- f. Checks not signed in your presence
- g. Checks in excess of the amount of purchase, unless within your organization's set limit
- h. Checks to be held until later
- i. Checks in restitution for bad checks

Prosecution

1. When a check is returned for Non-Sufficient Funds (NSF):

- a. Send written notice by certified mail, return receipt to the writer of the check to establish evidence that the writer knew he/she wrote a bad check. See the sample letter that is attached.
- b. If restitution is not received by you within 3 business days, bring the check, and the green card from your certified mail to the Head of School's office immediately. Keep a copy of your letter and a copy of the check for your reference and for use in court, if needed.

2. When a check is returned marked "Account Closed":

- a. When a check is drawn on a bank in which the maker has no account or the account was closed, it shall be presumed that such check was issued with intent to defraud, and the letter requirement above is not necessary. Take the check to the Head of School's office.

3. When a check is returned marked "Forgery" or "Irregular Signature":

- Forged checks should be taken to the Head of School's office, which will immediately call the Charlotte Mecklenburg Police Department. At that time, we will ask the police department to begin a forgery investigation.

4. If the check writer wishes to make restitution on a bad check:

- a. **Repayment is to be made directly to the Head of School's office.**
- b. It is the responsibility of the check writer to pick up the bad check from the Head of School's office.
- c. A returned check fee of \$30.00 is assessed for each bad check. We collect We collect this fee, along with any late fees, directly from the check writer.

5. If accepted by StudentFirst Academy, the following types of checks cannot be prosecuted:

- a. Checks that have no identification, because an arrest warrant cannot be obtained without a reliable form of ID.
- b. Post-dated checks.
- c. Second party checks.
- d. Checks beyond the statute of limitations (1 year for a misdemeanor - under \$1000; 5 years for a felony.)
- e. Misdemeanor amounts outside of North Carolina.
- f. Forgeries, until law enforcement completes an investigation.

HEALTH AND SAFETY REQUIREMENTS GS 115C-238.29F(a):

Health Information Cards. All enrolled students must have a completed Health Information Card on file in the Admissions Office. Any student with a medical condition, e.g., diabetes, asthma, etc., should have this condition noted in red at the top of their card. Parents are encouraged to communicate any significant health history information of each child to the Admissions office, so that the child's needs may be met while at school. If a student is under a physician's care and is asked to take medication while in school, a note from the physician to that effect should be given to the Nurse's office.

Well-Being of Students. Students at StudentFirst Academy should be happy and growing in knowledge. As part of faculty in-service, StudentFirst Academy teachers will be provided training in mandatory reporting procedures for suspected child abuse. StudentFirst Academy teachers will be attentive to students who come to school displaying any of the signs of child abuse that were outlined in their training course, and will follow the prescribed procedures for reporting suspected abuse.

Crosswalk Safety. To ensure safety, all pedestrians are required to cross at designated crossings only.

Bicycle Safety. To create order and provide the opportunity for locking bicycles, bike racks will be provided for students who ride bicycles to school. Bicycles should not be parked near the entrance to the school or on the grass. Bikes must be walked on school grounds. All bicycles must be in compliance with legally mandated regulations regarding equipment and visual signals (headlights, brakes, reflectors, pennants, etc.). All students riding their bikes to and from StudentFirst Academy are strongly encouraged to wear a safety helmet.

Mopeds. Mopeds may be driven to school, but may not be driven on campus sidewalks. Each rider must dismount upon reaching the sidewalk and wheel the moped to the bicycle racks provided. Moped riding on campus is subject to all state laws and campus policy. Use of helmets is strongly encouraged.

School Bus. School buses may be used for school purposes by drivers that meet the following requirement: a valid commercial bus driving license and requisite education safety courses. Students are not allowed to drive school buses.

Student Missing/Hiding. If a student is missing or hiding on school grounds the following procedures are followed:

1. **Head of School or designee implements a search of the school building and grounds.**
2. Upon finding the student, determination of appropriate disciplinary action is made.
3. If the student is found injured, appropriate medical personnel are contacted.
4. If the student is not found, proceed to the procedures for runaway/abduction.

Runaway/Abduction. If a student runs away from the school during school hours or is abducted, the following procedures are followed:

1. Notify the Head of School, who contacts 911 and remains on the line.
2. The Head of School will contact the parent(s) listed on the student's Health Information Card.
3. In the case of abduction, the Head of School may designate appropriate personnel to observe the departing vehicle of the abductor(s) and student.

4. The Head of School will contact the teacher to get an accurate description of the student's clothing.

Hostage Situation. If one or more persons are holding staff or students hostage on school grounds, the following procedures are followed:

1. Notify law enforcement (911) and remain on the line.
2. Notify teachers to move students away from the hostage situation.
3. Gather facts regarding the situation for the police; keep notes on times and communications with the person(s) holding the hostages, and gather any other witness information.
4. The police department will have a copy of the school floor plan.
5. Work with law enforcement to determine next steps.

Student Possession of Weapon on School Grounds. If a student is observed or reported to have a weapon on school grounds, the following procedures are followed:

1. Identify the student and his or her location in the building.
2. Alert the appropriate staff and Head of School.
3. The school employee asks the student to accompany him/her to the Head of School's Office.
4. Assess the situation to determine follow up steps.
5. Notify law enforcement (911).
6. When appropriate, ask the student to surrender the weapon or declare its location.
7. Call student's parent(s) and follow disciplinary procedures.

Unwanted Intruder. If a person who has no business on school grounds is observed, the following procedures are followed:

1. A member of staff notifies the Head of School or escorts the stranger to the office.
2. The Head of School and staff member investigate and take appropriate action:
 - a. Ask the person for their name and what his or her business is at the school.
 - b. If it is determined that the person does not have a legitimate reason to be on school grounds, request that he or she leave, and visually monitor the person's departure.
 - c. After the person leaves, notify law enforcement (911).
 - d. If the person refuses to leave, the Head of School will notify the staff to call the law enforcement agency (911).
 - e. The Head of School will then determine appropriate method of informing all school employees to take appropriate action and use caution. The movements/behavior of the intruder are visually monitored until the arrival of law enforcement personnel.
 - f. Take note of what the person is wearing, type of car driving (get license plate number), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color, length of hair, visible scars, etc.).
 - g. School officials work cooperatively with law enforcement personnel.
 - h. The Head of School submits a police report and notifies the school board.

Bomb Threat and/or Explosion. If an explosive is either present or alleged to be present in the school building, which may or may not have exploded, the following procedures are followed:

Note: Walkie Talkies are not to be used during a bomb threat.

The receiver of a bomb threat call should:

1. Get word to the Head of School or designee who orders an immediate building evacuation.

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2. Write down the exact words of the caller.
3. Keep the caller talking.
4. Ask where the bomb is located and what time it is to go off.
5. Make note of the following:
 - a. Gender, age, and attitude of caller
 - b. Voice characteristics (accent, speech impediments or peculiarities)
 - c. Background noises
 - d. Date and time of the day the call was received
6. Give full report to the Head of School or designee immediately.

Upon notice of a bomb threat:

1. Get word to the Head of School or designee who orders an immediate building evacuation.
2. Upon evacuation signal, all personnel and students should evacuate the school building in accordance with the school evacuation plan. Windows and doors are left open in this phase of evacuation. A floor plan of the school is available.
3. A school staff member should shut off the main gas line (if applicable), and switch off the bell system for changing classes.
4. Notify the appropriate law enforcement agencies.
5. Conduct a visual search of the escape routes or hallways.
6. Three minutes after issuance of advisory code, or upon receipt of clearance report from hallways (whichever comes first), the Head of School, search team, or designee should:
 - a. Activate the evacuation signal.
 - b. Ensure that the building is evacuated
 - c. Report to an alternate emergency control center as designated on school grounds at least 300 feet from the building.
7. Staff should return to classrooms first for a final visual search prior to students entering the building.

Steps of action for an explosion:

1. Determine the location and extent of explosion, and get word to the Head of School or designee who orders an immediate building evacuation.
2. The Head of School or designee calls 911 and stays on the phone.
3. Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions.
4. Assist with the injured or wounded.
5. Secure area until the authorities arrive.

Evacuation Plan. Evacuation plans are posted in each classroom, office, and hallway to provide a visual display of proper evacuation routes from each part of the school building. Designated meeting places are established in a safe zone for each class and office.

- Staff receives training in building evacuation policies and procedures during faculty development at the beginning of each school year, and teachers train students in the evacuation drill procedures during the first week of school.
- When the evacuation alarm sounds or code is given (in the case of a bomb threat), the staff account for all students and visitors assigned under their supervision.
- Students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during evacuation.

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- The teacher precedes the students to the assigned meeting place. Everyone proceeds silently in a straight line, single file, stays that way in their designated assembly area, and waits quietly for an all-clear signal from the Head of School.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. The Head of School or designee account for any missing students or personnel.
- The Head of School or designee consults with appropriate safety authorities to determine when the building can be safely reentered by staff and students.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.

Student Accidents / Injury. School staff will be trained to provide CPR (cardiopulmonary resuscitation) and simple first-aid procedures. Bandages and a first-aid kit will be available in the Dean of Students's office for minor cuts and scratches. The Head of School's Administrative Assistant may remove splinters, apply ice, and distribute (with parental permission) cough drops, and a variety of over-the-counter products for minor first aid. The Administrative Assistant must always check a student's health information card for a parent's signature (thus allowing permission) each time any medication is requested by a student. If emergency medical assistance is required, the Administrative Assistant will attempt to contact both the parents and the family physician, in addition to the ambulance service. If a student is injured or ill, his or her parents must come to the Head of School's office to meet the student at the time he or she is to be excused. Upon treatment by appropriate medical personnel, the Head of School or designee fills out a Student Accident Report.

Immunization of Students. StudentFirst Academy will ensure full compliance with all federal and state immunization requirements. The following policies and procedures will help ensure compliance and reduce the possibility of any child missing school because of noncompliance. • Upon enrollment, the family will be requested to present the student's immunization record. If the student is in compliance, the record will be copied and filed with the appropriate agency. If the student is in partial compliance, the parent or guardian will be given a checklist of necessary immunizations the child must have before attending school, and the family will be referred to the county health department.

- A state approved medical waiver is acceptable if signed by the child's physician. An expiration date must be included.
- If non-compliance persists, follow-up telephone calls or letters will be provided to the parent or guardian. One week prior to the start of classes, a final notice will be sent.
- Students lacking proper immunization or a completed waiver will be denied admittance to the School until proof of immunization or a waiver is submitted.
- All students must have a completed physical signed by a licensed health care provider on file with the Head of School's office.

Fire Safety Regulations. StudentFirst Academy will maintain compliance with all applicable federal, state, and municipal fire and safety regulations, and submit to all inspections from authorities as required by law. The following fire safety guidelines are to be followed at all times:

- Fire lanes must remain clear at all times. All hallways, landings, stairs, and stairwells must be kept completely free and clear of any materials at all times. This includes tables, chairs, classroom materials, bicycles, plants, shoes, waste paper, etc.
- Fire exits must remain clear at all times. All doorways and doors must remain free and clear of any materials at all times.

StudentFirst Academy

- Fire control doors should be kept functioning at all times. Doors that have automatic holders should never be propped open. Use only the automatic holding mechanism to keep doors open.
- Classroom doors should not be propped open when vacant.
- Clothing and personal belongings should be kept in separate lockers.

Any violations of the above guidelines should be reported to the Head of School immediately.

Fire Drill and Alarm Guidelines. StudentFirst Academy will conduct fire drills each month in accordance with legally mandated guidelines.

- Staff and students will be notified when a fire drill will occur. The Head of School or designee will set off the alarm, reset the alarm system, and monitor the drill.
- If there is a real fire, report the fire by activating the alarm. Upon hearing the alarm, administrative staff will notify the fire department.
- Upon hearing the fire alarm, students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during fire drills.
- The teacher makes sure that all students are accounted for and that the classroom windows are closed.
- The teacher precedes the students in the hallway to their assigned exit.
- Classroom doors should be closed after the last person is out.
- Fire Exit Routes: All classes go out the designated doors, the locations of which are posted in the hallways and each classroom. In classrooms with a functional window fire exit, use this exit.
- Everyone should exit the building silently in a straight line, single file, and stay that way in their designated assembly area outdoors, and wait for an all-clear signal from the Head of School.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. Any missing students are reported immediately to the Head of School.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.
- Fire drill evaluations are kept on file in the Head of School's office.

Severe Storms and Tornadoes. As part of faculty development, the school staff is trained in the storm-safe areas designated for each class and office. Per the school safety plan, these are located along structural walls on the ground floor away from windows.

1. The school will keep an alarm-equipped weather radio in the Principal's office to alert staff to potentially threatening weather.
2. In the event of severe weather, the same procedure is used as for the fire drill. However, instead of going outside, all classes will proceed to their assigned areas within the building. The fire alarm is not used for tornado drills.
3. The Principal or designee uses an air horn to indicate the onset of severe weather, at which time staff and students will proceed to designated safe areas in the building.

Food Service. The Board of Directors has not yet decided how the food service program will be implemented, e.g., directly by StudentFirst Academy or under contract with a food service vendor such as Sodexo or Aramark. The Board will make that determination during the planning period, and will also contact the Mecklenburg County health department to determine what requirements must be followed. StudentFirst Academy will comply with all state and local regulations concerning food handling, including compliance with the Mecklenburg County Food and Facilities Sanitation Program (F&FS), which is a component of the Environmental Health Division of the Mecklenburg County Health Department.

Food Inspections.

North Carolina State regulations require that food served to the public must be prepared in a licensed facility. StudentFirst Academy has not made the determination to serve meals to its students. At this point, for the safety and security of the food and facility, meals are delivered. All food is from an approved source. An approved source is a licensed/permitted food establishment. Whole, uncut fresh produce -- fruits and vegetables -- can be purchased from any source. Temperature-controlled delivery vehicles used to deliver foods to the warehouse must be clean. Refrigeration vehicles must be at 41°F or colder and frozen storage vehicles must be at 0°F. Food is inspected within 10 minutes of delivery using the criteria outlined in Table 1: Criteria for Accepting or Rejecting a Food Delivery (see Appendix III). Food that is rejected is segregated from all other items until returned to the vendor. The temperature of refrigerated and cooked foods is taken within ten minutes of delivery using the guidelines outlined in Table 1: Criteria for Accepting or Rejecting a Food Delivery. Frozen foods are checked to be sure they are rock solid and no water marks appear on the packaging. Food that is not at proper temperature is segregated from all other items until returned to the vendor. No past-dated foods are accepted. This includes foods labeled "Sell By, Expiration Date, Best If Used By, and Use By."

All staff should properly wash their hands prior to lunch and at anytime where hand washing is required during lunchtime.

Hazardous Materials/Chemicals. StudentFirst Academy will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous chemicals. The school will avoid the use of such chemicals wherever possible. The following guidelines are to be followed by staff and students at all times:

- Material Data Safety Sheets (MSDS) are provided to the Head of School for any potentially hazardous materials to be brought into StudentFirst Academy.
- Potentially hazardous materials are reviewed by the Head of School or designee to ensure that material (or a more appropriate substitute) is safe for intended usage, and free of risk for staff and students.
- Based on the review, materials are either approved with no special requirements, approved with specific use, storage, or disposal requirements, delayed for usage until further research, or disapproved for use.
- A running inventory is kept by the Head of School's office, of all hazardous materials or chemicals contained within StudentFirst Academy. The list is updated monthly.
- Materials may only be stored in designated areas: No material may be stored in mechanical rooms or stairwell closets. Only steel or other nonflammable metal objects may be stored in stairwell closets.
- Materials with specific storage requirements will be kept in secure locations inaccessible to students and unauthorized personnel.
- MSDS are maintained for all approved materials in the areas where the corresponding materials are stored.

Any violations of the above guidelines for hazardous materials should be reported to the Head of School immediately.

Blood-Borne Pathogens. StudentFirst Academy will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. An Exposure Control Plan will include all staff, students, and others who might have occupational or accidental exposure to blood or other potentially infectious materials. All school employees will be required to complete a blood-borne pathogens course prior to the first day of school. Upon successful completion of the course, each employee will submit a copy of the blood-borne pathogens course certification to the Head of School for

inclusion in the employee personnel files. Re-certification will occur at intervals according to legally mandated guidelines.

Staff with the potential for direct contact with blood-borne pathogens will be encouraged to obtain Hepatitis-B vaccinations. Should a staff member choose not to be vaccinated, a refusal form will be signed by the employee and kept in the employee's staff file.

Exposure Control Policies and Procedures. All blood and body substances are considered by medical authorities to be potentially infectious and are to be handled to prevent infectious agents. For this purpose, personal protective equipment, including latex gloves, non-allergenic gloves, and a resuscitation mask, will be kept in each classroom and in the Head of School's office.

- Gloves are worn during any head lice checks and at any time there is risk of exposure to blood or body substances.
- Mouth-to-mouth resuscitation is performed using a resuscitation mask.
- Hand washing facilities with hot and cold water, soap, and an approved drying device will be readily available. Hands will be washed after contact with any blood or body substances immediately after gloves are used.

Diabetes Care Plan.

Diabetes as a life-threatening disease must be managed daily with guidance from a medical professional and a parent/guardian. The parent should initiate the communication to StudentFirst Academy as to the treatment and plan for the student with diabetes.

Procedures for Parent Request

Forms were designed for parents to request the development and implementation of an individual diabetes care plan and to identify parent/guardian responsibilities. The parental request form stipulates that it is the parent's responsibility to provide a diabetes care plan reviewed by a health care provider to the school prior to the student receiving any medical services other than self care, parent care, and Emergency Medical Services (911) at school. The Parent/Guardian Responsibilities form identifies all of the necessary information and supplies that will need to be provided by the parent for optimal care of the student. These forms will be distributed with the Diabetes Care Plan template, Quick Reference Plan, and School Responsibilities Form in a packet that will be distributed to:

- all students prior to enrollment;
- all students who are known to have diabetes at the close of each school year in preparation for the next school year (a new care plan should be in place at the beginning of each school year);
- diabetes educators;
- pediatric offices; and
- local health departments.

This information will also be available on the following websites:

- The Department of Public Instruction: www.ncpublicschools.org
- North Carolina Healthy Schools: www.nchealthyschools.org
- Department Health and Human Services, Diabetes Branch: www.ncdiabetes.org

Infant Abandonment Information

The North Carolina Division of Non-Public Education (as mandated by the last paragraph in G.S. 115-548, 556 and 565) provides the following infant abandonment (also known as infant safe haven or safe surrender) information to North Carolina's non-public schools as resource tools for school personnel, parents and students:

Questions & Answers on this topic prepared by the North Carolina Bar Association

QUESTIONS and ANSWERS about North Carolina's Safe Haven Law (Infant Abandonment)

What is the Safe Haven Law?

It's a law allowing parents to surrender or give up their baby confidentially, without being arrested or put on trial for abandonment.

How does the law work?

A parent who is not willing or able to care for a newborn can anonymously and voluntarily bring an infant, under seven days old, to any of the following "safe haven centers:" hospital, health department, community health center, police or sheriff department, social services department, fire or emergency services station. The parent can also leave the infant with a healthcare provider, law enforcement officer, social worker or certified E.M.S. worker who is on duty, even when they are away from their building or office. The parent does not have to give any information.

Are safe haven centers the only ones who can accept an infant?

No. The law requires the safe haven centers and workers listed above to take an infant, but other adults can voluntarily take the baby if they wish. The adult taking the infant may ask for information, but must tell the parent that the information is not required.

What must someone taking the infant do?

Anyone accepting an infant under this law must protect the health and well-being of the baby. They must also immediately notify social services or local law enforcement that they have received an infant.

Does this mean the parent is reported to the police?

No. Parents who leave an unharmed infant under 7 days old at a Safe Haven or with a responsible adult, indicating they don't intend to return for the baby, can walk away with no prosecution – EVER.

What if the parent is a minor?

The parent's age doesn't matter. Any parent can give up an unwanted infant under the law, safely and confidentially.

What if the person taking the baby asks for information?

The person taking the surrendered infant can ask for information, but must tell the parents that they are not required to answer. Often times, health information is helpful for caring for the infant.

Even if parents give their names, they have the same legal protections as those giving up their children anonymously – they cannot be arrested or tried for abandonment.

Can only a parent surrender an infant?

Yes. The law requires the person voluntarily surrendering the infant to be the infant's parent. This could be the mother or the father. Of course, another adult who voluntarily accepts an infant from the parent (see above) would be the appropriate person to turn the infant over to social services or law enforcement. Also, anyone who accepts an infant from an individual believed, in good faith, to be the parent is generally protected from later civil or criminal liability.

What happens to the infant?

The person taking the infant must protect the health and well-being of the infant. When a hospital or healthcare entity takes the infant, this means they will likely examine the infant and perform needed medical treatment. The hospital may give the mother or father a medical questionnaire to gather medical history. While parents do not have to provide any information, filling out a medical history could be very useful in caring for the baby. This form can be taken with the parents and mailed back to the hospital. Once the parents have safely turned over the baby, they are free to go. Social services will take custody of the baby. The baby may be placed in a foster home or other temporary location while pending adoption.

Can't the parents just up give the infant for adoption?

Yes. Nothing in this law replaces the existing laws on adoption. Many pregnant women choose in advance to give up their baby for adoption. The Safe Haven law provides a process, often as a last resort, for parents who feel they have no other legal options.

What if parents change their minds?

Although the law applies to a parent "who does not express an intent to return for the infant," the law does not prevent a parent from changing his or her mind. However, a parents can lose their rights if the child remains abandoned for 60 days or more.

New Vaccines Available.

Each parent and student will receive information upon admission to StudentFirst Academy related to new vaccinations and laws regarding immunizations. The following are new immunizations and laws that have been recently added.

MENINGITIS, INFLUENZA, HPV

Senate Bill 260, previously referred to as "Garrett's Law", requires each school system to provide parents and guardians with information about meningococcal meningitis and influenza diseases and their vaccines. The state also requires information about HPV and information about the HPV vaccine be provided to parents and guardians. For more information about meningococcal meningitis, influenza diseases or HPV, please call **1-800-232-4636 (1-800-CDC-INFO)** or go online to www.immunizenc.com or www.cdc.gov or contact your family physician.

Meningococcal Disease

What is meningococcal disease & what causes it?

Meningococcal disease is a serious, potentially fatal illness caused by a bacteria. There are three types of invasive meningococcal disease: Meningitis - an infection of the fluid surrounding the brain and spinal cord; Bacteremia - an infection of the blood stream; and Pneumonia - an infection of the lungs. *How is the*

disease spread? - Meningococcal disease is contagious. The disease is spread through air droplets and direct contact with infected persons. It can be spread through coughing, sneezing, kissing, or shared items like a drinking glass, utensils or cigarettes.

What are the symptoms?

Symptoms can progress rapidly and may resemble the flu. They can include fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. Some people also develop a rash mainly on their arms and legs.

Can meningococcal disease be prevented?

Yes. Although meningococcal disease is serious and potentially life threatening, up to 83 percent of the cases in adolescents and young adults are potentially vaccine preventable. The meningococcal vaccine has been demonstrated to be safe, and offers protection against four of the five most common types of meningococcal infection.

What do health officials recommend?

Health officials recommend routine vaccination of children 11-12 years old, previously unvaccinated adolescents at high school entry, and college freshmen living in dormitories with the newly licensed meningococcal conjugate vaccine (MCV4).

Does the meningococcal vaccine prevent all forms of meningococcal disease?

There are currently two meningococcal vaccines available in the United States – 1) Meningococcal polysaccharide vaccine (MPSV4) - available since the 1970s and 2) Meningococcal conjugate vaccine (MCV4) - licensed in 2005. Both vaccines protect against four of the five most common types of meningococcal infection, including two of the three types most common in the United States. Neither vaccine prevents meningitis caused by other bacteria such as “strep” or Hib bacteria.

Is the vaccine effective?

Yes. Both vaccines work well, and protect about 90 percent of those who receive it. MCV4 is expected to give better, longer-lasting protection. MCV4 should also be better at preventing the disease from spreading from person to person.

Influenza “the flu”

What is influenza?

Influenza (commonly called “the flu”) is caused by the influenza virus, which infects the respiratory tract (nose, throat, lungs). It can cause mild to severe illness, and at times can lead to death. In the United States, it is estimated that 10 percent to 20 percent of people get the flu each year: an average of 200,000 people are hospitalized for flu-related complications and 36,000 Americans die each year from complications of the flu. Five hundred out of 100,000 children with high-risk conditions (such as heart disease or asthma) and 100 out of 100,000 otherwise healthy children aged 0 to 4 years who are infected with the flu will be hospitalized for complications each season.

What are the symptoms of flu?

Symptoms of flu include fever (usually high), headache, tiredness (can be extreme), dry cough, sore throat, runny or stuffy nose, and muscle aches. Other symptoms, such as nausea, vomiting, and diarrhea, are much more common among children than adults.

Is there a flu vaccine?

Yes. The flu vaccine prevents the flu. Flu immunization is encouraged because the flu can lead to other problems including pneumonia, inflammation of the heart, and inflammation of the lungs. Healthy children younger than five years of age are more likely than adults to be hospitalized for complications from the flu. The vaccine protects between 45 percent and 90 percent of healthy children from getting the flu. Studies have shown that the older and healthier children are when they get a flu shot, the more likely they will be

protected. Flu vaccination has also been shown to decrease middle ear infections among young children by about 30 percent.

HPV

What is HPV?

HPV (human papillomavirus) is a common virus that is spread from one person to another by skin-to-skin contact. There are about 40 types of HPV that can infect males and females. Some types of HPV can cause cervical cancer and cervical dysplasia in women. Many people get HPV at some time in their lives, although most never know it because HPV usually has no symptoms and goes away on its own. However, while a person is infected with HPV, they can spread the virus to other people. HPV is most common in young women and men who are in their late teens and early 20s.

How do you get HPV?

HPV can infect any person who is sexually active. Both males and females can get it without even realizing it.

What are the signs and symptoms of HPV infection?

Some people will develop visible growths or bumps. The virus lives in the body and usually causes no symptoms. Many people who have HPV do not know they are infected.

How can my child be protected from getting HPV?

The only sure protection from HPV is abstinence. However, a new vaccine can now protect females (ages 9 to 26) from four major types of HPV. The HPV vaccine can prevent most genital warts and most cases of cervical cancer. Contact your family physician for more information.

Additional Medical Information and New Vaccines

North Carolina General Statute 115C-47 requires schools to provide information concerning cervical cancer, cervical dysplasia and human papillomavirus. North Carolina General Statute 115C-375.4 requires Local Boards of Education to provide parents and guardians information on Meningococcal disease and vaccines. Information on these diseases can be found at www.cdc.gov/vaccines/vpd-vac. Those without internet access can contact the school nurse or your local Health Department.

This policy was taken from the Carteret County Schools

CIVIL LIABILITY AND INSURANCE GS 115C-238.29F(c):

State the proposed coverage for:

--Comprehensive General Liability	\$1,000,000 per occurrence
--Officers and Directors/Errors and Omissions	\$1,000,000 per claim
--Property Insurance	Appraised value of the school site and contents
--Motor Vehicle Liability	\$1,000,000 per occurrence
--Bonding:	

Minimum amount:	\$250,000
Maximum amount:	The amount of funds received by StudentFirst Academy in the previous fiscal year from state and local sources

--Other

Boiler and Machinery:	Replacement cost of the building
Worker's Compensation:	As specified by Chapter 97 of the North Carolina General Statutes
Umbrella Policy:	\$5,000,000

***** **Please note the following** *****

- 1) A copy of the school's current insurance policy is located in Appendix XI.
- 2) A copy of the insurance quote for the charter school is located in Appendix XII.

***** **End of note** *****

TRANSPORTATION & FACILITY REQUIREMENTS

TRANSPORTATION PLAN GS 115C-238.29F(h):

Our vision for StudentFirst Academy is that of a small school, which is physically integrated into its surrounding neighborhood. While we will recruit and accept students from throughout Mecklenburg County and beyond, carefully selecting an accessible location will help reduce transportation costs. We hope that many students will be able to walk to school. However, for students who are not able to walk or ride to school on their own, we will use a variety of approaches to ensure that a lack of transportation will not preclude access to, and enrollment in, the school. These strategies may include:

- (1) carpools organized by the parents' organization
- (2) use of public transportation by older students
- (3) use of cab service (primarily for students with disabilities)
- (4) point-to-point transportation between StudentFirst Academy and strategically located pickup areas (either through a school-owned bus or under contract). As permitted by GS 115C-238.29F(h), we do not anticipate providing transportation to students who live within one and one-half miles of the school, or to students who reside in counties other than Mecklenburg County.

FACILITY DESCRIPTION GS 115C-238.29D(c):

The West Mecklenburg sector of Charlotte, StudentFirst Academy's future home, suffered a blow with the closing of its middle school, Wilson Middle School, which had been a staple in the community since 1955. This closure forces students from the feeder schools to be reassigned from feeder schools to a newer middle school ten miles away or an adapted elementary school which is now K-8. Challenges that are evident in the West Mecklenburg corridor include below average educational results which lead to little hope, little self-esteem, and shattered dreams. StudentFirst Academy has been granted the opportunity to lease the former CMS school site that housed Wilson Middle School. We believe StudentFirst Academy, partnering with Charlotte-Mecklenburg Schools, best serves the West Mecklenburg community by providing: 1) a neighborhood school responsive to student population needs; 2) an administration with community stakeholder support; and 3) a local community center for residents of the West Mecklenburg corridor.

Although there are several charter schools in Charlotte, none are located in the West Mecklenburg sector of Charlotte. Also, there is not a charter school in Charlotte with an international focus, a strong mentoring program, a defined leadership program, and an athletic program. The 2010-11 CMS report card (Charlotte Observer, 9-25-2011) indicated that at least six of Charlotte's charter schools had test scores below 80. These test scores represent the % of students on grade level. To gain charter school status and be housed in this great facility would allow StudentFirst Academy to offer its unique educational experience to students all over Charlotte. The physical space StudentFirst Academy is leasing from CMS will definitely help to maximize academic, cultural arts, and athletic achievement under our particular educational model.

Our new home is 110,360 square feet situated on 34 acres with five (5) buildings including a multipurpose/auditorium with stage, cafeteria, library, dance studio, art studio and music room. There are thirty-nine (39) classrooms, a gymnasium, locker rooms, track, football field, baseball field and outdoor courtyards. It is situated with easy access to Interstate 85 and 77, the Charlotte-Douglas airport and downtown Charlotte.

StudentFirst Academy

We officially took occupancy of the former CMS school site (7020 Tuckaseegee Road, Charlotte, NC 28214) on January 1, 2012. A copy of the signed lease for the facility is located in Appendix XIV. This facility meets all applicable health and safety requirements, as required by NCGS 115C-238.29F(a). Maintenance and utilities are adequately reflected in the budget. The transition of the public school records, maintenance, utility and repair costs were included as part of the package to convert the former public school to private school occupancy.

The new StudentFirst Academy location, formerly Wilson Middle School, was built in 1955 and served the community as a junior high, 7th, 8th and 9th grade until the school system transitioned into a middle school system (6th, 7th and 8th). The school was being used by Charlotte-Mecklenburg schools until the end of the 2010-2011 school year. When the school closed they were serving 529 middle school students. Occupancy for the school is 824. All building codes, inspections and requirements are current or in the process of awaiting results.

Picture views of the facility are below.



Building Entrance



Building Entrance



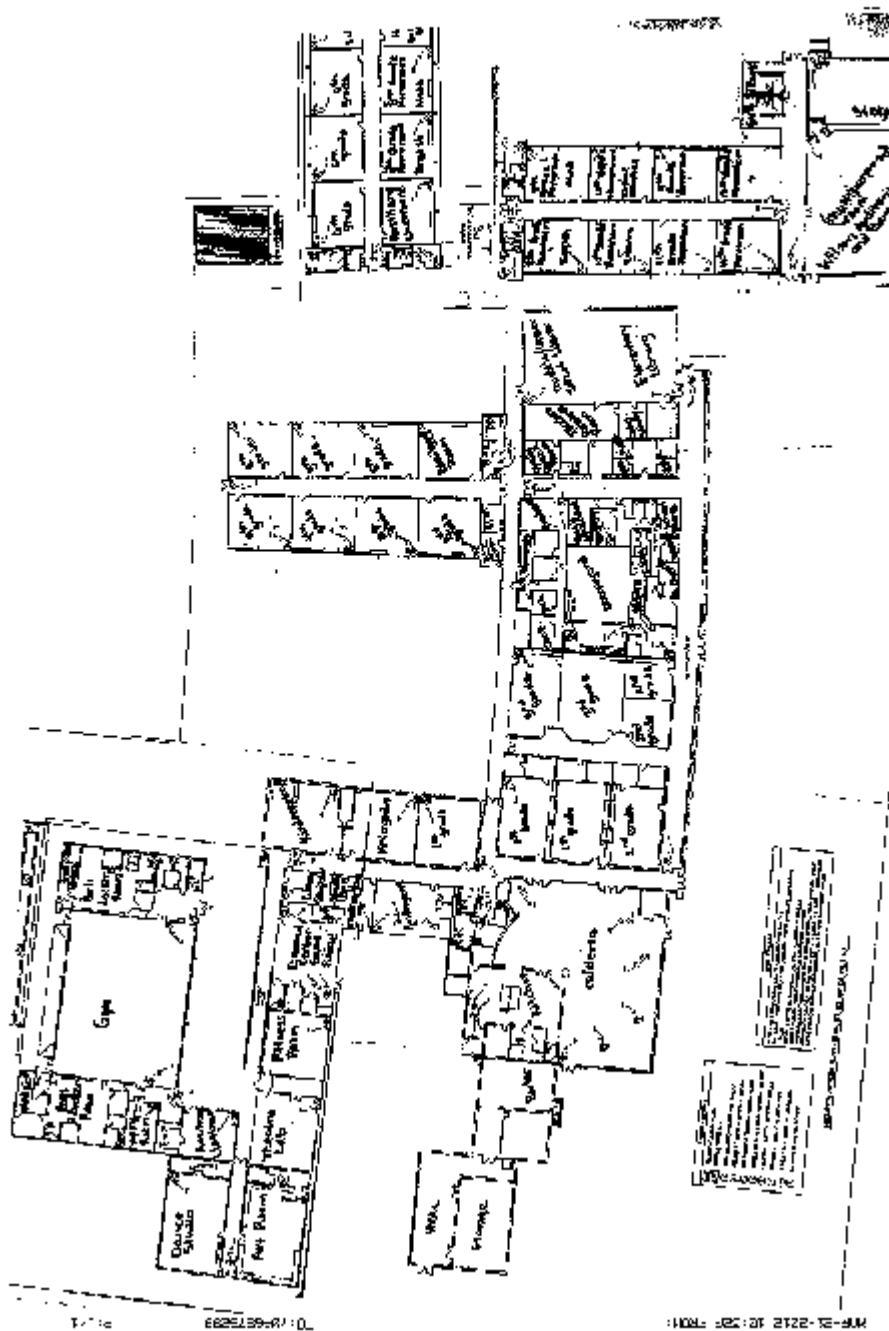
One of 2 Courtyards



Football field/track



Locker lined Hallways



StudentFirst Academy

Listed below are the specifics for this facility:

Name of the facility (if known): former CMS school site for Wilson Middle School

Address: 7020 Tuckaseegee Road

City/State/Zip: Charlotte, NC 28214

Description of the Facility:

Total square feet: 110,360 sq. ft. (5 buildings)
Number of Classrooms: 39
Number of Restrooms: 7 sets of 3 bathrooms (girls, boys, & handicapped) and 1 set of 2 bathrooms (girls & boys)

Other Rooms: yes

Auditorium:	1
Gymnasium:	1
Locker Rooms:	2
Laundry Room:	1
Music Room:	1
Art Room:	1
Laboratory:	6
Computer Labs:	2
Media Center:	1
Independent Study Room:	1
Theatre Dressing Room:	1
Cafeteria:	1
Kitchen:	1
Fitness Room:	1
Health Rooms:	2
Community Center area:	4 rooms joined together
Guidance Rooms:	1
Conference Rooms:	4
Office Rooms:	13-15
Textbook Room:	1
Janitorial Rooms:	5
Teachers' Lounge:	1
Copier Room:	1
Fields:	3 (football, track, & baseball)

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

(a) Term of the Lease: 5 yrs with automatic annual renewal for an additional 5 yrs (totaling 10 yrs)

(b) Type of Lease: low cost, community use

(c) Rent: \$ 50.00 per month

StudentFirst Academy

Name of Landlord: Charlotte-Mecklenburg Schools (CMS)
Facilities Planning & Real Estate

Address: 700 E. Stonewall Stree, Suite 712

City/State/Zip: Charlotte, NC 28202

Phone: 980-343-6870

Fax: 980-343-2129

Document inspections for the following:

- (a) Fire: Not available until lease finalized
- (b) Safety: Not available until lease finalized
- (c) Handicapped accessibility? Yes, the facility is ADA compliant

Describe how the maintenance will be provided for the facility. We anticipate providing maintenance for the facility through a combination of StudentFirst Academy employees and outside contractors for services such as grounds maintenance, trash removal, etc.

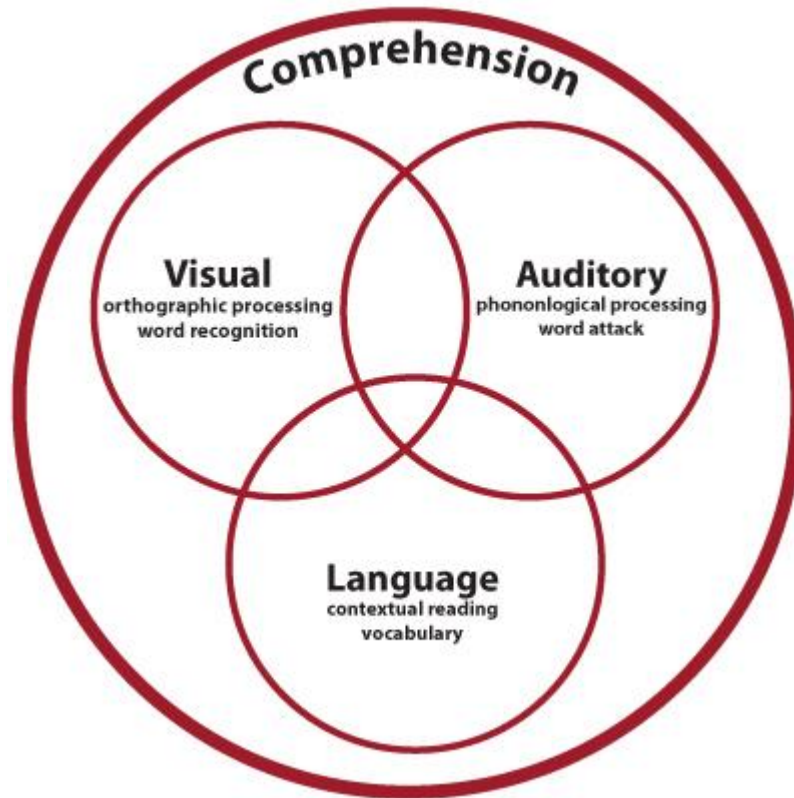
LEA IMPACT STATEMENT

In accordance with the requirements of GS 115C.238.29B(d), StudentFirst Academy will provide a copy of this application to the Superintendent of Charlotte-Mecklenburg Schools within seven days. StudentFirst Academy will also forward proof of delivery to the Office of Charter Schools as soon as possible.

APPENDICES

Appendix I
Lindamood-Bell Process-Based Education Model

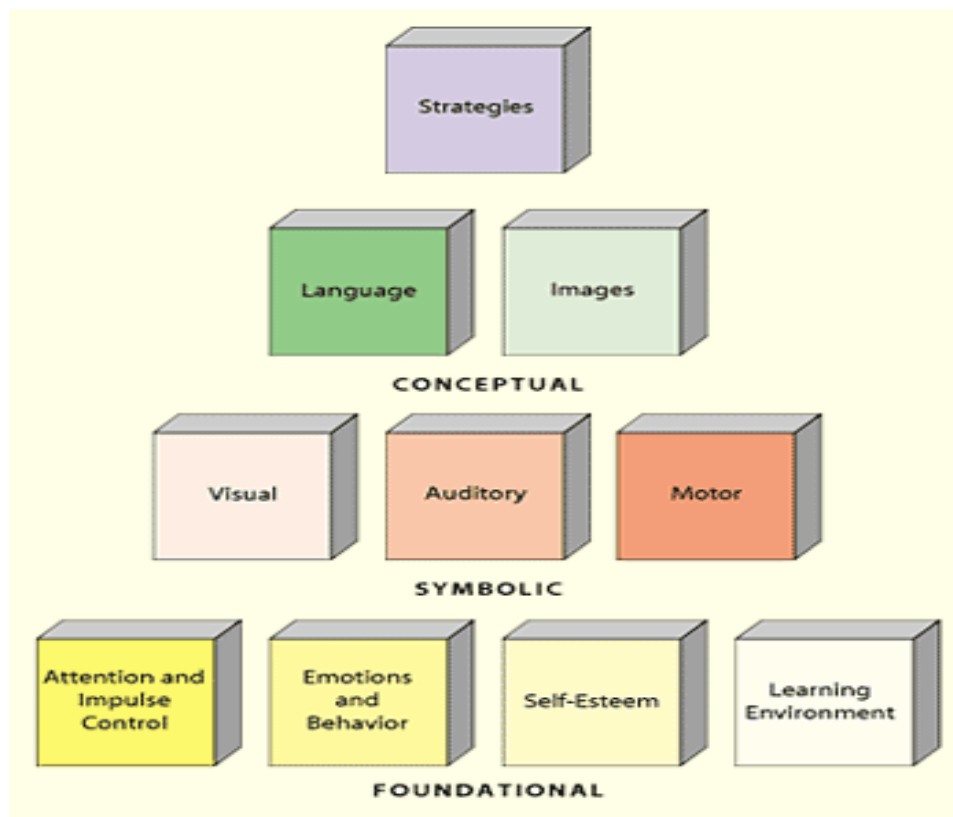
Lindamood-Bell Process-Based Education



The integration of the processes to the left is critical for an individual to be a proficient learner. The acquisition of knowledge, upon which educational standards are determined, is predicated on the underlying processes of human learning. The ability to process language is a prerequisite to learning content. Specifically, the ability to decode, the ability to comprehend written language, the ability to comprehend oral language, the ability to spell, and the ability to think critically are necessary for success in content areas.

It is our goal at Lindamood-Bell to develop these abilities to a point that our students become independent and self-correcting. Students can successfully learn content when they can read and comprehend.

Appendix II
Sam Goldstein's Building Blocks of Learning



- The **foundational blocks** provide the support system for all learning. Just as the foundation of a house must be strong enough to support the structure, these four blocks must be strong in order for learning to occur.
- The **symbolic blocks** (second level) involve the processing of information through the senses. The abilities in these blocks help children to gain access to, produce, recall, and retrieve information about the symbolic aspects of language. In general, symbolic processing abilities are conceptualized as secretarial in nature because they primarily involve the coding systems of language: decoding (i.e., word identification), encoding (i.e., spelling), and motor coding (i.e., handwriting); and strengths and weaknesses within these blocks affect basic skill performance. Isaacson (1989) aptly distinguished between the roles of the secretary and the author in the writing process. The secretary manages the mechanical concerns of writing, such as spelling, punctuation, and handwriting (i.e., skills of the symbolic blocks), whereas the author formulates, organizes, and expresses ideas (i.e., abilities of the conceptual blocks).
- The **conceptual blocks** (third & fourth levels) include conceptual abilities: thinking with language, images, and strategies. The abilities in the conceptual blocks help children to understand meanings, comprehend relationships, visualize complex designs, and apply previously acquired knowledge as they engage in academic tasks. Thinking with strategies involves thinking about thinking or what is referred to as *metacognition*. The strategies block includes the executive functions used to direct all cognitive activities and includes the abilities to plan, organize, monitor, evaluate, and reflect on one's own learning. This block is placed at the top because of its importance. Strengths in this block help students to be purposeful and self-regulated and to engage in goal-directed behavior.

Appendix III
Food Inspection Tables:

Table 1: Criteria for Accepting or Rejecting a Food Delivery

FOOD	Criteria to Accept Delivery
Meat and Poultry	41°F or colder. Stamped with USDA inspection stamp. Good color and no odor. Packaging clean and in good condition and no signs of tampering and/or counterfeiting. Not past dated.
Seafood	41°F or colder. Good color and no off-odors. Packaging clean and in good condition and no signs of tampering and/or counterfeiting. Not past dated.
Fresh produce	Clean and good condition and no signs of tampering and/or counterfeiting. If produce is cut or processed, it is at 41°F or colder.
Dairy Products	41°F or colder. Packaging clean and in good condition and no signs of tampering and/or counterfeiting. All products are pasteurized. Not past dated.
Eggs	Shell eggs at 45°F or colder; liquid eggs at 41°F or colder. Shell eggs -- clean and uncracked; frozen, and dry eggs – pasteurized. Packaging clean and in good condition and no signs of tampering and/or counterfeiting. Not past dated.

FOOD	Criteria to Accept Delivery
Refrigerated and frozen processed food	41°F or colder; if frozen, the product is rock solid. Packaging clean and in good condition and no signs of tampering and/or counterfeiting. Not past dated.
MAP	If the product requires refrigeration, it is at 41°F or colder. Packaging clean and in good condition and no signs of tampering and/or counterfeiting. Labels can be read and attached to the product. Not past dated.
Canned food	No swollen ends, leaks, rust, or dents. Label can be read and is attached to the product. No signs of tampering and/or counterfeiting. Not past dated.
Dry foods	Packaging clean and in good condition and no signs of tampering and/or counterfeiting. No signs of pest infestation. Not past dated.
UHT	Packaging clean and in good condition and no signs of tampering and/or counterfeiting. If product requires refrigeration, it is at 41°F or colder. Label is attached and can be read. Not past dated.
Baked Goods	Packaging clean and in good condition and no signs of tampering and/or counterfeiting. Products are not moldy. Not past dated.

Appendix IV Job Descriptions

For the following positions.....

- Head of School
- Deputy Head of School
- Dean of Students.
- Cultural Arts Director
- Community Center Director.
- Athletic Director
- Food Services Director
- Teacher

Head of School

General Responsibilities

1. Overall responsibility for **all** aspects of School operation
2. Chair of Management Committee
3. Chair of School Meeting

Teaching

- a. With Teaching Committee: agreeing program structures, teaching strategies, syllabi, etc., long-range planning
- b. With Teaching Committee: agreeing quality measures to ensure feedback and maintenance of standards
- c. With Chair Teaching Committee: staff duties re lecturing, problems classes, demonstrating, laboratories, tutorials, etc.
- d. Examinations: appointment of external examiners, Chair and conduct Board of Examiners
- e. Preparation of Teaching Plans for StudentFirst Academy

Student Matters

- a. Attend Student-Staff Liaison Committee and facilitate response to matters raised
- b. Tutorial reports - monitor and take action
- c. Student problems - field those not covered by tutors

Administration

- a. Identification of administrative tasks
- b. Devolvement of tasks to staff
- c. Ensuring tasks devolved are satisfactorily performed
- d. Overall workloads (Teaching, Research, Administration)
- e. School Meetings: Chair/facilitate responses
- f. Fabric/facilities - long-term planning
- g. Equipment - long-term planning
- h. Records

Finance

- a. Preparation and Management of School budget
- b. Preparation of StudentFirst Academy Business Plan
- c. Monitoring of School Budget to individual budget holders
- d. Assessment of equipment needs and resultant financial planning

Personnel

- a. Appointment of staff (either as Chair or member of appropriate committee)
- b. Staff promotion support (with advice)
- c. General staffing matters (resolution of interpersonal problems, sickness cover, etc.) taking advice of Personnel Office as appropriate
- d. Staff development
- e. Preparation of Staffing Plans
- f. Preparation of Research Plans for

Deputy Head of School Job Responsibilities and Duties

1. Provides educational and instructional leadership in the day program.
2. Creates a nurturing educational environment dedicated to student success.
3. Runs the day program and serves on the leadership team.
4. Communicates effectively and proactively engages the larger community, including student's caregivers, to garner resources and partnerships to benefit the students.
5. Effectively communicates with staff and leadership team regarding building operations and daily activities.
6. Oversees and ensures collaboration with the courts, heal services and mental health providers.
7. Supervises and evaluates school staff as delegated by the Headmaster.
8. Assists the Head of School in his/her educational leadership activities including coordinating curriculum, instruction, student activities and student retention.
9. Assists the Head of School in his/her managerial duties including budgeting, facilities maintenance, contract administration, records, maintenance, report preparation, and student and staff scheduling.
10. Implements the school's Code of Discipline and maintains the safety and security of the building and grounds.
11. Assumes other related responsibilities as requested by the Headmaster.

Terms

Negotiated Salary, excellent benefit package

Qualifications (Required)

- Enjoys working with students who have not experienced success in school.
 - Has at least three (3) years teaching experience and curriculum development work
 - Has at least 3 years experience in school administration or managerial experience
 - Has a youth development background (including teaching and/or training)
 - Has demonstrated leadership experience, interpersonal skills and personal characteristics necessary for working effectively with students, teachers, administrators and parents
 - Has excellent writing, communication and organizational skills
 - Has experience establishing a collaborative, team-oriented atmosphere that honors diversity and enhances individual and community growth
 - Has experience in working in a fast-paced, challenging environment
 - Has demonstrated effective supervision of teaching staff
-

Preferred (one or more)

- Has fluency in Spanish
- Has Special Education certification
- Has experience working with mental health agencies and courts
- Has experience teaching in a variety of settings
- Experience developing and implementing alternative student assessments including portfolios and exhibitions
- Experience working with a competency-based curriculum and/or experiential teaching

Dean of Students

All employees and volunteers at StudentFirst Academy work together to fulfill the StudentFirst Academy mission statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position; however, StudentFirst Academy expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: **trustworthiness, honesty, diligence, open communication, fairness, and politeness**. We expect to see these values in evidence among and between our staff, parents, and students.

Role Definition:

With an overall focus on maximizing academic achievement for all students, the dean of students is responsible for creating, maintaining and developing climate and control of the school as well as enacting all disciplinary and attendance procedures promptly, appropriately and equitably. This position reports to the deputy head of school.

Key Responsibilities:

Climate

- Documents and tracks student service hours; informs students about service and documentation requirements for graduation
- Assists lead teacher with Honor Rolls and awards ceremonies
- Attends grade level meetings/staff meetings and contributes to conversations about students and student culture/climate in the school
- Assists teachers, counselors, and administration with student interviews, parent phone calls and teacher communication
- Works with students, parents and staff to assist students in conforming to StudentFirst Academy behavior standards, including conduct and dress code
- In cooperation with the counselors, helps implement the character education, character development and bully-proofing programs in the entire K-12 setting
- Ensures appropriate culture and character development orientation across grades K-12
- Educates parents regarding school expectations including the student handbook
- Assists the administration in implementing routine climate checks across grades K-12 each semester
- Assists the administration with climate data and presentations to faculty and parents
- Builds a rapport with the students, helping them to develop negotiation skills and appropriate self-advocacy

Student Supervision

- Supervises student areas before school and walks campus periodically during the school day to monitor safety on campus
- Supervises off-campus check out/check in procedures (card collection and return) This we may need with students' internships and CPCC
- Supervises lunches for elementary school, middle school and high school on a daily basis
- Supervises detention for middle school and high school lunch detention/cleanup as necessary
- Supervises and implements after-school detention on a daily basis (3:05-4:15pm)
- Assists the teachers in implementing a tutoring program in the study halls and via the student aid program, Scholars Academy.

Discipline

- Performs discipline documentation and adherence to StudentFirst Academy's policy; attends to supervision and discipline duties; assists teachers with major discipline issues, interviews and investigations
- Assists lead teacher with positive behavior system including positive referrals
- Enforces the attendance policy

Administrative Team

- Assists the administration in keeping with the mission, vision and critical goal achievement
- Assists with open enrollment and attends school events as necessary
- Serves as a member of the Emergency Response Team
- Participates in School Improvement Planning process for middle school and high school, assists the administration with documentation
- Fulfills duties as assigned by administration, and student and family services

Credentials/Experience and Abilities Required:

- Bachelor's degree or work related experience associated with job description
- Previous administrative experience preferred
- Experience in a behavioral modification and mentoring
- Teaching and coaching experience preferred
- Advisory/counseling experience
- Knowledge of and commitment to character development, bully-proofing and anti-harassment programs
- Demonstrated initiative and skills in the following areas: relationship and community building, communication, conflict resolution, creativity, problem solving, decision making and time management
- Expert-level written and oral communication skills
- Computer skills required: knowledge of Microsoft Word, Excel and PowerPoint; administrative network
- CPR and First Aid certification

Revised from Peak to Peak Charter School July 24, 2008

Cultural Arts Director

JOB GOAL: Responsible for full administrative responsibility for the management, leadership, and direction of StudentFirst Academy's Cultural Arts Department. Oversight for scheduling, educational programming, promotions, public relations, annual budget, SFA usage guidelines, volunteer program, facility and equipment.

ESSENTIAL REQUIREMENTS: To perform this job successfully an individual must be able to execute each requirement satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability needed for the position.

1. Teaching License with appropriate grade level/subject area endorsement. If no teaching license at the time of hire, the process must begin within 6 months of hire.
2. Ability to assist in establishing and maintaining an effective learning climate in the school
3. Ability to interpret and implement all Board policies, administrative regulations and negotiated agreements
4. Ability to assist in the development, revisions and evaluation of the curriculum and instructional services
5. Ability to assist in the development of school plans and organizational procedures for the health, safety, discipline and conduct of students as established in district procedures
6. Ability to serve as liaison between the school and community, interpreting activities and policies of the school and encouraging parent involvement with the school
7. Ability to provide direction to others and to make independent judgments
8. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents, teachers and community
9. Ability to maintain confidentiality when dealing with student, staff and/or parent information
10. Ability to communicate with individuals of varied cultural and educational backgrounds
11. Ability to keep and maintain accurate records and to meet deadlines
12. Perform physical requirements which may include:
 - A. Moderate to extensive degree of physical and emotional stamina
 - B. Frequent and prolonged standing, walking and sitting
 - C. Ability to restrain students in emergency situations
 - D. Frequent and prolonged talking/hearing conversations
 - E. Possess near/far visual acuity/depth perception
 - F. Possible exposure to bodily fluids due to student injury and illnesses
13. Such alternative to the above requirements as the School Board or the Administration may deem appropriate and acceptable.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may also be assigned.

1. Schedule all k-12 student groups to allow participation in a full range of visual and performing art by: allowing appropriate rehearsal time; arranging for ticketing of all events; responding to all inquiries; assuming responsibility for the training of student groups; developing SFA security and custodial standards for events; and serving as a liaison between SFA and community performance groups.
2. Develop educational programming options for the K-12 student population by: developing a

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working plan to contract with local or regional educational programming groups/services; marketing and promoting educational programs to local schools; and encouraging the widest range of artistic offerings to students, including graphic, visual, musical, dramatic and performing arts.

3. Promotion and public relations by: developing plans that will encourage audience attendance; developing business and marketing plans and establishing a budget for promotions.
4. Develop an annual budget and an equipment replacement budget.
5. Develop "SFA Usage" guidelines and "SFA Rental Policy".
6. Develop an active volunteer program that utilizes both students and members of the community.
7. Responsible for funds, property and/or equipment.
8. Perform any other related duties as required or assigned.

Supervisory Responsibilities

1. Under administrative direction, setting up own standard of performance. Virtually self-supervising.
2. Reports to Deputy Head of School.
3. Considerable responsibility with regard to general assignments in planning time, method, manner, and/or sequence of performance of own work, in addition, the work operations of a group of employees, all performing basically the same type of work.
4. Ability to write reports, business correspondence, and policy/procedure manuals.
5. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public
6. Supervises contract and volunteer staff directly related to the arts, .
7. Carries out supervisory responsibilities in accordance with StudentFirst Academy's policies and applicable laws.
8. Responsibilities include interviewing, hiring and training employees; planning, assigning and directing work; appraising performance, rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS, CERTIFICATES, and LICENSES:

1. Bachelor's degree of related subject from an accredited university or Equivalent to four years of college, plus 5 years related experience and/or training.
2. Two years related management experience, or equivalent combination of education and experience.
3. Valid First Aid/CPR card, strongly recommended
4. Valid Driver's License, strongly recommended
5. Broad knowledge of such fields as visual and performing arts, advanced accounting, marketing, business administration, finance, etc.

PHYSICAL DEMANDS: The following physical activities described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions and expectations. While performing the functions of this job, the employee is regularly required to use hands to finger, handle, or feel, talk or hear; frequently required to sit; and occasionally required to stand, walk, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl. The employee must

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occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision; distance vision; color vision; peripheral vision; depth perception; and ability to adjust focus.

WORK ENVIRONMENT: The work environment is characteristic of students from the ages of four to nineteen. Stairs, work in high, precarious places, theatre lights, electrical equipment and multiple classrooms are part of the work environment.

TERMS OF EMPLOYMENT: Days and hours to be arranged, with salary according to current schedule.

EVALUATION: Following the probationary period, performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of licensed personnel.

COMMUNITY CENTER DIRECTOR

JOB GOAL: To perform professional duties in managing, supervising, marketing, staffing, conducting membership sales, and scheduling for the Wilson Community Center

ESSENTIAL REQUIREMENTS: To perform this job successfully an individual must be able to execute each requirement satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability needed for the position.

1. Support StudentFirst Academy in curriculum, and mentoring
2. Ability to assist in establishing and maintaining an effective learning climate in the school and center
3. Ability to interpret and implement all Board policies, administrative regulations and negotiated agreements
4. Ability to assist in the development, revisions and evaluation of the curriculum and instructional services
5. Ability to assist in the development of school plans and organizational procedures for the health, safety, discipline and conduct of students as established in procedures
6. Ability to serve as liaison between the school and community, interpreting activities and policies of the school and encouraging parent involvement with the school
7. Ability to provide direction to others and to make independent judgments
8. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents, teachers and community
9. Ability to maintain confidentiality when dealing with student, staff and/or parent information
10. Ability to communicate with individuals of varied cultural and educational backgrounds
11. Ability to keep and maintain accurate records and to meet deadlines
12. Perform physical requirements which may include:
 - A. Moderate to extensive degree of physical and emotional stamina
 - B. Frequent and prolonged standing, walking and sitting
 - C. Ability to restrain students in emergency situations
 - D. Frequent and prolonged talking/hearing conversations
 - E. Possess near/far visual acuity/depth perception
 - F. Possible exposure to bodily fluids due to student injury and illnesses
13. Such alternative to the above requirements as the School Board or the Administration may deem appropriate and acceptable.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may also be assigned.

1. Develops and monitors center's annual budget; tracks expenses and revenues generated by the facility; tracks daily weekly, monthly, and yearly attendance figures; and oversees payroll for the facility.
2. Coordinates and develops recreation programs, fitness programs, tournaments, and all events within the facility.
3. Develops and implements marketing strategy for the facility which includes promotional events, marketing tools, advertisement of the facility, public and media relations, and annual marketing plans; and develops pricing strategies for new programs.

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4. Schedules the maintenance and use of the facility; reviews and inspects facility, programs and operations for safety hazards and other potential problems.
5. Oversees annual membership and group sales, rental of the facility, computer registration program, daily admissions, and all other aspects of cash flow procedures.
6. Oversees daily operations of the facility including hiring, training, discipline and evaluation of personnel, oversees customer service, standards and facility maintenance in conjunction with the Building Maintenance Worker; assists with the operations of the front counter to ensure maximum customer service results.
7. Investigates and resolves complaints or inquiries from employees and patrons concerning the operations of the facility; deals appropriately with confrontational situations.
8. Provides administrative support by answering questions, maintaining correspondence with other divisions or agencies; leads and schedules tours; interfaces with community groups, and actively promotes the facility throughout the community through speaking assignments, guest appearances, etc.
9. Performs related duties as required.

Supervisory Responsibilities

1. Under administrative direction, setting up own standard of performance. Virtually self-supervising.
2. Reports to Deputy Head of School.
3. Considerable responsibility with regard to general assignments in planning time, method, manner, and/or sequence of performance of own work, in addition, the work operations of a group of employees, all performing basically the same type of work.
4. Ability to write reports, business correspondence, and policy/procedure manuals.
5. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public
6. Supervises contract and volunteer staff directly related to the arts, .
7. Carries out supervisory responsibilities in accordance with StudentFirst Academy's policies and applicable laws.
8. Responsibilities include interviewing, hiring and training employees; planning, assigning and directing work; appraising performance, rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS, CERTIFICATES, and LICENSES:

1. Graduation from college with a bachelor's degree in recreation administration, physical education, social work, psychology or closely related field.
2. Two (2) years management experience in public recreation, or any equivalent combination of education and experience.
3. One to two years experience working in a community recreation facility desired, but not required
4. Valid First Aid/CPR card
5. Valid Driver's License
6. Previous experience as a community or recreational center manager is required

PHYSICAL DEMANDS: The following physical activities described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable

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accommodations may be made to enable individuals with disabilities to perform the essential functions and expectations. While performing the functions of this job, the employee is regularly required to use hands to finger, handle, or feel, talk or hear; frequently required to sit; and occasionally required to stand, walk, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision; distance vision; color vision; peripheral vision; depth perception; and ability to adjust focus.

WORK ENVIRONMENT: The work environment is characteristic of students from the ages of four to nineteen. Stairs, work in high, precarious places, theatre lights, electrical equipment and multiple classrooms are part of the work environment.

TERMS OF EMPLOYMENT: Days and hours to be arranged, with salary according to current schedule.

EVALUATION: Following the probationary period, performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of licensed personnel.

ATHLETIC DIRECTOR

JOB GOAL: Provide for overall leadership and coordination among the various sports to facilitate programs that provide youngsters teambuilding, leadership, health and fitness and wellness opportunities.

ESSENTIAL REQUIREMENTS: To perform this job successfully an individual must be able to execute each requirement satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability needed for the position.

1. Teaching License with appropriate grade level/subject area endorsement. If no teaching license at the time of hire, the process must begin within 6 months of hire.
2. Ability to assist in establishing and maintaining an effective learning climate in the school
3. Ability to interpret and implement all Board policies, administrative regulations and negotiated agreements
4. Ability to assist in the development, revisions and evaluation of the curriculum and instructional services
5. Ability to assist in the development of school plans and organizational procedures for the health, safety, discipline and conduct of students as established in procedures
6. Ability to serve as liaison between the school and community, interpreting activities and policies of the school and encouraging parent involvement with the school
7. Ability to provide direction to others and to make independent judgments
8. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents, teachers and community
9. Ability to maintain confidentiality when dealing with student, staff and/or parent information
10. Ability to communicate with individuals of varied cultural and educational backgrounds
11. Ability to keep and maintain accurate records and to meet deadlines
12. Perform physical requirements which may include:
 - A. Moderate to extensive degree of physical and emotional stamina
 - B. Frequent and prolonged standing, walking and sitting
 - C. Ability to restrain students in emergency situations
 - D. Frequent and prolonged talking/hearing conversations
 - E. Possess near/far visual acuity/depth perception
 - F. Possible exposure to bodily fluids due to student injury and illnesses
13. Such alternative to the above requirements as the School Board or the Administration may deem appropriate and acceptable.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may also be assigned.

1. Responsible for assessing the school's athletic program.
2. Responsible for administering all National Federation, StudentFirst and building rules and regulations. Frequent meetings may be called to facilitate a smooth operation of these rules and regulations with coaches.
3. Work with the Deputy Head of School in making coaching assessments at StudentFirst.
4. Communicate with the Deputy Head in regards to coaching performances.
5. Responsible for conducting annual coaching performance assessments.
6. Responsible for the scheduling of all athletic contests. These schedules should be cleared through the Deputy Head of School.

7. Issue all athletic contracts.
8. Attend the athletic events of StudentFirst Academy whenever possible or arrange a replacement and work in conjunction with staff members to cover all home events.
9. Check on all transfer students to ensure their eligibility.
10. Work with coaches and school coordinators in problems of discipline concerning athletics. Will also maintain a file of all athletic suspensions and expulsions from teams in regard to giving each athlete "due process".
11. Meet regularly with other Conference athletic directors concerning league business and extended scheduling.
12. Coordinate with Facility Management and coaches to set up facilities for all activities.
13. Responsible for the coordination and planning of athletic budgets. Will meet with coaches and insure that all sports have an equal opportunity to present their budgets.
14. Work with the Deputy Head or their designee and head coach in planning athletic awards programs.
15. Responsible for obtaining the advertising, information, printing and selling of programs for varsity contests. May assign a designee to do this.
16. Provide athletic insurance forms to all athletes.
17. Review with all coaches the standards of discipline, conduct and academic performance required of their athletes.
18. Require all walk-on coaches to follow the StudentFirst Academy's hiring procedures.
19. Maintain records and inform their coaching staff of their current first aid status.
20. In conjunction with the athletic trainer will be responsible for keeping on file a current physical for each student athlete involved in athletics.
21. In conjunction with the coaches will arrange transportation of all athletic teams.
22. Responsible for improvement and maintenance of sporting facilities with the Deputy Head.
23. Coordinate the use of all school athletic facilities by groups outside the school with the Facility Manager.
24. Keep the release and participation information form on file for two years after the individual graduates.
25. Work with the coaches to make sure student athletes are educated on safe practices related to drugs, alcohol, sexual education, leadership and sportsmanship) on and off the field and gym.
26. Responsible for contracting all game officials for home events.
27. Act as a tournament manager for all league and tournament playoff activities that are assigned to StudentFirst Academy..
28. Maintain an active program that promotes sportsmanship and welcomes the competing teams and guests.
29. Act as a liaison between coaches and the athletic boosters club.
30. Assist with or monitor the monthly calendar of school activities in conjunction with the Deputy Head, faculty and student body.
31. Provide information to the appointed Public Relations person.
32. Attend state, regional and national meetings whenever possible.
33. Volunteer to be on committees whenever possible.
34. Supervise on site activities and perform administrative duties during the months of June and August.
35. Will chair the 9th Grade Participation Review Committee.

Supervisory Responsibilities

1. Under administrative direction, setting up own standard of performance. Virtually self-supervising.
2. Reports to Deputy Head of School.
3. Considerable responsibility with regard to general assignments in planning time, method, manner, and/or sequence of performance of own work, in addition, the work operations of a group of employees, all performing basically the same type of work.
4. Ability to write reports, business correspondence, and policy/procedure manuals.
5. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public
6. Supervises contract and volunteer staff directly related to the arts, .
7. Carries out supervisory responsibilities in accordance with StudentFirst Academy's policies and applicable laws.
8. Responsibilities include interviewing, hiring and training employees; planning, assigning and directing work; appraising performance, rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS, CERTIFICATES, and LICENSES:

1. Bachelor's degree of related subject from an accredited university or Equivalent to four years of college, plus 5 years related experience and/or training.
2. Two years related athletic experience, or equivalent combination of education and experience.
3. Valid First Aid/CPR card
4. Valid Driver's License
5. Previous experience as a coach is required

PHYSICAL DEMANDS: The following physical activities described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions and expectations. While performing the functions of this job, the employee is regularly required to use hands to finger, handle, or feel, talk or hear; frequently required to sit; and occasionally required to stand, walk, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision; distance vision; color vision; peripheral vision; depth perception; and ability to adjust focus.

WORK ENVIRONMENT: The work environment is characteristic of students from the ages of four to nineteen. Stairs, work in high, precarious places, theatre lights, electrical equipment and multiple classrooms are part of the work environment.

TERMS OF EMPLOYMENT: Days and hours to be arranged, with salary according to current schedule.

EVALUATION: Following the probationary period, performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of licensed personnel.

FOOD SERVICES DIRECTOR

Summary of Work:

Administers the food service program according to policies and procedures, and federal/state requirements. Supervises and trains foodservice personnel. Develops and maintains high standards of food preparation and service with emphasis on menu appeal and nutritional value. Maintains high standards of sanitation and safety. Maintains records of income and expenditures, food, supplies, personnel and equipment. Facilitates cooperation with education partners such as administrators, teachers, parents and students.

Principle Tasks:

- Plans and analyzes menus for all schools in the district to ensure that USDA Meal Pattern and nutritional requirements are met.
- Plans menu adaptations for children with special needs.
- Maintains a purchasing system consistent with USDA and state purchasing guidelines.
- Enforces federal and state regulations regarding nutritional standards, reports and records.
- * Prepares and maintains all records for required audits and reviews.
- Oversees the administration of the district's free and reduced price meals program according to federal regulations.
- Prepares, monitors and administers the food services budget. Monitors and analyzes all revenue sources.
- *Reviews and authorizes all program expenditures.
- Assesses customer preference, industry trends and current research to develop a long range plan that facilitates continuous program improvement.
- Maintains an efficient food service operation and a high quality food service staff by recruiting, selecting, training, scheduling, supervising and evaluating all food service personnel.
- Coordinates all equipment maintenance and building repairs with the appropriate school district personnel or a private service provider.
- Ensure that established sanitation and safety standards are maintained.
- Develops a marketing plan that promotes the school nutrition services to students, parents, other school personnel, and the community.
- Develops and implements a catering plan that is consistent with school board policies.

Education Requirements:

A Baccalaureate Degree in institutional food service management (or a closely related field) is required. Two additional years of successful experience as a food service manager could be substituted for the degree.

Experience:

- A minimum of two years successful experience as a supervisor or manager in an institutional food service or comparable setting.
- Demonstrated ability to work as an effective team leader.
- Ability to work with other groups in the integration of nutrition into other core subject areas.

General Knowledge, Skills and Abilities:

- Skill in motivating and supervising foodservice personnel.
- Knowledge of foodservice program requirements.

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- Basic computer skills.
- Ability to interpret a nutrient analysis spreadsheet.
- Ability to maintain records and complete reports, including web-based reporting.
- Written and oral communication skills.
- Considerable knowledge of quantity food production and serving techniques, food safety/sanitation requirements and procedures.
- An understanding of foodservice program finances.
- Skill in using public relations techniques to promote the foodservice program to children, school personnel and the public.
- Communication skills to work with the media and stake holders to publicize the nutrition integrity of school meals.

TEACHER

JOB GOAL: To provide the instruction of assigned students keeping within the law, board policies and administrative regulations. Instruction is the teaching/learning process which includes student guidance, management, skills and knowledge in grade/subject areas taught.

ESSENTIAL REQUIREMENTS: To perform this job successfully an individual must be able to execute each requirement satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability needed for the position.

1. Teaching License with appropriate grade level/subject area endorsement. If no teaching license at the time of hire, the process must begin within 6 months of hire.
2. Ability to assist in establishing and maintaining an effective learning climate in the school
3. Ability to interpret and implement all Board policies, administrative regulations and negotiated agreements
4. Ability to assist in the development, revisions and evaluation of the curriculum and instructional services
5. Ability to assist in the development of school plans and organizational procedures for the health, safety, discipline and conduct of students as established in district procedures
6. Ability to serve as liaison between the school and community, interpreting activities and policies of the school and encouraging parent involvement with the school
7. Ability to provide direction to others and to make independent judgments
8. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents, teachers and community
9. Ability to maintain confidentiality when dealing with student, staff and/or parent information
10. Ability to communicate with individuals of varied cultural and educational backgrounds
11. Ability to keep and maintain accurate records and to meet deadlines
12. Perform physical requirements which may include:
 - A. Moderate to extensive degree of physical and emotional stamina
 - B. Frequent and prolonged standing, walking and sitting
 - C. Ability to restrain students in emergency situations
 - D. Frequent and prolonged talking/hearing conversations
 - E. Possess near/far visual acuity/depth perception
 - F. Possible exposure to bodily fluids due to student injury and illnesses
13. Such alternative to the above requirements as the School Board or the Administration may deem appropriate and acceptable.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may also be assigned.

1. Meet and instruct assigned classes in the locations and at the times designated
2. Plan and implement a program of study following state and district goals/curriculum that as much as is possible, meet the individual needs and development of students
3. Guide the learning process toward the achievement of curriculum goals; establish clear objectives for all instructional units, projects and lessons to communicate these goals and objectives to students
4. Diagnose the needs and abilities of assigned students and prescribe appropriate learning activities for each student
5. Evaluate each student's growth periodically and develop instructional plans for the future; assist the specialists in the instruction of special education students
6. Establish and maintain open lines of communication with students and parents/guardians concerning both the broad academic and behavioral progress of all assigned students
7. Assist the administration in implementing all policies and/or rules governing student conduct

StudentFirst Academy

the classroom, develop reasonable rules of classroom behavior and procedures, and maintain order in the classroom in a fair and just manner

8. Encourage students to set and maintain appropriate standards of classroom behavior
9. Maintain accurate, complete and confidential records as required by law, administrative regulations and district policy
10. Confer with colleagues, administration, students and/or parents when necessary
11. Plan and supervise purposeful assignments for volunteer(s) and provide input regarding their job performance as appropriate
12. Strive to maintain and improve professional competence through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning
13. Attend staff meetings and serve on school committees as required
14. Ability to demonstrate knowledge of subject matter, to seek professional growth, improve classroom instruction and to qualify for certification by following both state and school regulations
15. Perform such other tasks (which may require knowledge of other job descriptions) as may seem to be appropriate to the Board or Administration
16. Maintains satisfactory attendance

QUALIFICATIONS, CERTIFICATES, and LICENSES:

1. Bachelor's degree of related subject from an accredited university
2. NC Teaching License
3. Valid First Aid/CPR card, strongly recommended
4. Valid Driver's License, strongly recommended

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by all employees. All employees must be able to navigate stairs, use a microwave, be able to bend and squat, lift a minimum of 5 pounds and be able to deal with children ages four to nineteen.

WORK ENVIRONMENT: The work environment is characteristic of students from the ages of four to nineteen. Stairs and multiple classrooms are part of the work environment.

TERMS OF EMPLOYMENT: Days and hours to be arranged, with salary according to current schedule.

EVALUATION: Following the probationary period, performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of licensed personnel.

Appendix V Names & Resumes of Prospective Employees

Note: As members of the Board of Directors, the resumes for the Head of School and Deputy Head of School are located in the Governance section with the resumes of the other board members.

- Mrs. Vanessa E. Carr, Cultural Arts Director
- Mr. James Moore, Food Services Director

Vanessa E. Carr

14103 Northridge Dr.
Charlotte, NC 28269

704-280-1512
vecdance@gmail.com

Profile: Highly motivated fine arts instructor with 30+ years of teaching experience. Extensive background in theater, dance, choreography, cheer, and physical training. Proven ability to create and orchestrate theatrical productions, to coach collegiate and professional cheerleading/dance team, and to instruct and train in the area of physical fitness. Also worked in management and marketing. Website:
<http://carrproductions.magix.net/website>

Employment Experience:

Comenius School for Creative Leadership Fort Mill, SC

Substitute Teacher 2007-2009, Fundraising Assistant 2008-2009, Fitness Trainer for Staff 2007-2010

Baylor University Waco, TX

Human Performance Lecturer 2004-2005

Artistic Director – Baylor Dance Company

The Stadium: Entertainment Facility Lexington, KY

Manager 2002 - 2003

Beaumont YMCA Lexington, KY

Dance & Aerobic Instructor 2002 – 2003

Wake Forest University Winston-Salem, NC

Head Coach: Dance Team, Cheerleading, and Mascot 1999 – 2000

Pep squad coach

Philadelphia Eagles (NFL) Philadelphia, PA

Fitness Trainer and Cheerleading Judge 1995 – 1999

Catholic Health and Recreation Blackwood, NJ

Cheerleading Coordinator for Camden County 1995 – 1999

Dance Instructor

University of North Carolina Chapel Hill, NC

Head Coach: Dance Team 1994 – 1995

Desert Fitness Tucson, AZ

Aerobics Instructor 1991 – 1992

Washington State University Pullman, WA

Physical Education Faculty

Head Coach: Dance Team 1989 – 1991

- Assistant cheerleading coach
- Assistant to Dance Company

StudentFirst Academy

University of Idaho Moscow, ID

Theater Faculty 1989 – 1991

- Festival Dance Company Instructor/Choreographer
- Community Theater of Moscow Set Designer and Choreographer

Cleveland Cavaliers (NBA) Richfield, OH

Head Cheerleading Coach/Choreographer 1988 – 1989

University of Akron Akron, OH

Theater Faculty 1986 – 1989

- Ohio Ballet Company Instructor

University of North Carolina Charlotte, NC

Dance Faculty 1985

Education: Southern Illinois University Carbondale, IL **Southern Illinois University** Carbondale, IL
B.S. – Educ /Dance Theater *M.S. – Educ / Physical Educ*

JAMES MOORE

9829 Southampton Commons Drive, Charlotte North Carolina 28277

Phone: 704-756-1905

Email: Jamesm54@msn.com

CAREER OBJECTIVE

A driven, results-focused leader with expertise in Food Service / Hospitality Management, eager to contribute expansive industry knowledge and superior managerial skills to maximize operational and fiscal performance in a progressive organization.

PROFILE

Serv-Safe Certified Manager with over 25 years' experience in the foodservice industry offering expertise in:

- ◆ Directing operations ranging from financial management/budgeting, staffing, and customer service to purchasing, inventory control and vendor relations
- ◆ Hiring, training and developing top performing teams
- ◆ Driving business growth by facilitating a client-focused, service-oriented environment
- ◆ Implementing strategies to maximize productivity, efficiency, quality, and profitability
- ◆ Cost-effectively managing inventories to control shrinkage and contain overhead expenses while maintaining optimal stock levels

PROFESSIONAL EXPERIENCE

Kittrell Job Corps Center – Kittrell, NC 2009 - Present
Food Service Manager

Single Sourced Solutions, Charlotte, NC 2008 – 2009
Property Manager

Compass Group USA – Ft. Mill, SC 1999 - 2008
Site (Account) Manager, Canteen Dining Division
(Location: Leiner Heath Products)

Foodservice Inc. – Charlotte, NC 1992 - 1999
Area Manager/Site Manager
(Locations: Bell South, First USA, Family Dollar Distribution)

Prior Experience

Progressed from Assistant Manager and Associate Manager to General Manager with Morrison's Cafeterias and Family Dining

EDUCATION

Winston-Salem State University - Winston-Salem, NC **Education Major**

Central Piedmont Community College – Charlotte, NC **General Studies**

Certifications: Serv-Safe, CPR, Water Safety, OSHA, EEOC

COMMUNITY ACTIVITIES

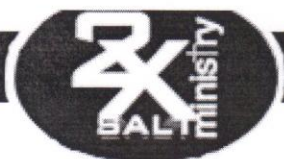
Coach, High School and Youth Community Sports

REFERENCES AVAILABLE UPON REQUEST

Appendix VI Letters of Support

Letters of Support come from the following:

- Alan Barnes, Partner/COO with 2XSalt & philanthropist
- Vince Ciccarelli, President of Insight Architects
- Thelma Byers-Bailey, Lincoln Heights Neighborhood Association President
- Patrick Cannon, Charlotte Mayor Pro Tem
- Terry Roberts, Director of The National Padeia Center
- Demetrius Dawson, Founder of Freedom Music Institute
- Deidre E. Johnson, Owner of Blackberry Realty and Associates
- Roberta Vassell, StudentFirst Academy parent and social worker
- Roslyn Walker, Psychologist at Piedmont Performance Evaluations
- Patrick McCrory, Charlotte Former Mayor
- Paulette Martin-Whitfield, Director of Administration at WTVI Charlotte
- Andre P. Stevenson, Accreditation Specialist at Council on Social Work Education



April 5, 2012

**North Carolina Department of Public Instruction
Office of Charter Schools – Raleigh, North Carolina**

Subject: Support for StudentFirst Academy

To Whom it May Concern:

This is to confirm our support for the 2012 Application for Charter being submitted by StudentFirst Academy in Charlotte. We have had the opportunity to meet with leadership and Board members of StudentFirst Academy, and understand their vision for how a Charter school in the heart of West Charlotte can be a vital element in the transformation of a challenged community. We believe a Charter school led by StudentFirst Academy would bring great value to the youth and families of the West Charlotte, and would be an important partner along with other schools, businesses, faith organizations, and families in this corridor.

As a Ministry anchored in West Charlotte just two miles from StudentFirst Academy, we work with youth and families via Sports, Music, Outreach, and After-School Mentoring for students, which include Discipleship, Academic support, Life Skills, and constructive fun. Partnering is a key value for 2xSalt, and other like-minded organizations, as we recognize that true transformation is a team sport, requiring a lineup of committed players to reach the heart, soul, and mind of today's youth. StudentFirst Academy has a number of complimentary aspects, including a strong academic focus, emphasis on sports and music/arts, and an overall philosophy of reaching the whole child.

We have been impressed with the vision, passion, and commitment demonstrated by the leadership and Board of StudentFirst Academy. These aspects, combined with their experience in education, positions them well to be a highly successful and impactful Charter school in an area that is critical to the current and next generation of Charlotte. If their Charter proposal is approved, in support of their vision, 2xSalt is committed to work with StudentFirst Academy, and other Community partners, in areas such as programming, material, and resources.

All youth are at-risk, but we recognize the youth in West Charlotte face particularly daunting challenges and risks, and we are dedicated to be part of the team in Charlotte, along with StudentFirst Academy, immediately and long-term, to help address it. If you have any questions or would like further information about 2xSalt or our support for StudentFirst Academy, please contact me directly at alanbarnes@2xSalt.org or at 704-904-8715.

Sincerely,

Alan Barnes - Partner/COO



October 14, 2011

To Whom It May Concern,

It is my pleasure to write this letter enthusiastically supporting StudentFirst Academy in their efforts to attain charter status.

Insight Architects, where I am a principal, is a strong advocate of the North Carolina charter school movement. I have had the pleasure of working with numerous charter schools throughout the state in their efforts to expand and improve their facilities as well as many prospective charter school educators in their efforts to attain charter school status. For the most part we have found the charter school community to be full of passionate and dedicated educators with innovative ideas and a strong commitment to and belief in our children's future. There is no question in my mind that StudentFirst Academy would not only fit in but would be a jewel in the charter school movement.

The educators that I have gotten to know at StudentFirst have impressed me as both devoted and knowledgeable. They are committed to providing a quality learning experience in a small group setting for the working class families of our community. I believe that the conversion to a charter school would help make their services more accessible to a larger number of families.

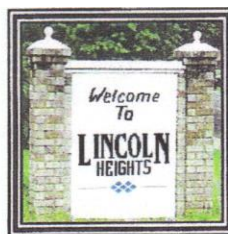
StudentFirst has been selected by Charlotte Mecklenburg Schools to lease the recently closed Wilson Middle School. I have toured this facility and believe that it is in excellent condition and would be a great fit for the school's program. The school was recently renovated and operational as a public school up through 2011. It provides a full range of classrooms, athletic areas and other educational spaces that are ready to use, as well as significant room for future growth.

I fully support StudentFirst's application and believe that they would make an excellent selection.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vincent G. Ciccarelli'.

Vincent G Ciccarelli, AIA
President
Insight Architects



Lincoln Heights Neighborhood Association

P. O. Box 16452
Charlotte, NC 28216

Telephone 704.394.7560
Facsimile 704.394.7506

Board of Directors

Thelma Byers-Bailey
President

Sheryl Smith
Vice President

Crystal Alford
Secretary

Mary Maxwell
Treasurer

Walter Dial
Asst. Treasurer

Lucille Batts
Parliamentarian

Mary Cherry

Owen Steele

January 4, 2011

Mr. Guy Chamberlain, Associate Superintendent
Auxiliary Services
Charlotte-Mecklenburg Schools

Dear Mr. Chamberlain:

The Lincoln Heights Community of Charlotte, NC supports a community use agreement between Charlotte-Mecklenburg Schools and StudentFirst Academy to occupy Lincoln Heights Elementary School as its new school facility. Charlotte-Mecklenburg Schools' announcement that Lincoln Heights Elementary School will close for the 2011-2012 school year leaves an unfathomable void in the lives of Lincoln Heights community stakeholders. Lincoln Heights Elementary School represents more than a school and community center, but also the dreams and aspirations of the next Ella Baker, John Hope Franklin, and/or James Baldwin.

The Lincoln Heights Community has just over 3100 people per square mile versus 2200 people per square mile for the Charlotte area average. The educational attainment levels from high school diploma equivalency to doctoral degrees are far less than city-wide percentages. The crime index within Lincoln Heights is almost double Charlotte's average. Lincoln Heights has a higher percentage of people three years of age and older in K-12 schools (19.8%) than the Charlotte average (18.7%). Last but certainly not least, the percentage of the population below the poverty line in Lincoln Heights is 22.1% versus 10.6% for the city of Charlotte (City-Data.com, 2010).

Based on these statistics, the Lincoln Heights community not only deserves a school, but a quality school that can fulfill the needs of its diverse population. I have personally spoken before the school board on more than one occasion regarding how strongly our neighborhood association supports the return of excellent education within our borders. StudentFirst Academy has demonstrated a successful track record for success by meeting the North Carolina Department of Public Instruction private school standards. The school exceeds the goals of its mantra by encouraging all members of a child's life to be a part of the educational process. The Lincoln Heights Neighborhood Association supports StudentFirst Academy and its petition for a community-use agreement to operate within the Lincoln Heights Elementary School facility.

If you have any questions or concerns, please do not hesitate to contact me either at the numbers listed above or the e-mail address listed below.

Sincerely,

Thelma Byers-Bailey

Thelma Byers-Bailey, President

tbyersbailey_lincolnheights@yahoo.com

cc: Lincoln Heights Board of Directors

The vision of Lincoln Heights is to become a neighborhood that is drug-free and clean, where yards, streets and homes are well maintained and where decent law abiding people choose to live.



December 30, 2010

Mr. Guy Chamberlain, Associate Superintendent
Auxiliary Services
Charlotte-Mecklenburg Schools
P.O. Box 30095
Charlotte, North Carolina 28202

Dear Mr. Chamberlain,

For the past decade, it has been an honor and privilege to monitor and assist StudentFirst Academy provide educational services to Charlotte-Mecklenburg area youth. StudentFirst Academy provides a quality learning experience for K-2 students that flourish in small group settings as teachers and administrators respond directly to individual student needs. Located at Midwood Baptist Church in the Plaza-Midwood district, I have witnessed the fruits of their labor as they have successfully participated in the Queen City Quiz Bowl Classic, the Charlotte-Mecklenburg Regional Science Fair, and numerous governmental and municipal proceedings in uptown Charlotte. Their successful engagement in community activities and services represents curriculum and instruction that not only supports the North Carolina Standard Course of Study, but also demonstrates an embedded philosophy of civic responsibility and service.

StudentFirst Academy has rendered an unparalleled service to its community. I wholeheartedly believe that now is the time for the community to invest in StudentFirst Academy. The full potential of this school has not been realized. Its partnership with Midwood Baptist Church has been successful, but the church does not have the facilities or infrastructure to support the growth and development of this school. StudentFirst Academy has applied for charter school status for the past two years and has successfully articulated to the next stage of being awarded state funding with each application. A facility conducive to the school's anticipated growth and needs will strengthen its 2011 charter school application and expand its service to the community.

With national educational policies such as "No Child Left Behind" and "Race to the Top," I firmly believe that we should prioritize "students first." As the aforementioned policies emphasize innovative instruction, alternative learning methods, and increased accountability, StudentFirst Academy embodies these principles with a traditional approach to education that incorporates future trends, capacities, and technologies. I encourage you to consider not only investing in StudentFirst Academy, but the community it serves by identifying a potential home for this valuable asset to the Plaza-Midwood district.

Please contact me at 704-336-7400 or councilmaxcannon@gmail.com if you have any questions. Thank you for your time and attention to this matter.

Sincerely yours in public service.

A handwritten signature in cursive script that reads "Patrick D. Cannon".

Patrick D. Cannon
Mayor Pro Tem



1 February 2010

North Carolina Department of Public Instruction
Office of Charter Schools Raleigh, North Carolina

To Whom It May Concern:

I am writing in support of the 2010 Application for Charter being submitted by the StudentFirst Academy in Charlotte. The Board from StudentFirst Academy has consulted with us at the National Paideia Center during the composition of both their Charter proposals and took the time to travel to Chapel Hill to sit down in a planning session in the fall of 2009 even though they were uncertain whether a 2010 Charter would even be available.

I cite this particular series of events as evidence that the StudentFirst Board is dedicated to the ideal of transforming the current private school into a fully functional *public* Paideia school and has consistently invested time and effort in learning what that means. In addition, they have used the rejection of their original proposal as an opportunity to further study Paideia theory and practice so that they could not just improve their second proposal but also create a better school if funded

In response to their dedication and effort, we at the National Paideia Center are fully committed to working with the StudentFirst Board if their proposal is funded by providing materials, training, and technical support while they develop their instructional program,

If you have further questions about their proposal or the likelihood of their success, please do not hesitate to contact me personally at 919/962-3134.

Sincerely,

Terry Roberts, **Ph.D.**
Director

**The National
Paideia Center**

The University of
North Carolina

406 Silver Star Court
Suite 200
Chapel Hill,
North Carolina 275H

FREEDOM MUSIC INSTITUTE

.....bringing the music from the inside out

To Whom It May Concern:

Freedom Music Institute is a multi-faceted program. Our relationship with Student First Academy is currently based primarily upon providing music and fine arts education to the scholars at Student First Academy.

Freedom Music Institute is ever evolving, and our instructors are fully capable of providing continued services to Student First Academy. Some of the services we provide are:

- *Vocal Lesson*
- *Piano Lesson*
- *Percussion Lesson*
- *Guitar Lesson*
- *Graphic Design*
- *Painting & Drawing*
- *Dance Lessons*

Our staff fully understands the benefits of music and arts education. Some documented benefits of music and arts education are:

- * Success in school*
- * Success in society*
- * Success in developing intelligence*
- * Success in life*

Freedom Music Institute anticipates broadening the services that we offer to Student First Academy as the Academy continues to grow. We appreciate the opportunity to serve Student First Academy and will be happy to provide any additional information or documentation that is required.

Sincerely,

Demetrius D. Dawson

*Demetrius D. Dawson
Founder and Director
Freedom Music Institute*

7624 Free Bird Ave
Charlotte, NC 28216

February 11, 2009

To Whom It May Concern:

I am a proud parent of two Student First Academy (SFA) students (fifth and kindergarten). They have been students at SFA since September 2008. During this time, I have watched them grow academically and socially. The faculty members are knowledgeable, caring and go out of their way for the students. They offer assistance in a supportive and encouraging manner. They teach outside the conventional box and encourage the students to be individuals who think outside the box. I was fortunate enough to be an audience member during the election debate for student body president, vice president etc. The candidates were immaculately dressed, articulate, and knowledgeable of all subject matters. The candidates exuded confidence. Watching the debate made me, as a parent; want to be more involved with the students and the school. As a result, I requested to be a member of the Parent-Teacher Association and I am the current president of the PTA.

Sincerely,

Roberta Vassell
Roberta Vassell

Blackberry Realty & Associates
"picking a home that's ripe for you"

Deidre E. Johnson
Broker-In-Charge

February 11, 2009

To Whom It May Concern:

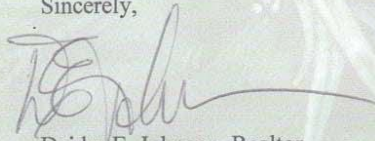
I would like to express my appreciation for the hard work and continued dedication to StudentFirst Academy by its founder Phyllis Handford. Since my initial affiliation began with StudentFirst Academy as a volunteer in 2003, the school has made outstanding progress.

StudentFirst Academy has remained connected to many of Charlotte's businesses and organizations to give its students a well rounded and focused educational experience. Because of the commitment and dedication of StudentFirst Academy's staff and the involvement of its parents, my daughter enrolled as a junior in 2004 and graduated with honors in 2006. She is now a junior attending North Carolina Agricultural & Technical State University majoring in Speech Language Pathology.

It is because of the selfless interest taken and encouragement given by Phyllis Handford and her staff, that she has grown from a shy young girl afraid to reach out for help in an academic crisis, to a thriving young woman who will present her research project before the National Black Association for Speech Language and Hearing in Atlanta Ga., in April of 2009.

As a Charlotte business owner, supporter and parent of an alumni it is my desire to see StudentFirst Academy continue to grow as an organization and educate young people, who are our future.

Sincerely,



Deidre E. Johnson, Realtor
Broker/Owner
Blackberry Realty & Associates

7209-J East WT Harris Blvd., #194
Charlotte, NC 28227

Office: 704-293-2593
Fax: 704-536-2219

DJohnson@Blackberryrealty.com
www.Blackberryrealty.com



February 10, 2009

To Whom It May Concern:

I had the pleasure of meeting Sandy Gay and Phyllis Handford in August 2007. Even then I was impressed by their backgrounds and vision for StudentFirst Academy. From my experience as a master's level psychologist, I have realized the great importance of potentiating each student by addressing their individual cognitive, emotional and personality traits. We found common ground when talking about their idea of incorporating these things into a curriculum.

Now, in February 2009, I am excited to hear about StudentFirst's movement toward Charter School status. I find this to be a "cutting edge" endeavor in that the focus will be on using proven methods of assessment and instruction, exploration and experiences, to prepare students for responsibility in their school and ultimately their community.

Sandy Gay and Phyllis Handford have impressed me as women who are passionate about providing a quality education for students. I find them to be very skilled and well supported when it comes to all the aspects of leading and managing a school. As long as I have known them, they have continued to move toward this goal with perseverance and commitment. I would definitely consider them and StudentFirst an asset to children.

Sincerely,

Roslyn Walker, MA
Licensed Psychological Associate
Piedmont Performance Evaluations.



CHARLOTTE

September 18, 2007

Dr. Elijah Graham
Community-Based Initiatives
2500 Regency Parkway
Cary, North Carolina 27518-8549

Dear Dr. Graham:

StudentFirst Academy, an independent K-12 school, has been in operation since 2002. They are a private school with a public mission serving students and families with an extended day to assist the working families in the Charlotte area. The public interest is also served through the school's mission to have quality education be affordable for all. This is done through an income-based tuition formula, (originally proposed and adapted at the Manhattan Country School in Manhattan, New York) which allows families earning less than \$15,000 per year to have more than 80% of a student's tuition subsidized.

StudentFirst Academy has served a large number of families in the Charlotte area by providing a means of academic excellence for all children. This is evident in the 86% average standardized test scores of their elementary school students. The Upper School students receive resounding remarks in their work ethic, professionalism and seriousness when they have performed in the business community on job shadowing and internships with IBM and WTVI. Astronaut William Pogue, in a luncheon in May, 2005 at Kennedy Space Center, called the students "delightful, well-prepared and a joy to speak with."

StudentFirst Academy students are not just exposed to the rigors of academic success but also to service. All the students have regular service days at The Habitat Re-Store, Friendship Trays, The Metrolina Food Bank and service to the elderly through local churches.

StudentFirst teaches not just the books but also the whole child. They offer a Cultural Arts program in the afternoon, which brings in special guests to share careers, cultures and art to the students who normally wouldn't be exposed to them. The students can take lessons in drama, dance, piano, art and various musical instruments.

Many parents and volunteers have described StudentFirst Academy, as "Charlotte's best kept secret" but through the expansion and restructuring of the school in 2007 they hope to make the secret, "public news".

I fully support their grant application and ask that you give it your highest consideration.

Sincerely,

Patrick McCrory
Mayor

Patrick L. McCrory, Mayor
Office of the Mayor 600 East Fourth Street Charlotte, NC 28202-2839 704/336-2241



August 9, 2007

To Whom It May Concern:

I worked with Phyllis Hanford and the Student First academy September 2006 – May 2007. Students from the Student First Academy participated in the WTVI internship program.

The program was designed to provide the students an opportunity to gain an enhanced understanding of television production and other aspects of station operations. This partnership provided a practical, first-hand television work experience.

Under Ms. Hanford and her staff's leadership the students were prepared and arrived on time. The students were eager to learn.

WTVI was glad to be a partner in this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "P.M.W.", is written over a light blue circular stamp.

Paulette Martin-Whitfield
Director of Administration



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August 9, 2007

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EXECUTIVE DIRECTOR, CSWE
Julie M. Watkins, Ph.D.

**PRESIDENT,
BOARD OF DIRECTORS**
Ira C. Colby, D.S.W.
University of Houston

To Whom It May Concern:

I am pleased to write this letter of endorsement for StudentFirst Academy in Charlotte, North Carolina. While serving as Chair of the Social Work Department at Johnson C. Smith University I worked closely with Ms. Phyllis Handford and her staff. I had the opportunity to work with several schools over the past few years, but was always most impressed with the faculty, staff, and students at StudentFirst Academy.

During the semester of August 2005 I volunteered to teach an Introduction to Sociology course to juniors and seniors at the school. I found the students to be prepared and engaging. They asked great questions, read assignments and performed at a high level. This speaks to the tremendous preparation and guidance provided by the faculty and staff at StudentFirst Academy.

Later that year, Ms. Handford stated she wanted to implement a mentoring program at the school. I eagerly agreed to assist her with this endeavor by creating a Mentoring Manual that serves as a guide for the ongoing development of their mentoring program.

In recent months I accepted a position with the Council on Social Work Education, and am no longer working in North Carolina. However, my support of and commitment to StudentFirst Academy is ongoing. I make visits to the school to talk with the students about various issues, and continue to serve as a volunteer consultant.

I have been involved in education, in various capacities, for nearly twenty years. StudentFirst Academy ranks in the top one percent of all the programs in terms of their level of professionalism and student preparation.

Therefore, without reservation, I enthusiastically write this letter of endorsement for StudentFirst Academy. I assure you of its value. The school embodies all the wonderful qualities which make a school successful.

Sincerely,

André P. Stevenson, PhD, MPH, MSW
Accreditation Specialist

Office of Accreditation and Educational Excellence

Appendix VII
Charter School Student Interest Application
(for 2013-2014 Enrollment)

StudentFirst Academy Charter School

STUDENT INTEREST APPLICATION FOR 2013-2014 ENROLLMENT

Based on North Carolina charter school legislation and the philosophy of StudentFirst Academy, StudentFirst Academy does not discriminate on the basis of ethnicity, national origin, gender, or disability and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Students are admitted based on space availability and order of placement is determined by a public lottery.

This interest application is for school planning purposes only. Information provided to StudentFirst Academy cannot and will not be used to screen student applications for admission to the school.

STUDENT INFORMATION (PLEASE PRINT)

Student's Name (Last, First, Middle): _____

Date of Birth: _____ Age: _____ Sex: M ___ F ___

Expected Grade Level in 2013-2014: _____

PARENT/GUARDIAN INFORMATION (PLEASE PRINT)

Father/Guardian Name: _____

Current Address: _____

Employer: _____ Cell or Home Phone: (____) _____

Email Address: _____

Mother/Guardian Name: _____

Current Address: _____

Employer: _____ Cell or Home Phone: (____) _____

Email Address: _____

I(We) am(are) interested in my(our) child attending StudentFirst Academy Charter School. Please let me(us) know when applications are available for the 2013-2014 school year.

Parent Signature _____ Date _____

PARENT REFERRAL (PLEASE PRINT)

We would appreciate you referring a family member, friend, or co-worker, who may be interested in enrolling a child into StudentFirst Academy Charter School during the 2013-2014 school year.

1. Name: _____ Phone: _____ Email address: _____

2. Name: _____ Phone: _____ Email address: _____

3. Name: _____ Phone: _____ Email address: _____

Appendix VIII
Draft Student Application

StudentFirst Academy

STUDENT APPLICATION FOR 2013-2014 ENROLLMENT

Based on North Carolina charter school legislation and the philosophy of StudentFirst Academy, StudentFirst Academy does not discriminate on the basis of ethnicity, national origin, gender, or disability, and will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Students are admitted based on space availability and order of placement is determined by a public lottery. The questions on this application are for school planning purposes only. Information provided to StudentFirst Academy cannot and will not be used to screen student applications for admission to the school.

STUDENT INFORMATION (PLEASE PRINT)

Student's Name (Last, First, Middle): _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone (_____) _____

Date of Birth: _____ Age: _____ Sex: M _____ F _____

Grade for 2007-2008: _____ Current School: _____

PARENT/GUARDIAN INFORMATION

Father/Guardian Name: _____

Employer: _____ Work Phone: (_____) _____

Mother/Guardian Name: _____

Employer: _____ Work Phone (_____) _____

StudentFirst Academy is a public school and requires no application fee or tuition. Parents are asked to support the policies of StudentFirst Academy (behavior and academic) and to support the school with the required volunteer time.

I have received all necessary information to apply for enrollment at StudentFirst Academy and agree to abide by the stated policies and guidelines. Please process my application.

Parent Signature _____

Student Signature _____ Date _____

Mail completed application to:

Head of School
StudentFirst Academy
7020 Tuckaseegee Road
Charlotte, NC 28214

Phone: (704) 394-8749 Fax: (704) 394-8750 info@studentfirstacademy.org www.studentfirstacademy.org

APPLICATION DEADLINE: 5:00PM, APRIL 29, 2013
LOTTERY WILL BE HELD MAY 11, 2013
NOTIFICATIONS WILL BE SENT MAY 13, 2013

Appendix IX Leadership Academy

- SFA Ten Secrets to Success (Student WIN-WIN Chart)
- Sample Pay2Learn check

SFA Secrets of Secrets

Name _____ Grade _____

Friday	•Health or You
	•Community Service
	•Team Player
	•Respect for Self & Others
	•Communication Skills
	•Win-Win for Self, Family and the World
	•Meet Your Daily Goals
	•Navigating a Strong Academic Program
	•Plan Your Work & Work Your Plan
	•Independent Thinker & Doer
Thursday	•Health or You
	•Community Service
	•Team Player
	•Respect for Self & Others
	•Communication Skills
	•Win-Win for Self, Family and the World
	•Meet Your Daily Goals
	•Navigating a Strong Academic Program
	•Plan Your Work & Work Your Plan
	•Independent Thinker & Doer
Wednesday	•Health or You
	•Community Service
	•Team Player
	•Respect for Self & Others
	•Communication Skills
	•Win-Win for Self, Family and the World
	•Meet Your Daily Goals
	•Navigating a Strong Academic Program
	•Plan Your Work & Work Your Plan
	•Independent Thinker & Doer
Tuesday	•Health or You
	•Community Service
	•Team Player
	•Respect for Self & Others
	•Communication Skills
	•Win-Win for Self, Family and the World
	•Meet Your Daily Goals
	•Navigating a Strong Academic Program
	•Plan Your Work & Work Your Plan
	•Independent Thinker & Doer
Monday	•Health or You
	•Community Service
	•Team Player
	•Respect for Self & Others
	•Communication Skills
	•Win-Win for Self, Family and the World
	•Meet Your Daily Goals
	•Navigating a Strong Academic Program
	•Plan Your Work & Work Your Plan
	•Independent Thinker & Doer

- HEALTHIER YOU
- COMMUNITY SERVICE
- TEAM PLAYER
- RESPECT FOR SELF & OTHERS
- COMMUNICATION SKILLS
- WIN-WIN
- MEET YOUR DAILY GOALS
- NAVIGATING A STRONG ACADEMIC PROGRAM
- PLAN YOUR WORK & WORK YOUR PLAN
- INDEPENDENT THINKER & DOER

Please highlight Secret(s) that student has achieved 4 of 5 times (80%) of the week.

8 or more must be highlighted for student to be eligible for VIP.

Teacher's Goals

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Student eligible for VIP? YES NO

Appendix X
Support for Looping

Looping

THEMES IN EDUCATION

Looping: Supporting Student Learning Through Long-Term Relationships



Northeast and Islands Regional Educational
Laboratory At Brown University

Table of Contents

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About This Series

This is the first in a series of “Themes in Education” booklets produced by the Northeast and Islands Regional Laboratory at Brown University. The topics addressed by these pamphlets are generated in response to requests for information from practitioners, parents, and others. Each booklet presents a balanced view of the topic—a glimpse at places where the activity is in operation. Some topics may lend themselves to a state-by-state summary or a vignette illustrating the activity. Other topics are more global in nature, and the report will cite a few illustrations within the region or nationally.

The goal of the series is to provide resources containing useful information on education-related topics of interest. Connections to other relevant resources, selected references, and ways to obtain more information are found in each booklet.

Comments on Looping . . .

- s** *My original fears about changing to a new grade quickly disappeared as I moved from a curriculum-centered to a student-centered classroom.*
— Barbara Hanson, teacher at the Willett School in Attleboro, Massachusetts (Hanson, 1995).
- s** *This September our looped classes started without anxiety.*
— Lynn Babcock, principal of Grant Elementary School in Livonia, Michigan (National Association of Elementary School Principals [NAESP], 1996).
- s** *It's so much easier for me to establish academic expectations.*
— April Schilb, second grade teacher at Hillcrest Elementary School in East Moline, Illinois (Checkley, 1995a).
- s** *A looping schedule gives children the time to build relationships, time they wouldn't have in a typical nine month schedule.*
— Sue Bredekamp, director of staff development for the National Association for the Education of Young Children [NAEYC] (Checkley, 1995a).
- s** *I have had some of my most rewarding teaching and learning experiences with these children.*
— Deborah Jacoby, teacher in Chicago, Illinois (Jacoby, 1994).
- s** *Best of all, learning began on Day One for the kids this year.*
— Mel Chafetz, principal of the Spaulding School in Suffield, Connecticut (NAESP, 1996).

These comments from teachers and principals around the United States reflect the positive experiences most educators and students have had when looping has been implemented in their schools. Through looping, large schools become less anonymous and small schools become an integral part of the community.

INTRODUCTION

A quiet hum is heard in the second grade class as one group gathers to listen to a peer’s new fiction piece; another group discusses the details of a science project; and others are reading comfortably while sitting or lying on the floor. The teacher and a student are conferencing. Quiet laughter is heard occasionally as they discuss an assignment.

In the middle school, the science teacher is mapping out the semester’s science units with the class. They soon break into small, self-organized groups and begin the work of deciding who does what within the working cluster. The teacher makes the rounds and clarifies a few important points.

Is it December? Is it March? Such smooth classroom organization and close working relationships often take months to foster. One might never guess it is the second week of school—in two classrooms that have been looped.

What Is Looping?

You may already have heard of looping under another name such as “continuous learning,” “continuous progress,” “persisting groups,” “multi-year grouping,” “teacher/student progression,” or a number of other terms. Looping, a term coined by Jim Grant, author of “The Looping Handbook,” refers to the not-so-new but increasingly common practice of keeping groups of students together for two or more years with the *same* teacher.

The History of Looping

Looping has been around for a while in various forms. Rudolf Steiner, an Austrian educator and philosopher living in Germany in the early 1900s, founded the Waldorf Schools. These schools educated the children of the Waldorf-Astoria cigarette factory workers. Steiner believed that a long-term relationship with the teacher was beneficial to children. Waldorf teachers stayed with their students from grades one through eight. Today in Germany, students and teachers stay together from grades one through four.

“Shall teachers in graded city schools be advanced from grade to grade with their pupils through a series of two, three, four, or more years, so that they may come to know the children they teach and be able to build the work of the latter years on that of the earlier years...?” This question was posed in a memo by the U.S. Department of Education in 1913. The memo went on to discuss the advantages of such a class structure, outlining some of the same advantages of looping that teachers today are noticing. (Grant, Johnson, & Richardson, 1996).

Deborah Meier, an award-winning New York City educator and the author of *The Power of Their Ideas*, began using multi-year assignments in her school in 1974. She considers looping essential because it allows the teachers and students to get to know one another well.

Today, many teachers, administrators, and superintendents are “rediscovering” the logic behind multi-year placements.

Operating Principles

(W_{YNNE} & W_{ALBERG}, 1975; G_{RANT}, ET AL., 1996)

- s Schools keep groups of students together over long periods of time. The size of the groups is not as important as the continuity from year to year.
- s The teacher is “promoted” along with the students to the next grade.
- s The period of time students and teachers stay together is determined by the school personnel. Groups in some districts have stayed together for anywhere from two to five years, although two years seems to be the term most frequently recommended and employed.
- s Preparing the teachers adequately for their “new” curriculum yields the best results.

What Looping Is Not...

Looping, also known as multi-year placement, is not the same as multiage placement. Looping involves keeping discrete groups of similarly-aged students together for a period of several years with the same teacher. In multi-age placements, students of various ages are together in the same classroom. Many schools considering a multi-age program view looping as a solid first step. With looping, a teacher can implement a more coherent instructional plan appropriate to the child’s development. (Grant, et al., 1996).

It Sounds So Simple! Does Looping Really Work?

Looping is simple. It usually costs the school very little and it is easy to implement. More common in Europe, where looping was endorsed by Austrian educator Rudolf Steiner, it has been implemented successfully for years in Germany, most notably by Anne Ratzki of the Koln-Holweide School. Looping is also becoming more common in Japanese, Israeli, and Montessori Schools.

Although not much quantitative research exists on the benefits of looping, qualitative research supports the process and indicates that looping has several advantages for both students and teachers.

ACADEMIC BENEFITS

- s Teachers gain extra teaching time. “Getting-to-know-you” time becomes virtually unnecessary during the second year. *We don’t lose several weeks each September learning a new set of names, teaching the basic rules to a new set of students, figuring out exactly what they learned the previous year; and we don’t lose weeks at the end of the year packing students back up.* (Ratzki, 1988).
- s Teacher knowledge about a child’s intellectual strengths and weaknesses increases in a way that is impossible to achieve in a single year. *I had watched my students’ skills emerge and solidify. I was able to reinforce those skills in a style that was consistent over two years.* (Jacoby, 1994).
- s “Long term teacher/student relationships improve... student performance.” (George, 1987). *Standardized test scores have gone up since the school opened six years ago. While these results can’t be linked to*

one particular program, certainly program consistency is one contributing factor. Joe Belmonte, principal, in *Multi-Year Education: Reaping the Benefits of Looping* (Checkley, 1995b).

- s “Long term teacher/student relationships improve job satisfaction for teachers.” (George & Oldaker, 1985).
According to Maryann Pour Previti, principal of Worcester (MA) Central Catholic Elementary School, the teachers spending two years with the same students are “the happiest people in my building” (Burke, 1996).
- s Multi-year teaching offers tremendous possibilities for summertime learning, such as summer reading lists, mini-projects, and field trips.
The thought of being able to ‘keep the ball rolling’ during the summer recess seemed a logical and educationally sound idea (Killough, 1996).

SOCIAL ADVANTAGES

- s Students have reduced apprehension about the new school year and the new teacher after the first year. (Hanson, 1995; Checkley, 1995a).
This is the best first day of school. I can be with my teacher from last year. I can see my friends. I like ~~se~~hbatry, a fourth grader (Hanson, 1995).
- s Students reap benefits from time spent on developing social skills and cooperative group strategies in subsequent years. (Hanson, 1995).
After being together for two years, some of the kids I didn’t know as well, or get along with as well, I get along with better now than I did before Jason, an eighth grader (Grant, et al., 1996).

- s Looping permits students to get to know one another well, facilitating social construction of knowledge. (Zahorik and Dichanz, 1994).
Students are better able to resolve conflicts and they are more skillful in working as team members to solve problems(Hanson, 1995).
- s Long term relationships result in an emotional and intellectual climate that encourages thinking, risk-taking, and involvement. (Marzano, 1992; Zahorik/Dichanz, 1994).
The students have learned to take risks because they trust each other.— April Schilb, teacher (Checkley, 1995).
- s English language learners adjust to their new school and become comfortable with their teacher, developing confidence in their newly acquired language. (Haslinger, Kelly & O’Lare, 1996).
They [the students] begin to share stories and customs from their countries, resulting in global understanding and respect among all the students.(Haslinger, Kelly & O’Lare, 1996).
- s Looping encourages a stronger sense of community and family among parents, students, and teachers. (Checkley, 1995).
It’s a big school, and having the same parents for two years makes it easier to think of the school as a neighborhood school, because you get to know the families that much more.—Phyllis Sisson, teacher (Grant, et al., 1996).
- s Parents embrace looping once they understand its benefits.
It was a very pleasant experience. I just hope the rest of our school years can be as nice as this one has been.— Sheila Green, parent (Grant, et al., 1996).

Commonly Asked Questions

Nothing is perfect. Looping is a simple concept, however, and there are not many things that can go wrong. Nonetheless, there are a few legitimate questions about looping.

PARENT QUESTIONS:

- Q.** What if my child draws a weak teacher? Will my child be stuck for two years?
- Q.** Can a placement be changed if my child has a personality conflict with the teacher?
- A.** Beginning a looping program in schools on a voluntary basis allows for low-key and low-impact implementation. However, the burden is still on the administration to assign only willing and capable teachers to multi-year programs. Once successes become evident in the school and teachers see the benefits, more and more teachers will volunteer.

Additionally, multi-year teaming may actually improve teaching. The administration can balance teams based on teacher strengths, team a novice teacher with a more experienced teacher, or create a team where a less able teacher is paired with one or two more effective teachers. If all else fails, and a parent, teacher, or student is still dissatisfied, the option always exists to move that student to another placement the following year, depending on school policies.

STUDENT QUESTION:

- Q.** What if I get a teacher I really cannot work with?
- A.** Multi-year assignments are an incentive for teachers to try harder to reach kids. With the one-year placements

common in many schools, it is easy to say, “I have this child only for a few more months....I can hang on that long.” In a multi-year assignment, dealing with personality clashes immediately and with total commitment is a priority.

This can mean a variety of strategies, some of which are outlined in *The Looping Handbook*. A teacher can sit down with the student and discuss the problems he or she is having. Conferencing about successful approaches with teachers who have worked with the child in the past is another possibility. Including parents in the dialogue also helps. Long-term conflict is to be avoided. Finally, when implementing looping, administrators and teachers can include the policy that all placements should be reviewed at the conclusion of the school year.

TEACHER QUESTIONS:

- Q.** What if I have too many students with special needs?
- A.** Teaching has changed dramatically over the last 20 years. Educators encounter a host of complex problems in their student populations which impact their classrooms and schools. There are students who are homeless, who have families in crisis, who have been or are being emotionally or physically abused, who are learning disabled and require a variety of special services, who have untreated health problems, or who are stressed by living in an increasingly fast-paced society.

The school traditionally has been a place of support and nurturing, and the multi-year classroom strengthens this tradition. The temptation exists to place many of the children with special needs in the looped classrooms.

This can overwhelm the teacher. With thoughtful implementation of a multi-year placement program, these issues can be discussed beforehand, and appropriate guidelines can be established.

- Q.** Will there be enough time for me to learn two curriculums?
- A.** In the beginning, teachers will invest more time learning the second-year curriculum, one with which they may not be familiar. This time is compensated for during the second year, as orientation to the new students takes just a few minutes rather than a month or more.

ADMINISTRATOR QUESTION:

In many schools that have employed looping, attendance has improved. “Student attendance in grades two through eight has increased from 92% daily attendance (ADA) to 97.2% ADA,” states Joseph Rappa, Superintendent of schools in Attleboro, Massachusetts (Rappa, 1993). In Anne Ratzki’s Koln-Holweide School, only 1% of the students drop out.

- Q.** In our district, many students move into or out of the district in a given year. Will looping work in this context?
- A.** When students are entering a new school for the first time, whether they move frequently or not, it is important that students and parents know that schools care about them. While focusing on long-term relationships, looping also allows for a close relationship between students, teachers, and curriculum. All students, whether they remain in the same school or move to another, benefit from their relationship with the teacher. Looping is about many things, but mostly it is about long-term relationships between teachers, students, and parents, and about an intimate relationship with the curriculum.

Conclusion

Looping has existed for many centuries. In the days of the one-room schoolhouse, when only one teacher was available, all students were taught by that teacher over a period of several years. More formally, looping has been working in German Waldorf Schools since the early part of this century. Closer to home, the United States Department of Education considered looping in 1913. As did Deborah Meier in the 1970s and Anne Ratzki in the 1980s, thousands of schools all over the country are now looping successfully.

How Do I Get More Information?

For more information about looping or other publications like this one, contact the LAB at Brown University Information Center by calling Eileen Ferrance at (401) 274-9548 x256; or by sending email to LABinfo@brown.edu.

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The Northeast and Islands Regional Educational Laboratory At Brown University (LAB) is one of ten federally-funded educational laboratories, each of which engages in applied research and development that is aimed at improving teaching and learning through promoting effective reform of America's schools. The regional educational laboratories ensure that those engaged in improving education at the local, state, and regional levels have access to the best available knowledge from research and practice. The LAB at Brown, which serves Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands makes current research available to policymakers and schools in its region through workshops, publications, and computer media. The LAB's research and development work focuses on a set of educational issues pertinent to its region.

WHAT IS THE LAB'S MISSION?

The goal of the regional educational laboratories is to improve teaching and learning by advancing systemic school improvement. The LAB at Brown University attempts to achieve that goal by focusing on building capacity for reform and by building strategic alliances with key members of the region's education and policymaking community. One of the ways in which the LAB effects both of these strategies is by conducting its research in collaboration with educational practitioners and community members. The LAB views excellence and equity as two equally important guiding principles, and places special emphasis on developing effective approaches for meeting the educational needs of linguistically and culturally diverse students.

Acknowledgment

The LAB at Brown University wishes to acknowledge **Elizabeth Salvetti** graduate student at the University of Southern Maine, for her work in researching the topic of looping and providing the framework for this booklet.

Appendix XI
Current Insurance Policy

Appendix XII
Charter School Insurance Quote

INSURANCE PEOPLE

Below are the estimated annual premiums StudentFirst Academy

Property Premium Estimate		\$600
Contents	\$250,000	
Deductible	\$1,000	
Form	Special	

General Liability Premium Estimate		\$6,212
Rating Basis:	Students	432
	Faculty	65
Limits:		
Per Occurrence Limit	\$1,000,000	
Annual Aggregate	\$3,000,000	
Sexual Abuse & Molestation	\$1,000,000 per occurrence	
	\$3,000,000 aggregate	
Employee Benefits	\$1,000,000 per occurrence	
	\$3,000,000 aggregate	
School District & Educators Legal Liability		
	\$1,000,000 per occurrence	
	\$2,000,000 aggregate	
Additional Defense	\$100,000/\$50,000/\$100,000	

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$11,053
Statutory State- NC		
Employers Liability	\$500/\$500/\$500	
Payroll Estimate	\$2,168,500	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$20,847.00
Student Accident Coverage		\$7.00 per student

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

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

3/29/12

Appendix XIII
Accreditation Certificate



National Private Schools Accreditation Alliance

Certificate of Full Accreditation

Student First Academy
Grades: Kindergarten-12th

*is Fully Accredited as a Class I Academic Institution
with all the rights and privileges
thereunto appertaining*



Handwritten signature of Julie L. Weisfuss in blue ink.

*Julie L. Weisfuss, Executive Director
National Private Schools Accreditation Alliance
Voice 407-522-0124, Facsimile 407-298-3703
Valid Through December, 2012*

Appendix XIV
Signed Lease Agreement
(first page & signature pages)

LEASE AGREEMENT

THIS LEASE AGREEMENT (this "Lease") is made and entered into this 1st day of October, by and between the Landlord and the Tenant named below.

ARTICLE 1 - BASIC LEASE TERMS

For the purposes of this Lease, the following terms shall have the meanings set forth below:

1.1 Landlord. **The Charlotte-Mecklenburg Board of Education.**

1.2 Tenant. **Studentfirst Academy.**

1.3 Building. The buildings located at 7020 Tuckaseegee Rd. North Carolina and commonly known as **Wilson Middle School** (the "Building"). The Buildings and the land on which they are located are collectively referred to herein as the "Property."

1.4 Leased Premises. The Buildings and the Property as shown on Exhibit A attached hereto and incorporated herein by reference.

1.5 **Five years**, commencing on November 15, 2011 and unless sooner terminated pursuant to the provisions of this Lease, the Lease Term shall automatically renew for one (1) year at a time until (i) either party provides notice of termination in accordance with Section 12.11 hereof or (ii) November 14, 2021

1.6 Base Rent. **\$50.00 per month**

1.7 Security Deposit. Security deposit is one month's Base Rent.

1.8 Addresses. See signature page.

1.9 Permitted Use. For **school** purposes and no other use unless expressly agreed to by Landlord in writing.

EXECUTED by Tenant and by Landlord on the dates set forth below to be effective as of the date set forth in the first sentence of this Lease.

LANDLORD:

The Charlotte-Mecklenburg Board of Education

By: 
Its: Superintendent

Date: 1-6-12

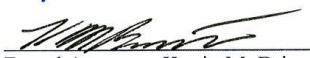
Reviewed and approved by:

 1/6/12
Executive Director for Planning and Project Management

Reviewed and approved by:


Associate Superintendent for Auxiliary Services

Review and approved as to form:


Board Attorney, Kevin M. Bringewatt

Insurance provisions reviewed and approved by Department of Insurance and Risk Management:



For reference:

This lease was approved by the Board of Education at its meeting on: **November 9, 2011**

The Mecklenburg County Board of County Commissioners declined to exercise its statutory right of first refusal pursuant to NCGS 115C-518 at its meeting on April 19, 2011.

[SIGNATURES CONTINUE ON FOLLOWING PAGE]

For reference:

This lease was approved by the Board of Education at its meeting on:

11/9/2011

The Mecklenburg County Board of County Commissioners declined to exercise its statutory right of first refusal pursuant to NCGS 115C-518 at its meeting on April 19, 2011.

TENANT: **Studentfirst Academy**

By: Victor B. Mack

Its: Board Chair

Date: 10-19-2011

I, Katherine Bowen, a Notary Public of Mecklenburg County, State of North Carolina, do hereby certify that Victor B. Mack (collectively, the "Signatory") personally appeared before me this day and acknowledged the execution of the foregoing instrument.

I certify that the Signatory personally appeared before me this day, and
(check one of the following)

- (I have personal knowledge of the identity of the Signatory); or
- (I have seen satisfactory evidence of the Signatory's identity, by a current state or federal identification with the Signatory's photograph in the form of:

- (check one of the following)
- a driver's license or
- in the form of _____); or
- (a credible witness has sworn to the identity of the Signatory).

The Signatory acknowledged to me that each voluntarily signed the foregoing instrument for the purpose stated and in the capacity indicated.

Witness my hand and official stamp or seal this 19th day of October, 2011.

Katherine Bowen

Notary Public

Print Name: Katherine Bowen

[Note: Notary Public must sign exactly as on notary seal]

My Commission Expires: 1/10/2015

SIGNATURE PAGE

The foregoing application is submitted on behalf of StudentFirst Academy, Inc. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Victor B. Mack

Position: Chair, Board of Directors

Signature: *Victor B. Mack*

Date: *4/10/2012*

Sworn to and subscribed before me this

10 day of April, 20 12.

Catherine D. Thompson
Notary Public Official Seal

My commission expires 7-16, 20 15.