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**StudentFirst Academy**  
"Where Students Come First"

2029 Mecklenburg Avenue Charlotte, N.C. 28205 704-371-7470  
[studentfirstacademy@yahoo.com](mailto:studentfirstacademy@yahoo.com) [www.studentfirstacademy.org](http://www.studentfirstacademy.org)

# CHARTER SCHOOL APPLICATION

**Submitted to:** North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
919-807-3491

Mailing Address: 6303 Mail Service Center  
Raleigh, NC 27699-6303

**Submitted by:** Victor B. Mack, Chair, Board of Directors  
[vbmack@uncc.edu](mailto:vbmack@uncc.edu); [studentfirstacademy@yahoo.com](mailto:studentfirstacademy@yahoo.com)  
(704) 687-8801 (work); (704) 743-850 (cell);

**Prepared by:** StudentFirst Academy Board of Directors

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## LIST FOR COMPLETION

- ( X ) Title/Cover page
- ( X ) Table of Contents
- ( X ) Basic Information For The Proposed Charter School
- ( X ) Governance including all sub sections
- ( X ) Mission, Purpose, and Educational focus
- ( X ) Education Plan including all sub sections
- ( X ) Business Plan including all sub sections
- ( X ) LEA Impact Statement
- ( X ) Table of Appendices (optional)
- ( X ) Signature Page

### — Format & Duplication

- ( X ) Do not skip or leave blank any section. Present in order of application form!!!
- ( X ) Do not use "same as the school district"
- ( X ) Type single spaced pages recommended font Times, Times New Roman, or Arial Narrow 12 pt.
- ( X ) Used white letter-sized paper (8.5x11)
- ( X ) Put additional documentation in Appendices and number each document
- ( X ) Do not use binders, notebook, staples, tabs, etc. Use binder clip or rubber band
- ( X ) Number ALL pages consecutively (examples: 1 of 23 or 9 of 75, bottom right corner)
- ( X ) Identify proposed school by name at the top of ALL pages

### — Mailing & Submission

- ( X ) Obtain original Board Chair signatures on copies to submit
- ( X ) Submit the original to Office of Charter Schools
- ( X ) Include an *electronic version* on CD using MS Word for Windows-PC version
- ( X ) Keep one extra copy for the school's file
- ( X ) Submit directly to the Office of Charter Schools
- ( X ) Submit by signature receipt mail or by hand delivery
- ( X ) Obtained a receipt signature (if hand-delivered)
- ( X ) Mail/deliver application to be received prior to deadline: 5:00pm, February 19, 2010
- ( X ) Send/deliver a copy to the LEA within seven (7) days of submission to OCS (by February 26, 2009)
- ( X ) IRS 501(c)(3) status documentation in the appendix (Note: The IRS 501(c)(3) status is not necessary at this time.)

**Failure to submit a complete application with all components will result in immediate disqualification.**



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## FOR THE PROPOSED CHARTER SCHOOL

**Primary Contact Person:** Victor B. Mack, Chair, Board of Directors

**Primary Mailing Address:** 2029 Mecklenburg Ave.

**City/State/Zip:** Charlotte, NC 28205

**Phone:** (704) 687-8801 (work); (704) 743-8503 (cell); (704) 371-7470 (school's #)

**Fax:** (704) 371-7471

**Email:** [vbmack@uncc.edu](mailto:vbmack@uncc.edu); [studentfirstacademy@yahoo.com](mailto:studentfirstacademy@yahoo.com)

**Name of Proposed Charter School:** StudentFirst Academy

**Local Education Agency in Which Proposed School Will Be Located:** Charlotte-Mecklenburg Schools

### PROPOSED GRADE LEVELS:

**2011-12:** K-6 **2012-13:** K-7 **2013-14:** K-8 **2014-15:** K-9 **2015-16:** K-10

### PROJECTED ENROLLMENT:

**2011-12:** 210 **2012-13:** 240 **2013-14:** 270 **2014-15:** 300 **2015-16:** 330

**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 traditional accelerated programs.

**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: \_\_\_\_ - \_\_\_\_ - \_\_\_\_

**Summary of Educational Mission:** 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 21<sup>st</sup> century educational demands; 3) leadership development; 4) an integrated cultural arts program; 5) community engagement; and 6) a democratic school setting.

The StudentFirst Academy educational program includes oral & written communication, finance, math, science, language arts, and social studies. The academic program, which is Paideia-based, is enriched by Socratic seminars and theme-based projects. A school store is used to develop math skills, teach finance to our students, and produce fiscally responsible consumers. Also, our field trips and cultural arts program allow StudentFirst Academy to promote experiential learning in each of the core academic areas.



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nt of each student will be fulfilled in conjunction with a college develop the technical skills necessary for the digital millennium. n that identifies his/her strengths, current weaknesses, learning styles, special interests, and goals. Since our program is based upon the premise that the student is the “center of the learning process”, 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.

In summary, the purpose of StudentFirst Academy is to create ideal citizens who possess the organizing power, wisdom, and self-sufficiency to achieve their desires 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. The curriculum and instruction is a reflection of StudentFirst Academy’s belief that:

**Quality Educated Students =  
Quality Engaged Citizens =  
Quality Enriched Society.  
WIN-WIN for Everyone!!**

## GOVERNANCE

Name of Private Nonprofit: StudentFirst Academy, Inc.

Mailing Address: 5308 Bellflower Lane

City/State/Zip: Charlotte, NC 28227

Street Address: 2029 Mecklenburg Ave., Charlotte, NC 28205

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 included in the list of Appendices)  
☐ No

### **PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)**

The Proposed Charter School Board plan to contract for services with:

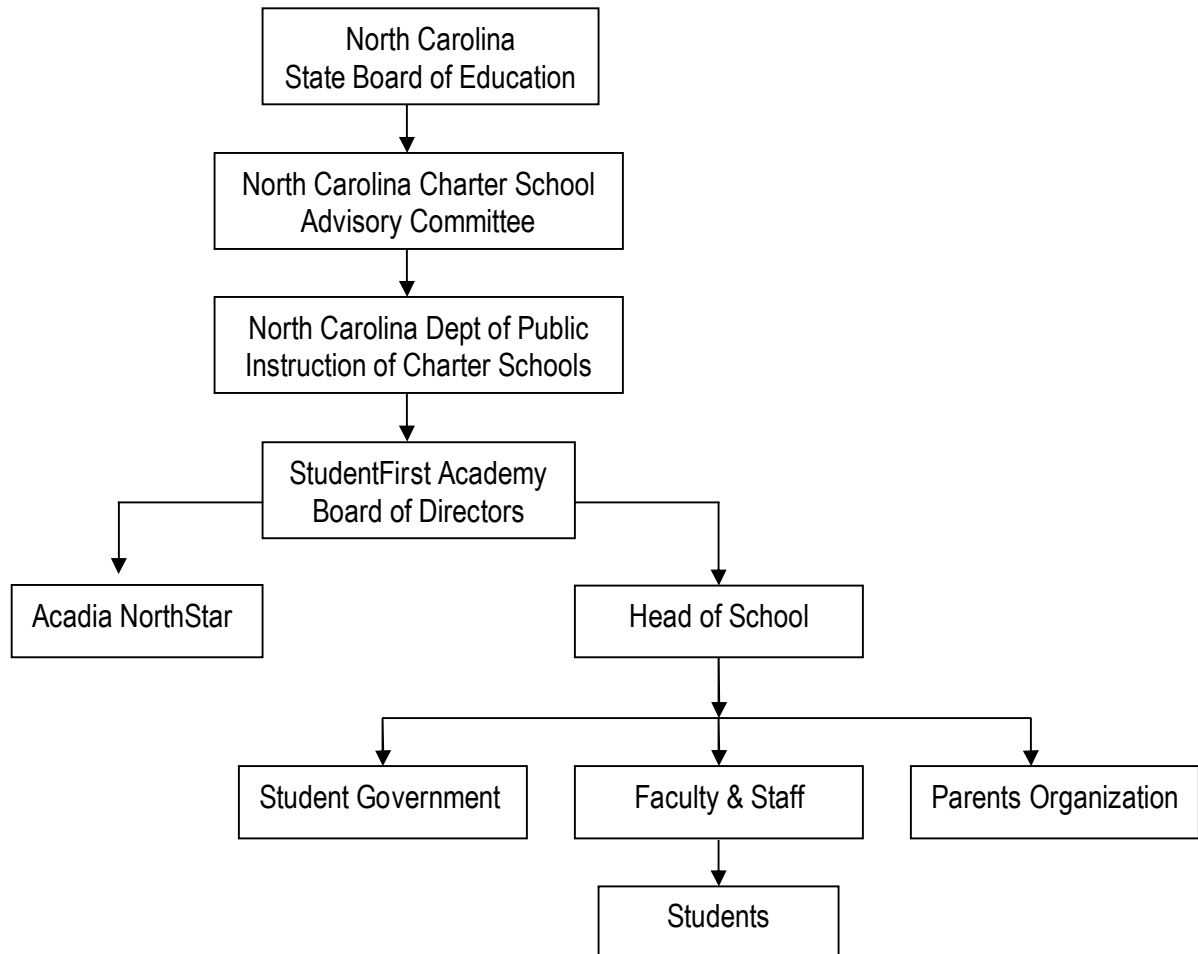
- ( ) Educational Management Organization (EMO)  
 ( X ) Financial Vendor Name of Company: Acadia NorthStar, L.L.C.  
 ( ) Other commercial vendors:  
 ( ) Local Education Agency:  
 ( ) Other—Please list:

Company Name: Acadia NorthStar, L.L.C.  
 Address: 5029 Falls of Neuse, #218 Raleigh, NC 27609  
 Phone number: (877) 875-5549 or (919) 954-7040  
 Fax number: (919) 954-7065  
 Contact Person: Tom Williams, Chief Operating Officer

## ERNANCE (continued)

PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

### StudentFirst Academy Organization Chart



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

#### **2011-2012 Board of Directors**

- Victor B. Mack, Chair. UNCC administrator (Director of Educational Outreach), community activist, and former pre-college coordinator (University of North Carolina at Charlotte Center for Mathematics, Science, and Technology 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
- Wesley Carter. corporate program manager and community activist
- Connell Handford Jr., treasurer. corporate project manager and community activist

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



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

### Education

- 2010 **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 Mathematics, Science, and Technology 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 Mathematics, Science, and Technology 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, CMS  
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
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**

5621 Laurium 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)

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 rehabilitative 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:**



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ment Training, Gait Training and Neurologic Disorders, Pool and

**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  
Bachelors of Arts - May 1981  
Math, Computer Science (minor)

**Pfeiffer University**, Charlotte NC  
MBA - August 1997  
Bus Admin (concentration in Finance)

**Computer Skills:** COBOL, TSO, JCL, EZTRIEVE, FOCUS, IMS, DB2, DL/I, SQL, CICS, VSAM, PL/I, C, MICROSOFT TOOLS (Word, Excel, Project, Access, & Power Point), VISIO, CHANGEMAN, ENDEAVOR, Familiar with ISO 9000 standards and certification procedures, Experience with Windows 95-98-NT-2000, Extensive Project Management, testing, & documentation background

**Education Skills:** SAT/ACT/GED Prep, Problem Solving, Step-by-Step methodology, Tutoring in all areas of Math, Language Arts, Microsoft products, Writing, & Study Skills, Extensive Mathematics & Language Arts background, and Effective communicator

**Education Employment:**

**StudentFirst Academy (Private school)**  
Sept 2001 - Co-Founder  
Present

- K-12 grade levels
- Homeschool environment

**Phyllis C Handford Consulting (Home-based Tutoring Center)**  
May 1992 - Owner  
Present

- SAT/ACT/GED Prep
- Math Tutoring
- Language Arts Tutoring
- Development of Writing & Study Skills

**Community Interest:**

**Cities In Schools** (tutor)  
**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"

**Professional Affiliations:**

- Computer Engineer & Project Manager at IBM Corporation
- Systems Engineer at Bank of America

Official Charter Schools Application 2010  
NC Department of Public Instruction  
Office of Charter Schools  
ONLINE: [www.ncpublicschools.org/charterschools](http://www.ncpublicschools.org/charterschools)



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ker Engineering, Inc.

ie Shield and First Union Corporation

er, and West Mecklenburg High Schools

- Teacher at Brisbane Academy Math & Science Preparatory School
- Teacher at Central Piedmont Community College
- Teacher at Love of Learning Program at Davidson College

**References:** Available upon request

### **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 10<sup>th</sup> in the region President Cabinet Rankings
- \* 2005 161% of quota (4<sup>th</sup> in the CAR/TN Region)
- \* Started Verizon Wireless School Supply drive in the City Of Memphis.

er of Big Brothers Big Sisters (Mentor)  
 First Academy (member of Board of Directors)  
 - Mentor for Mecklenburg County Student Athletes

**References:** Available upon request

## Wesley A. Carter

15341 Hugh McAuley Road  
 Huntersville, NC 28078

Home: 704.453.9520  
[wesleyacarter@yahoo.com](mailto:wesleyacarter@yahoo.com)

### **SUMMARY**

Multidimensional professional seeking a position with responsibility for channel management, digital marketing, segment management, project performance, and/or change management. Competent, results driven, client-oriented information technology professional with considerable expertise augmented by my education and industry-specific experience. Extensive experience leading cross-cultural teams in Asia, Europe, and the United States.

### **PROFESSIONAL EXPERIENCE**

**IBM**, Charlotte, NC

**1997 – 2008**

#### **Program Manager**

Led a software business unit, directing sales strategy and marketing effort for over 800 software sales professionals worldwide. Program management of an international, cross-cultural team of software sales representatives located in the United States, France, Germany, Spain, Italy, India, Japan, China, Australia, Singapore, and Hong Kong.

**WACHOVIA CORPORATION**, Charlotte, NC

**1994 – 1997**

#### **Commercial Banking Sales and Communications Training Manager**

Led the commercial bank's sales and communication responsibility from conception to delivery. Managed a nationally disbursed organization of commercial banking Instructors, Project Managers, and Analysts supporting commercial products and services including sales & product support, communication skills, system conversions, product mapping, and the supporting I/T platform through 14 mergers and acquisitions.

**INDEPENDENT CONSULTANT**, Charlotte, NC

**2007 – Present**

Provide instruction using Best of Breed marketing and management techniques. Leverage channel management expertise to develop leadership and market segmentation strategies. Teach courses at universities and community organizations.

### **EDUCATION**

**Doctor of Management** in Organizational Leadership  
 The University of Phoenix, Phoenix, AZ

2008

**Masters of Business Management**

Babcock Graduate School of Management, Wake Forest University, Charlotte, NC

1998

**Bachelor of Arts** in Business Administration  
 University of North Carolina, Charlotte, NC

1988



Professor at Central Piedmont Community College and Axia College  
of North Carolina (UNC) at Charlotte

- INROADS Mentor & Workshop Facilitator providing leadership training, motivation and support for students
- Panelist, Guest Speaker & Mentor for college students attending UNC-Charlotte
- Member of the UNC-Charlotte Department of Management Board of Visitors
- Wake Forest University's Speaker's Bureau Committee

**References:** Available upon request

## Connell Handford Jr.

4207 Gifford Park Ct  
Charlotte, NC 28215

(980)322-4345  
[connell.handford@bankofamerica.com](mailto:connell.handford@bankofamerica.com)

### EDUCATION:

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

### EMPLOYMENT:

- 8/06 – Present **Bank of America,** Change Consultant, Enterprise Initiative Delivery, Global Treasury Operations – Transformation Change Mgmt
- Lead Project Efforts Concerning Implementation of New Technology or Processes
  - Design Strategic Project Plans in order to meet specific Business Imperatives
  - Manage Substantial Project Budgets (as much as \$650K) in order to meet Project Requirements
  - Manage Across Departments (Technology, Line of Business, Finance, etc.) in order to drive Project to Conclusion
- 9/05-8/06 **Bank of America,** Business Analyst, Consumer Risk Operations/Card Operations Production Support
- Process system access/maintenance requests submitted daily by LOB
  - Issue and maintain access to Collections employees across various platforms (RMS, TSYS, BureauLink, etc.)
  - Maintain central Collections systems (CACS, CROSS) through extensive knowledge of system table maintenance
  - Implement CACS Table changes associated with appropriate LOB initiatives
- 1/04-9/05 **Burlington Northern Santa Fe (BNSF),** Terminal Trainmaster / Operations Supervisor
- 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
- Summer, '02 **Bank of America,** Change & Information Management Intern (2002)
- Generated project deliverables for Relationship Based Collections (RBC) Pilot project
  - Tracked and updated projects handled by Bankruptcy, Debt Management, and Locate Services
  - Created Process Maps through Six-Sigma Methodology
- Summer, '01 **Bank of America,** Consumer Risk Operations Intern (2001)
- Coordinated internal communications regarding the Consumer Risk Operations Service System (CROSS) Project, an initiative to place collections associates on a common platform
  - Performed leadership role during CROSS Desktop Implementation by assisting associates and reporting incidents via CROSS Control Room
- Summer, '00 **Bank of America,** Card Services Intern (2000)
- Shadowed Project Manager working on an Information Management Utility
  - Assisted in completion of project deliverables for various initiatives
  - Critiqued customer satisfaction by monitoring customer service calls

### COMMUNITY SERVICE ACTIVITIES:

Official Charter Schools Application 2010  
NC Department of Public Instruction  
Office of Charter Schools

ONLINE: [www.ncpublicschools.org/charterschools](http://www.ncpublicschools.org/charterschools)



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& teach basic basketball skills to elementary students)  
elementary students in Math, Reading, & Writing)  
: 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

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





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**BYLAWS  
OF  
STUDENTFIRST ACADEMY, INC.**



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[END OF BYLAWS]

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## **CONFLICT OF INTEREST POLICY**

### **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.

ould not personally profit from, or otherwise take advantage of, reason of such Trustee, officer or employee's position with the 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:



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other transaction for its own benefit;  
reasonable to the school; and  
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.**



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**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:**

\_\_\_\_\_  
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\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Please print name**





rs will observe NC Open Meeting Laws (NC Statute: Chapter  
tlined below:

**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.)



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## Articles of Incorporation

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## USES and EDUCATIONAL FOCUS

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) classical approach to 21<sup>st</sup> century educational demands; 3) leadership development; 4) an integrated cultural arts program; 5) community engagement; and 6) a democratic school setting.

### PURPOSE 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 desires 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. The curriculum and instruction is a reflection of StudentFirst Academy's determination to provide its students with the six parts outlined in its mission which address five of the six legislated purposes of a charter school. The table below reflects this relationship:

	<b><i>Six Legislated Purposes of a North Carolina Charter School (GS 115C-238.29A)</i></b>	<b><i>StudentFirst Academy's Mission</i></b>
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 <sup>st</sup> century educational demand & 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.

North Carolina Course of Study will serve as the primary guide. As the technology sector of business and industry grows, 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.

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, 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.

(2) Classical approach to 21<sup>st</sup> 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, 1984. 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 civically-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 will also have the opportunity to participate in the school security program. Middle school students will have mandatory job shadowing and upper school students 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 responsibility 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. Exposure to a variety of performing arts will be prioritized in an effort 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.

Students will also develop an appreciation of global cultures via As the social studies/civics and government classes serve as a ment 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 such historical landmarks as Charleston, SC and its contributions to slave trade and the economy of the early 19<sup>th</sup> 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.

Community service as a youth is necessary for individuals to begin their commitment and responsibility to society. All StudentFirst Academy students have four to sixteen 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 subjects (language arts, social studies, science, and mathematics), our educational focus is on music & the arts (performing and visual), oral & written communication, consumer finance, logical thinking, Socratic seminars, experiential learning, test preparation, leadership development, and community service. Understanding each individual student through a series of personality and learning assessments, known in the corporate world as the 'Workplace Big 5', allow the teachers to understand their students and the students to understand themselves. This tool begins at grade 4 and is known as the 'SchoolPlace Big 5'. We provide an educational environment that fosters career learners and is a safe haven for all students.

StudentFirst Academy, as a charter school, will open in fall 2011 with grades K-6, and will grow a grade each year to K-12.



## 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. 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



y the participation of all students and provides a vehicle for  
 lem-solving strategies, ideals, and newly acquired knowledge  
 pplications.

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.

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 as 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. (Paideia Principle)

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

amood –Bell Learning Processes, which StudentFirst Academy  
 logical processes of the brain into a systematic approach to  
 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 traits that are not natural for them is indispensable towards 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.

Information gathering is critical. Our students will utilize  
s, 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. (Goldstein, Sam and Mather, Nancy. Learning Disabilities and Challenging Behaviors: A Guide to intervention and Classroom Management. Paul H. Brookes Publisher 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. These Building Blocks, along with the Paideia Principles and Lindamood-Bell Learning Process, support the student being first in the educational arena.

## **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 (John Dewey, Democracy and Education, Page 148, 1926).”**

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.

## **TEACHING APPROACH; CURRICULUM DESIGN AND INSTRUCTIONAL METHODS**

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.

### 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 the 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: the three roads of the Trivium. “The modern student learns many things -- trivia; the ancient student learned how to learn--trivium.” Harvey Bluedorn. 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. “Students begin to demonstrate the mental agility and exploration from the natural to the practical and from the

) By teaching to the natural order of the brain, students can. This will lead to high engagement and a desire to learn that 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, after traveling around the globe to study successful math curricula: 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 teaching 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. "Language and literacy are cognitive acts. Instruction to increase these skills must be based on a theory of cognition." (Nancy Bell, cofounder of Lindamood Bell Learning Processes) The program addresses the five components of scientifically based reading instruction: phonics, phonemic awareness, fluency, vocabulary and comprehension. The small group instruction changes the learning and significantly increases the reading and comprehension skills.

### 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. 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.

SFA K-2 students will have monthly rotations of visual art, music (instrumental and voice), 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 inspires independent, creative thinking in conjunction with global perspectives of society.

SFA 3<sup>rd</sup>-8<sup>th</sup> grade students will choose one art form and explore that form and different aspects of that field for one year.

1. Visual Art – painting, drawing, chalks, sculpting/clay works, arts and crafts



ing both sides of the camera, commercial photography, personal  
 , editing, portfolio, seamstress, crafting, fashion design, runway  
 ees, makeup/hair

3. Videography – learning the camera, shooting design, camera directing, editing, movie direction, making DVDs
4. Performing Arts
  - a. Dance – technique, styles, performance, choreography, improvisation
  - b. Stage Acting – acting, script reading, script writing, performance, play acting, diction/speech, projection qualities, directing for stage
  - c. Movie Acting – acting, script reading, script writing, performance, play acting, diction/speech, projection qualities, directing for movies
  - d. Voice – diction/speech, breathing, posture, performance, voice range and quality, head voice/chest voice, style, genre, song writing, recording, producing
  - e. Music – musical instrument, reading music, site reading, music genres, editing and mixing, composing, recording, producing

The StudentFirst Academy curriculum also includes the study of science, social studies, computer technology and healthy living, all with laboratory experiences. 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. There is a daily Leadership Academy to address the skills necessary to be a successful individual in today's world and a 'pay to learn' system is used where every Friday each student receives an "Owl Paycheck" that has been based on the positive (WIN-WIN) incentive program of the previous week. (see Appendix VIII) Students may spend their money in the school store, called The Barn, weekly or save it.

The culture of StudentFirst Academy promotes social engagement, success, brother and sisterhood and the formula to achieve goals. 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. 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, expand their knowledge and provide experience.

### **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 ([www.paideia.org](http://www.paideia.org)), The National

- 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 a morning “Win-Win” for all students and staff. 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 as 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.

### 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

necessary for success, giving heavy consideration to mathematical concepts. These experiences should also be supplemented by participation in regional competitions such as 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, 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.

### Arts

The Arts Education Program of StudentFirst Academy is designed to allow students to explore dance, music, theatre arts & visual arts, and then refine their talents, ultimately focusing on advanced study in a single arts discipline. Using a hands-on approach that emphasizes "learning by doing," students are engaged in the arts by 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 and exhibition opportunities at public venues such as the Blumenthal Performing Arts Center, Children's Theatre, Imaginon, Spirit Square 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 – painting, drawing, chalks, sculpting/clay works, arts and crafts
2. Photography/Modeling – learning both sides of the camera, commercial photography, personal photography, display/art gallery, editing, portfolio, seamstress, crafting, fashion design, runway model, commercial model, go-sees, makeup/hair
3. Videography – learning the camera, shooting design, camera directing, editing, movie directing, making DVDs
4. Performing Arts





performance, choreography, improvisation

script reading, script writing, performance, play acting,  
diction/speech, projection qualities, directing for stage

- h. Movie Acting – acting, script reading, script writing, performance, play acting, diction/speech, projection qualities, directing for movies
- i. Voice – diction/speech, breathing, posture, performance, voice range and quality, head voice/chest voice, style, genre, song writing, recording, producing
- j. Music – musical instrument, reading music, site reading, music genres, editing and mixing, composing, recording, producing

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/>)

### Health and Physical Education

StudentFirst Academy will promote a healthy lifestyle for its student population via a focus on health and physical education. 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.

ote health awareness and knowledge of nutrition, activities, and well-being for oneself and community. Awareness of s 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.

### 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 ranked 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 admissions 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 experience in the community. Seniors must complete a one-page application for graduation; a professional resume; complete 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 the 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 culminating 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:

<b>Content Area</b>	<b>Course of Study</b>	<b>Credits</b>
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



	one modern foreign language course in the ninth grade	3
	ography, 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
<b>TOTAL CREDITS</b>		<b>30</b>

The aforementioned requirements are in accordance with the North Carolina Standard Course of Studies/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 2011-2012 School Calendar

The following is the proposed calendar for StudentFirst Academy 2011-2012 school year (180+ school days). Our anticipated bell schedule is from 7:30am to 5:30pm. The after-school program, from 3:30pm – 6:00pm contains the following components:

- cultural arts program
- academic enrichment
- homework assistance



School Calendar (2011-2012) 180+ school days	
Events	Date(s) of School Events
Teacher workdays	August 15-19
<b>First Day of Classes</b>	August 22
Labor Day	September 5
Columbus Day	October 10
<b>First Quarter Ends: Report Cards go home</b>	October 25
Teacher Workday	October 28
Second Quarter Begins	October 31
Veterans Day	November 11
Thanksgiving Holidays	Nov 23 – 25
Christmas / New Year's Holidays	Dec. 19 – Jan. 2
Martin Luther King Jr. Day	January 16
<b>Second Quarter Ends: Report Cards go home</b>	January 19
Teacher Workday/Parent Conf.	January 20
Third Quarter Begins	January 23
President's Day	February 20
Spring Break	March 3 – March 11
<b>Third Quarter Ends: Report Cards go home</b>	March 2
Fourth Quarter Begins	March 3
Teacher Workday	March 6
Good Friday / Easter Break	April 6 – 9
Memorial Day	May 28
<b>Last Day of Classes / 4<sup>th</sup> Quarter Ends: Report Cards go home</b>	June 8
Teacher Workdays, Post Planning, & Make up snow days if needed	June 11 – 15

### Evaluation Tool

Along with state mandated testing, StudentFirst Academy will use the Iowa Test of Basic Skills 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.

### 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 Secret to Success Thermometer described below, bi-quarterly progress reports, quarterly report cards, and teacher-parent-student conferences as needed. Student mastery of content knowledge and

Department of educational products, facilitated by Marzano's model.

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 community responsibilities (5. Win-Win for Everyone; 6. Communication Skills; 7. Team Player; 8. Respect for Self & Others; 9. Community Service; and 10. Healthier You). 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.

## SPECIAL EDUCATION

StudentFirst Academy firmly believes that all children have an unalienable right to 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](http://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 student's guardians 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.



(IEP) will serve as the protocol for disciplinary action. Response to specific stimuli will be delineated within the IEP and will be the basis to govern exceptional children behaviors. Non-compliant behaviors will be evaluated by the student's instructor, exceptional children coordinator, and student's guardian. Recommendations to address student non-compliant behaviors will be made to the Dean of Students to determine final disciplinary actions.

## **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 GS 115C-238.29F(d)(1), StudentFirst Academy's school year will consist of at least 180 days. For the 2011-2012 school year only, StudentFirst Academy will hold an open enrollment period beginning March 1, 2011 or the day after the school receives final approval (the later of the two dates) from the State Board of Education, and ending April 26, 2011. In all subsequent years, the school will hold an open enrollment period from January 1st through February 28<sup>th</sup> of each year. If, in any year, February 28<sup>th</sup> falls on a Saturday or Sunday, then the enrollment period will end on the preceding Friday.

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. Children of the school's Head and Deputy Head, teachers, and teacher assistants will be given enrollment priority. Beginning with its second year of operations, the school will also give enrollment priority to siblings of currently enrolled students who were admitted to the school in a previous year. Finally, and only for its first year of operation, the school will give enrollment priority to children of the initial members of the Board of Directors, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment.

For the 2011-2012 school year only, the admissions lottery will be held (if necessary) on May 14, 2011. 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

be accepted, in the order in which received, and placed on a 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 VI. This application and the Student - Parent Handbook will be more fully developed during the planning year 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 LEA’s that may better serve the applicant. This decision and action will be in full consultation with applicant’s guardian(s).

## **STUDENT CONDUCT AND DISCIPLINE**

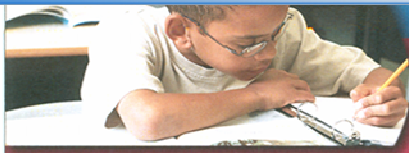
### Overview of School Policies for Student Discipline

StudentFirst Academy in its first year will serve 210 students with 17 teachers, 3 administrative team members, and 6 support team members. 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.

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**StudentFirst Academy**  
"Where Students Come First"

StudentFirst Academy

# Student-Parent Handbook

(Draft)





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## TO STUDENTFIRST ACADEMY

StudentFirst Academy. All of us hope that you are proud to be a part of StudentFirst Academy 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**

**“We create a village to help students achieve their educational goals in a quality manner. Our students strive for academic excellence in an environment that overflows with love.”**

At StudentFirst Academy, we believe that.....

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

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. 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 21<sup>st</sup> century educational demands; 3) leadership development; 4) an integrated cultural arts program; 5) community engagement; and 6) a democratic school setting.

StudentFirst Academy has the following belief statements:

- 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**

To be determined at a later date.

### **SCHOOL COLORS**

Navy Blue & Yellow Gold

### **SCHOOL OFFICE PERSONNEL**



School - Mrs. Phyllis Handford

Head of School – Mrs. Sandra Gay

Dean of Students - The'Resa Woodfolk

Administrative Assistant/Director of Family and Student Services – Kimberly Jowers

Staff Secretary - TBD

Financial Secretary - TBD

## BEHAVIOR CODE

The best possible climate for teaching and learning is the major concern of the 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 interference 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

defense or reasonable action undertaken in the  
is necessary to protect some other person does  
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 device which is an explosive, incendiary, or poison gas bomb, 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 a principal (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.

## EXPULSION PROCEDURES

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



may conduct an expulsion meeting or may appoint  
s to conduct the expulsion meeting.

- a. Logar School.
  - 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

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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

Classroom discipline problems may include but are not limited to calling parents, after-school detention and requesting parent

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**

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**

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**

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.

### **LEVEL 4**

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

## **BEHAVIOR DISCIPLINE REGULATIONS**

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

- 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

One of the most important factors for students relating to dress and grooming as an important factor for the learning environment for learning. Corrective action will be taken when a student's behavior is disruptive to (1) a disruption of the school program, (2) uncleanness, (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.

purpose or effect of substantially interfering with an  
 performance or creating an intimidating, hostile, or offensive  
 r,

and 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 building principal. 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.



## **ACTIONS FOR MISCONDUCT**

ct reveals that it more likely than not that the conduct alleged occurred, appropriate remedial and/or disciplinary action which may include, but 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

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

while Probation. If appropriate, the case may be investigated and dealt

on the day of the absence to the school by the student's parent/guardian  
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

Students may not receive a tardy pass after 7:45 a.m. when reporting to school. 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

nt office. If student have lost personal property, they should report to the

## 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.



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ables and large amounts of money to school. The school will not

## 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**

**5th period: 2:00-3:20**

**6<sup>th</sup> period: 3:30-5:00**

**Homework: 5:00-6:00**

### **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**

**5<sup>th</sup> period: 2:00 - 3:20**

**6<sup>th</sup> period: 3:30-5:00**

**Dismissal: 5:00**

## **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.



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nt develops a medical condition such as diabetes, seizures, pregnancy, should be reported to the Health Office.

g with a completed medication form. Students found in possession of ion. 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 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 “F”. To qualify for the "Principal" honor roll, the GPA for the grading must be 4.00 or aboveall grades must be "A-" or above.

## OWL PRIDE AWARD

as: honor roll, perfect attendance and no referrals. Students must  
 areas during a nine week grading period with no failing grades.  
 ve 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).
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 2<sup>nd</sup> time they attain the requirements. The 4<sup>th</sup> 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 25 credits must be earned. This includes the following:***

English - 4 credits	(I, II, III, & IV)
Mathematics - 4 credits	(Algebra I, Algebra II, Geometry, & one math beyond Algebra II)
Social Studies - 4 credits	(Government & Economics, U.S. History, World History, & 1 History elective)
Science - 4 credits	(Earth Science, Biology, Chemistry, & Physics)
P.E. - 1 credit	
Health - 1 credit	
Fine Arts - 1 credit	
Foreign Language - 2 credits	(both credits must be in the same language) Latin I is required in the 9 <sup>th</sup> grade
Technology Education Elective - 1 credit	
Electives - 3 credits	

## CLASS MATRICULATION

Student must pass 5 units from the 9<sup>th</sup> grade school year.

Student must pass 11 units cumulative from the 9<sup>th</sup> and 10<sup>th</sup> grade school

Student must pass 18 units cumulative from the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> 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 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





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the revocation of the users access privilege by the network

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.
- 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

Athletics is an established as an important part of the total educational program at StudentFirst Academy. It is recognized for its high level of scholarship and achievement of its athletes. Athletics is 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



be counted toward the five required for a StudentFirst Academy  
worn at StudentFirst Academy except for the block "S" earned by  
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

any athletic team offered at StudentFirst Academy and  
student throughout their high school career.

the tobacco, alcohol and/or controlled substance rule  
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

l times. Grooming rules are left to the discretion of each coach. Such member that as coaches and members of a team, you are representing

## MANDATORY RANDOM DRUG TESTING POLICY

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.

product that when added to a specimen will yield a false  
result but are not limited to: colored water, bleach,  
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.

vision of the Head of School or his/her designee. All students will be each of the same sex during the acquisition of the sample. However, The teacher, counselor, or coach is present to determine if tampering

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.



be suspended from 50% of the scheduled contest season. (.5% or greater is rounded up.) If the student has less than 50% of the current season remaining, the suspension shall be for the remainder of the suspension in the following sport season.

### **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





## BUSINESS PLAN

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	2011-12	2012-13	2013-14	2014-15	2015-16
	K-6	K-7	K-8	K-9	K-10
<b>Max. Student population</b>	<b>210</b>	<b>240</b>	<b>270</b>	<b>300</b>	<b>330</b>
<b>Full / Part Time Administrative Staff</b>					
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
Student/Family Services Coordinator	0	0.5	0.5	0.5	0.5
Academic Coach/Admissions	0	0	0.5	1	1
<b>Total</b>	<b>5</b>	<b>5.5</b>	<b>6</b>	<b>6.5</b>	<b>6.5</b>
<b>Full / Part Time Support Staff</b>					
Upper School Coordinator	0	0	0	0.5	0.5
Middle School Coordinator	0	0.5	1	1	1
Media Specialist	0.5	0.5	0.5	1	1
Special Education Specialist	1	1	1	1	1
Nurse	0.5	0.5	1	1	1
Maintenance	0.5	1	1	1	1
<b>Total</b>	<b>2.5</b>	<b>3.5</b>	<b>4.5</b>	<b>5.5</b>	<b>5.5</b>
<b>Full / Part Time Support Services</b>					
IT	0.5	0.5	0.5	1	1
Marketer / Grant Writer	1	0.5	0.5	0.5	0.5
<b>Total</b>	<b>1.5</b>	<b>1</b>	<b>1</b>	<b>1.5</b>	<b>1.5</b>
<b>Elementary Teachers</b>					
Teacher (more than 10 years experience)	14	14	14	14	14
Teacher Asst.	3	3	3	3	3
<b>Total</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>17</b>
<b>Middle / Upper School Core Teachers</b>					
MS (Math, English, English, Social Studies)	0	2	2	2	4
US (Math, English, English, Social Studies)	0	0	0	0	2
<b>Total</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>Other Classroom Teachers</b>					
Physical Education	0.5	0.5	0.5	1	1
Foreign Language	1	1	1	1	1
Computer	0	0	0	0.5	0.5
<b>Total</b>	<b>1.5</b>	<b>1.5</b>	<b>1.5</b>	<b>2.5</b>	<b>2.5</b>
<b>Total Staff</b>	<b>28</b>	<b>31</b>	<b>32</b>	<b>35</b>	<b>39</b>

**DUAL POSITIONS:** (G.S.115C-238.29F(e))


Head of School

**Administrative Team Responsibilities**

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



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- Student Activities between 3:30-5:00pm
- Coordinate Special Guests during Cultural Arts
- 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



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Head and Deputy Head calendars  
Staff Timesheets and attendance  
Bank Deposits

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.

**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.

**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



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... (or any other licensing board or agency) on the grounds of unethical  
... my employee, on leave from the LEA, is suspended, terminated, asked  
... by StudentFirst Academy, the LEA will be notified and provided  
... 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 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.



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## PROJECTED ENROLLMENT 2011-2012 through 2015-2016

**PROPOSED CHARTER SCHOOL** StudentFirst Academy  
Charlotte-Mecklenburg (100%)

IDENTIFY LEA FROM WHICH  
STUDENTS WILL PROBABLY  
COME

List LEA #2 – \_\_\_\_\_  
List LEA #3 – \_\_\_\_\_

GRADES		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		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	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
First	1	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Second	2	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Third	3	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Fourth	4	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Fifth	5	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Sixth	6	30	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Seventh	7	0	0	0	30	0	0	30	0	0	30	0	0	30	0	0
Eighth	8	0	0	0	0	0	0	30	0	0	30	0	0	30	0	0
Ninth	9	0	0	0	0	0	0	0	0	0	30	0	0	30	0	0
Tenth	10	0	0	0	0	0	0	0	0	0	0	0	0	30	0	0
Eleventh	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Twelfth	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>LEA T O T A L S</b>		210	0	0	240	0	0	270	0	0	300	0	0	330	0	0
<b>Overall TOTAL Enrollment/ADM</b>		210			240			270			300			330		

## JECTIONS 2011-2012 through 2015-2016

Year	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Total Projected Enrollment</b>	<b>210</b>	<b>240</b>	<b>270</b>	<b>300</b>	<b>330</b>
<b>Exceptional Children Estimated Headcount (5%)</b>	<b>11</b>	<b>12</b>	<b>14</b>	<b>15</b>	<b>17</b>
<b>Local Funding (1)</b>	2332	2356	2379	2403	2427
<b>State Funding (2)</b>	4902	5049	5200	5356	5517
<b>EC funding (3)</b>	3357	3458	3561	3668	3778
	0				
<b>Total Local Per Pupil Funds (4)</b>	489821	565393	642428	720947	800972
<b>Total State ADM Funds (5)</b>	1029384	1211732	1404095	1606909	1820627
<b>Total Per Student Revenue</b>	1519205	1777126	2046523	2327856	2621599
<b>Total State EC Funds</b>	35247	41490	48077	55021	62339

### REVENUE CALCULATION NOTES:

- (1) - (3) From the Resource Manual for 2010 Charter School Applications
- (4) We have assumed a 1% annual increase in local funds
- (5) We have assumed a 3% annual increase in state funding





## JECTIONS 2011-2012 through 2015-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
	K-6	K-7	K-8	K-9	K-10
<b>Max. Student population</b>	<b>210</b>	<b>240</b>	<b>270</b>	<b>300</b>	<b>330</b>
<b>Inflation Rate</b>	<b>1</b>	<b>1.03</b>	<b>1.03</b>	<b>1.03</b>	<b>1.03</b>
Head of School	65,000	66,950	68,959	71,027	73,158
Deputy Head of School	50,000	51,500	53,045	54,636	56,275
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
Administrative Assistant	27,000	27,810	28,644	29,504	30,389
Student/Family Services Coordinator	0	24,334	25,064	25,816	26,590
Academic Coach/Admissions	0	0	17,034	35,090	36,143
<b>Full Time Administrative Staff Total</b>	<b>212,000</b>	<b>218,360</b>	<b>224,912</b>	<b>266,747</b>	<b>274,751</b>
<b>Part Time Administrative Staff Total</b>	<b>0</b>	<b>24,334</b>	<b>42,098</b>	<b>25,816</b>	<b>26,590</b>
Upper School Coordinator	0	0	0	28,616	29,474
Middle School Coordinator	0	22,982	47,343	48,763	50,226
Media Specialist	20,000	20,600	21,218	43,709	45,020
Special Education Specialist	40,000	41,200	42,436	43,709	45,020
Nurse	17,500	18,025	37,132	38,245	39,393
Maintenance	11,250	23,175	23,870	24,586	25,324
<b>Full Time Support Staff Total</b>	<b>40,000</b>	<b>64,375</b>	<b>150,781</b>	<b>199,012</b>	<b>204,983</b>
<b>Part Time Support Staff Total</b>	<b>48,750</b>	<b>61,607</b>	<b>21,218</b>	<b>28,616</b>	<b>29,474</b>
IT	15,000	15,450	15,914	32,782	33,765
Marketer / Grant Writer	45,000	23,175	23,870	24,586	25,324
<b>Full Time Support Services Total</b>	<b>45,000</b>	<b>0</b>	<b>0</b>	<b>32,782</b>	<b>33,765</b>
<b>Part Time Support Services Total</b>	<b>15,000</b>	<b>38,625</b>	<b>39,784</b>	<b>24,586</b>	<b>25,324</b>
Teacher (more than 10 years experience)	560,000	576,800	594,104	611,927	630,285
Teacher Asst.	54,000	55,620	57,289	59,007	60,777
<b>Elementary Teachers Total</b>	<b>614,000</b>	<b>632,420</b>	<b>651,393</b>	<b>670,934</b>	<b>691,062</b>
Middle School	0	90,000	92,700	95,481	196,691
Upper School	0	0	0	0	100,000
<b>Middle / Upper School Core Teachers Total</b>	<b>0</b>	<b>90,000</b>	<b>92,700</b>	<b>95,481</b>	<b>296,691</b>
Physical Education	17,500	18,025	18,566	38,245	39,393
Foreign Language	40,000	41,200	42,436	43,709	45,020
Computer	0	0	0	17,885	18,780
<b>Full Time Other Classroom Teachers Total</b>	<b>40,000</b>	<b>41,200</b>	<b>42,436</b>	<b>81,954</b>	<b>84,413</b>
<b>Part Time Other Classroom Teachers Total</b>	<b>17,500</b>	<b>18,025</b>	<b>18,566</b>	<b>17,885</b>	<b>18,780</b>
<b>Full Time Salaries</b>	<b>951,000</b>	<b>1,046,355</b>	<b>1,162,222</b>	<b>1,346,910</b>	<b>1,585,665</b>
<b>Part Time Salaries</b>	<b>81,250</b>	<b>142,591</b>	<b>121,666</b>	<b>96,903</b>	<b>100,168</b>
<b>Total Staff Salaries</b>	<b>1,032,250</b>	<b>1,188,946</b>	<b>1,283,888</b>	<b>1,443,813</b>	<b>1,685,833</b>



## PROJECTIONS 2011-2012 through 2015-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
	K-6	K-7	K-8	K-9	K-10
<b>Max. Student population</b>	<b>210</b>	<b>240</b>	<b>270</b>	<b>300</b>	<b>330</b>
<b>REVENUE (1)</b>					
Local Funding	489,821	565,393	642,428	720,947	800,972
State Funding	1,029,384	1,211,732	1,404,095	1,606,909	1,820,627
EC Funding	35,247	41,490	48,077	55,021	62,339
Grants					
Donations					
<b>Total Funding</b>	<b>1,554,452</b>	<b>1,818,616</b>	<b>2,094,600</b>	<b>2,382,877</b>	<b>2,683,938</b>
<b>EXPENSES (2)</b>					
<b>Full Time Salaries</b>	<b>951,000</b>	<b>1,046,355</b>	<b>1,162,222</b>	<b>1,346,910</b>	<b>1,585,665</b>
Social Security and Taxes 7.65%	72,752	80,046	88,910	103,039	121,303
Benefits 13.00%	123,630	136,026	151,089	175,098	206,136
<b>Total Benefits (3)</b>	<b>196,382</b>	<b>216,072</b>	<b>239,999</b>	<b>278,137</b>	<b>327,439</b>
<b>Total Salaries and Benefits (F/T)</b>	<b>1,147,382</b>	<b>1,262,427</b>	<b>1,402,220</b>	<b>1,625,047</b>	<b>1,913,104</b>
<b>Part Time Salaries</b>	<b>81,250</b>	<b>142,591</b>	<b>121,666</b>	<b>96,903</b>	<b>100,168</b>
Social Security and Taxes 7.65%	6,216	10,908	9,307	7,413	7,663
<b>Total Salaries and Benefits (P/T)</b>	<b>87,466</b>	<b>153,499</b>	<b>130,973</b>	<b>104,316</b>	<b>107,831</b>
<b>Total EC Expenses</b>	<b>42,350</b>	<b>44,468</b>	<b>46,691</b>	<b>49,025</b>	<b>51,477</b>
Conference	3,000	3,090	3,183	3,278	3,377
Paideia	10,000	12,360	12,731	13,113	13,506
<b>Total Staff Development</b>	<b>13,000</b>	<b>15,450</b>	<b>15,914</b>	<b>16,391</b>	<b>16,883</b>
Cognitive Specialist	9,000	15,000	15,000	30,000	30,000
Freedom Music Institute	19,000	35,000	40,000	45,000	50,000
<b>Total Outside Contractors</b>	<b>28,000</b>	<b>50,000</b>	<b>55,000</b>	<b>75,000</b>	<b>80,000</b>
Instructional Materials (4)	11,750	18,000	20,250	22,500	24,750
Instructional Equipment (5)	20,000	21,630	20,000	20,000	20,000
Testing Materials (6)	4,250	6,000	6,750	7,500	8,250
<b>Total Student Expenses</b>	<b>36,000</b>	<b>45,630</b>	<b>47,000</b>	<b>50,000</b>	<b>53,000</b>
Printing Supplies	3,950	4,275	4,500	4,950	5,550
Computer Equipment / Supplies	8,000	10,300	10,609	10,927	11,255
Office / Janitorial Supplies	4,000	4,120	4,244	4,371	4,502
Office Equipment (7)	4,000	5,150	5,305	5,464	5,628
<b>Total Supplies/Equipment</b>	<b>19,950</b>	<b>23,845</b>	<b>24,657</b>	<b>25,712</b>	<b>26,935</b>



	1000	1000	1000	1000	1000
	0,000	108,150	111,395	114,736	118,178
	3,000	15,450	15,914	16,391	16,883
Utilities	10,000	12,360	12,731	13,113	13,506
Maintenance/Repairs	4,000	5,150	5,305	5,464	5,628
Telephone	1,500	1,545	1,591	1,639	1,688
<b>Total Building</b>	<b>128,500</b>	<b>142,655</b>	<b>146,935</b>	<b>151,343</b>	<b>155,883</b>
Marketing	4,000	5,150	5,305	5,464	5,628
Accounting	15,000	20,600	21,218	21,855	22,510
Audit	3,000	3,090	3,183	3,278	3,377
Student Travel (8)	3,150	3,245	3,342	3,442	3,545
Bank Fees	750	773	796	820	844
Legal	4,000	5,150	5,305	5,464	5,628
Garbage	8,000	9,270	9,548	9,835	10,130
Postage	1,200	1,236	1,273	1,311	1,351
Contingency	8,000	10,000	10,000	10,000	10,000
<b>Total Administrative</b>	<b>47,100</b>	<b>58,513</b>	<b>59,968</b>	<b>61,467</b>	<b>63,011</b>
<b>Total Expenses</b>	<b>1,550,748</b>	<b>1,797,487</b>	<b>1,930,358</b>	<b>2,159,301</b>	<b>2,469,124</b>
<b>Total Income</b>	<b>1,554,452</b>	<b>1,818,616</b>	<b>2,094,600</b>	<b>2,382,877</b>	<b>2,683,938</b>
<b>Total Expense</b>	<b>1,550,748</b>	<b>1,797,487</b>	<b>1,930,358</b>	<b>2,159,301</b>	<b>2,469,124</b>
<b>Net Surplus</b>	<b>3,704</b>	<b>21,129</b>	<b>164,242</b>	<b>223,576</b>	<b>214,814</b>

#### BUDGET NOTES:

- (1) Detailed revenue calculations are set forth below following the budget.
- (2) Detailed salary calculations are set forth below following the budget.
- (3) Estimated at 13.66% of total administrative and full time salaries
- (4) Estimated at \$75 per student.
- (5) Consists primarily of computer equipment used for instruction and related items, e.g., overhead projectors, televisions, VCRs. etc. Also includes science equipment, etc. Estimated at \$100 per incremental student.
- (6) Estimated at \$25 per student.
- (7) Copier/fax/file cabinets telephone equipment and annual maintenance.
- (8) Estimated at \$15 per student.



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ASSETS ON DATE OF APPLICATION

	<u>1000</u>
Certificates of Deposit	\$ <u>    0</u>
Bonds	\$ <u>    0</u>
Real Estate	\$ <u>    0</u>
Capital Equipment	\$ <u>    0</u>
Motor Vehicles	\$ <u>    0</u>
Other Assets	\$ <u>    0</u>
<b>TOTAL</b>	\$ <u>1000</u>

## AUDITS

(6)

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.

### **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.

## REQUIREMENTS GS 115C-238.29F(a):

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.



are holding staff or students hostage on school grounds, the  
 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.
2. Write down the exact words of the caller.



time it is to go off.

- 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.



assigned meeting place. Everyone proceeds silently in a  
their designated assembly area, and waits quietly for an all-clear

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.

ing at all times. Doors that have automatic holders should never  
 holding mechanism to keep doors open.  
 open when vacant.  
 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 year, 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.

First Academy will maintain compliance with all applicable laws, rules, and inspections regarding hazardous chemicals. The school will follow all applicable regulations to the extent possible. The following guidelines are to be followed by staff

- 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.

## CIVIL LIABILITY AND INSURANCE GS 115C-238.29F(c):



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- Officers and Directors/Errors and Omissions
- Property Insurance
- Motor Vehicle Liability
- Bonding:

\$1,000,000 per occurrence

\$1,000,000 per claim

Appraised value of the building and contents

\$1,000,000 per occurrence

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



## ON & FACILITY REQUIREMENTS

-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) 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):

We have identified, but not finalized the facility location. Immediately after our charter application is approved, the Board of Directors will appoint a facility search committee to negotiate a lease agreement with this site. The committee will be comprised of board members with knowledge of the local real estate market, zoning requirements, educational facility planning and real estate law. The facility will meet all applicable health and safety requirements, as required by NCGS 115C-238.29F(a). Before beginning the school's operations, the Board of Directors will provide the Office of Charter Schools a detailed description of the facility and the related financing arrangements, as well as a Certificate of Occupancy for Educational Use. 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. In evaluating potential sites, the Committee will consider not only cost and the physical space requirements outlined below, but also the degree to which a given location will enhance our ability to accomplish our mission. That mission includes providing a high quality education for a racially and socio-economically diverse group of students. We also believe in the community development potential of charter schools. Thus, we will look for neighborhoods that are demographically balanced and in which our school can provide a community anchor. We will pursue creative options, such as facility-sharing arrangements, that may reduce our facility cost and provide access to community facilities such as libraries, parks and museums.

Space guidelines, outlined in Appendix II, are intended only for planning purposes, and provide baseline information for the budget included with this charter application. Our actual space needs will depend on a number of factors, including the availability of shared community facilities, and the configuration of the space may vary as well. Our physical space will be designed to maximize academic achievement under our particular educational model.



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**G PLAN (GS 115C.238.29F(g)(1-7))**

**StudentFirst Academy**

**School Year 2011-2012**

Victor D. Mack, Chair, Board of Directors

### **Executive Summary**

StudentFirst Academy (SFA) is a beginning grade level K-6 (eventually K-12) charter school designed to provide students with 1) a globally-competitive curriculum; 2) classical approach to 21<sup>st</sup> 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 level. Located in northeast 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-6 (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, 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.



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 %	Student Count by Attendance (All Day 2007-08)	Projected Enrollment 2007-08	Projected Enrollment 2008-09	Projected Enrollment 2009-10	Projected Enrollment 2010-11
North	18	3	12	188	1,832	1,124	87	18,285	19,548	3,082	15%	18,118	18,088	18,081	18,021	18,081
Northeast	24	3	18	171	1,188	1,483	81	1,881	21,193	11,358	53%	24,888	21,479	21,281	21,088	21,141
West	21	8	10	1,088	11,317	1,448	179	1,473	18,811	11,188	59%	18,818	18,848	18,818	18,818	18,818
East	21	1	12	179	8,781	1,888	83	1,024	24,563	11,288	46%	24,888	24,881	24,881	24,888	24,881
Central	41	11	18	187	12,888	1,148	119	1,428	18,654	11,888	64%	17,788	24,888	24,818	24,881	24,881
South	11	1	18	1,173	1,818	1,888	71	13,818	18,888	3,881	20%	18,881	18,811	18,818	18,888	18,888
Total	136	27	88	1,887	18,818	18,888	1,888	47,888	118,818	18,887	48%	118,818	118,818	118,888	118,888	118,888

\* 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	782	50	204	3,175	2,328	73%	3,368	3,423	3,480	3,542
West	3	1	28	218	2,433	305	48	430	3,483	2,436	70%	3,781	3,829	4,083	4,244
Central	3	2	14	108	2,258	373	43	82	3,878	2,211	57%	3,208	3,279	3,335	3,381
South	1	1	5	53	678	368	13	130	1,238	748	61%	1,281	1,307	1,320	1,331
Total	10	6	65	421	7,329	1,838	114	846	18,742	7,730	41%	11,834	11,838	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 the 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 face tremendous challenges in providing educational services to their student populations. With the Charlotte community placing a high value on learning and education, SFA has created a charter school environment that encompasses quality education that does not sacrifice hands on learning, low student/ teacher ratios, cognitive reasoning, community involvement, civic engagement, student-teacher/teacher-parent relationships, cultural enrichment and any other activities that will assist in the development of a child's emotional, cognitive, psychomotor, and social skills.



## SYSTEM Enrollment

## Average Student Class Size

Number of Students:	132,281	Elementary School:	20
5:	65,455	Middle School:	21
Middle Schools:	32	High School:	18
High Schools:	31	Average Daily Attendance:	95%
Special Programs:	9		
Grades 6-8:	29,456		
Grades 9-12:	37,370		
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. Since 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.

There are three elementary schools, two middle schools, and a charter high school in the district where StudentFirst Academy will reside yet we do not see these schools as "competition" due to the strategic planning and structure provided to the students. Statistics show that the state of North Carolina is projected to increase elementary and secondary school enrollment by 18.3% between 2004 and 2016 therefore, the SFA is placing themselves in the best location in Charlotte at the ideal time for success. 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 were 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 and do not want to forfeit the same high standards and expectations they provide. Students residing outside of the 28213 area code or the Northeast District will be allowed to apply.

## Recruitment

Recruitment of new students will be an ongoing strategic process. Beginning June 2010 SFA staff 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 November 1, 2010 students will have an opportunity to apply for the 2011-2012 school year through an open enrollment period that will end February 27, 2011. During open enrollment students and families will have an opportunity to attend three open houses scheduled in November, December, and January. During the open house parents will gain first hand knowledge of the benefits provided through a charter school education, the Paideia curriculum, policies

engagement required of the families so their children can for enrollment will be placed in a lottery which will be reviewed by late March. When all spaces have been filled, the be placed in a waiting pool, and admission will be based on a

lottery. Potential students will receive letters via mail the first week of April stating the status of enrollment. All students who have been accepted to the StudentFirst Academy will be required to attend a school orientation the first week of August. To successfully recruit interested students SFA will implement the following marketing strategies.

## **Marketing Strategies**

### **1. Product**

StudentFirst Academy is a K-6 charter school that will begin in 2011-12 school and will add a grade level each year until twelfth grade in 2017-18 school year. StudentFirst Academy offers students smaller classes to tailor activities to the individual student, extended hours for working parents, cultural arts programs, and a rigorous college preparatory curriculum. Being able to incorporate the research-based proven Paideia curriculum within the SFA sets the program in a competitive advantage over traditional public schools. The freedom to create and choose programs that are conducive to developing the whole child allows StudentFirst Academy the opportunity to differentiate the school when promoting in the community. SFA has the freedom of many restrictive rules and regulations set forth by the school system. Accountability also lays greater weight for a charter school due to specific educational outcomes that are required within a certain period (usually three to five years) in order to keep their charter status.

### **2. Promotion**

- Post flyers, brochures, and open house notices in local supermarkets, churches, community centers, businesses, libraries, car washes, laundry mats and apartment complexes
- Bi-lingual marketing materials
- Partner and visit with local organizations in the northeast neighborhood
- Speak with community association leaders to incorporate information regarding SFA in their newsletters.
- Walk around town in groups, putting leaflets on car windshields
- Attend monthly community association and police meetings.
- Marketing committee members speak with community members in the immediate surrounding area of your school to introduce themselves and the program
- Set up a booth at community workshops and events where families will be present
- Attend 5<sup>th</sup> grade feeder school orientation for middle school choice
- Conduct parental information sessions to elaborate on the commitment involved with attending SFA
- Canvas neighborhoods to further reach interested families.
- Speak at community engagements and events
- Creation of a school website detailing schools mission, vision, activities, and dates, etc.
- Teacher recruitment at local job fairs
- Advertise in the Yellow pages

### **3. Price**

In order to attend StudentFirst Academy the cost is zero. Public schools are paid for by tax dollars so there is no tuition associated with enrollment.

marketing plan SFA will create a marketing committee that will members, parents, and staff to distribute the information tangible students, community students and collegiate volunteers will be asked to assist with the distribution of information.

## Retention

In order to retain students, data will be collected from family members and community to ensure marketing in an ongoing process. The following data will be collected:

- When they *first* heard about StudentFirst Academy
- Other schools they are considering
- Household income range
- Number and ages of other school age children residing in the enrolling student's household
- Address
- Parent/guardian educational attainment, profession, and place of employment
- Distance from their home to your school
- Family access to the internet
- Email routine – how often they check it
- Clubs and organizations to which families and prospects belong
- Churches which families and prospects attend
- Governing boards on which parents and prospects serve
- Radio stations to which families listen (prospects are also probably listening)
- Local newspapers subscribed to by families
- Movie theatres frequented by families (which ones and how often)
- Movies viewed in the past few months
- Household income by zip codes
- Distribution of school age children by zip code
- Information about other schools within your catchment area
- Tuition rates for private schools drawing students from the same respective area
- Advertising information produced by other schools
- General population trends and projections for your area
- Enrollment patterns (by grade, gender, teacher, etc.)
- Every student's enrolling performance on standardized tests (benchmark)
- Every student's annual performance on standardized tests (gains)
- Your school's relative performance against other schools on state tests
- Student growth and achievement on mission-specific outcomes
- Classroom grades compared to standardized tests results
- Honor roll statistics
- Other student awards
- Student achievements outside of school (e.g., music, scouting, martial arts, etc.)
- Student participation in community service opportunities
- Teacher awards for excellence (external sources)
- School awards for excellence (external sources)
- Alumni
- Annual Survey/Overall satisfaction survey covering *every* area of school operations

ed as a tool to help support the promotion of SFA throughout  
 ovided to families so SFA can continue to adjust the marketing  
 plan as needed.

**Budget**

The budget for the marketing plan is provided below. After the initial \$5,000 budget, marketing costs will increase by .3% each year until 2015. 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  
 2011-2012 thru 2015-2016**

<b>Marketing Expenses</b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>
Supplies	\$2000	\$1500	\$1200	\$1000	\$1000
Advertising	\$2200	\$2925	\$3505	\$3964	\$3964
Mailings/Postage	<u>\$ 800</u>	<u>\$ 700</u>	<u>\$ 600</u>	<u>\$ 500</u>	<u>\$ 500</u>
	<b>\$5,000</b>	<b>\$5,150</b>	<b>\$5,305</b>	<b>\$5464</b>	<b>\$5628</b>

**Summary**

StudentFirst Academy is a K-6 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!!

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## IMPACT STATEMENT

s of GS 115C.238.29B(d), StudentFirst Academy will provide a  
intendent 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.



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# APPENDICES





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## 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.



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## 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.



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## Appendix III Facilities Research



	Number Needed	Total Square Feet
	12	10,200
Technology Lab	1	1,500
Lower School science classrooms at 1,100 sq. ft.	2	2,200
Science prep/storage @ 250 sq. ft.	1	250
Upper School general classrooms @ 750 sq. ft.	12	9,000
<b>Upper School science classrooms:</b>		
Biology/Physics @ 1,200 sq. ft.	2	2,400
Chemistry @ 1,400 sq. ft.	1	1,400
Science prep/storage @ 250 sq. ft.	1	250
Upper School technology lab @ 1,500	1	1,500
<b>Shared Classrooms:</b>		
Small group/exceptional children resource rooms @ 450 sq. ft.	2	900
Art/Fine Arts (w/200 sq. ft. of storage) @ 1,400	1	1,400
Music (w/200 sq. ft. of storage) @ 1,400	1	1,400
<b>Computer Lab @ 1,500</b>	1	1,500
<b>Media Center @ 3,000</b>	1	3,000
Media Center storage/support space @ 1,200	1	1,200
<b>Food Service:</b>		
Dining		3,000
Kitchen		1,600
Serving		600
<b>Gym/Auditorium:</b>		
Gym (including lockers)	2	8,000
Health classrooms @ 750	2	1,500
Stage dressing rooms and storage		2,000
<b>Administration/Miscellaneous:</b>		
Head of School		200
Deputy Head of School		150
Reception		400
Administrative Assistants @ 150	2	300
Health Room		400
Other offices @ 150	5	750
Office storage/records		600
Guidance rooms @ 300	2	600
Conference rooms @ 300	2	600
Team workroom		400
Teachers lounge	2	400
Commons		1,500
<b>Subtotal</b>		61,100
<b>Circulation, Toilets &amp; Mechanical Space @ 40% (of subtotal sq ft)</b>		24,440
<b>Grand Total Square Feet</b>		85,540
<b>Square feet/student (grand total sq. ft./ full capacity of 560)</b>		153



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Appendix IV  
Certificate of Non-Profit Status from Secretary of State





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## Appendix V Letters of Support



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## Appendix VI Draft Student Application



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# First Academy

## ION FOR 2011-2012 ENROLLMENT

Based on North Carolina charter school legislation and the philosophy of Charlotte Secondary School, 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

\_\_\_\_\_  
\_\_\_\_\_

Phone: (704) 371-7470 Fax: (704) 371-7471 [studentfirstacademy@yahoo.com](mailto:studentfirstacademy@yahoo.com) [www.studentfirstacademy.org](http://www.studentfirstacademy.org)

**APPLICATION DEADLINE: 5:00PM, APRIL 26, 2011**

**LOTTERY WILL BE HELD MAY 14, 2011**

**NOTIFICATIONS WILL BE SENT MAY 16, 2011**



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## Appendix VII Planning Year Timeline



Activity	
	Identify volunteers interested in helping with the school; review skills of volunteers
	Begin development of board manual
	Begin forming board committees
	Establish calendar for board meetings
	Develop plan for board training to be conducted during planning year
	Contact and collaborate with community leaders, organizations, and agencies, and research possible locations for community information meetings
	Collect information on insurance needed during planning year (e.g., D&O insurance)
	Identify potential vendors for services such as financial reporting, student information systems, meals, etc.
<b>July 2010</b>	
	Revise Faculty and Staff Handbook
	Form facility search committee and begin formal facility search
	Two persons attend Paideia Leadership Institute in Chapel Hill
	Develop fundraising strategy and prepare materials
<b>August 2010</b>	
	Work on Lower, Middle, & Upper School curriculum with National Paideia Center
	Decision regarding participation in State benefits plan (due within 30 days of signing charter).
	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)
	Complete initial board training on charter school law, directors' fiduciary obligations, compliance with open meetings laws (conducted by attorney volunteers)
	Identify providers of, and schedule, additional board training
	Work with Exceptional Children's Assistance Center and outside consultants to develop special education plan
	Revise 501 (c)(3) (i.e. Name & address of registered agent)
<b>September 2010</b>	
	Continue training on Paideia Model
	Begin training on Linda-Mood Bell learning processes
	Begin Academic coaching using School Place Big 5
	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.
	Update the website to reflect new charter status
	Hire a graphics designer and printing company to design and print display ads, flyers, direct mail pieces, presentation banners, posters, and brochures
	Organize and schedule locations for public presentations
	Formalize PTO committees





		by groups to identify marketing about the community
		Begin to hold regular public information meetings
		Continue to widen contacts with community leaders, organizations, and agencies
		Begin work on the new & improved technology plan for Lower, Middle, & Upper Schools
<b>November 2010</b>		
		Finalize detailed education plan, including curriculum guide, instructional program and evaluation plans
		Complete the school's policy and procedures handbooks, forms and contracts needed to start and operate the school, with outside attorney
		Continue facility search
<b>December 2010</b>		
		Continue with press and media campaign
		Continue to widen contacts with and secure endorsements from community organizations
		Continue public presentations
		Set up presentations to area parents groups and after school clubs and organizations
		Upgrade the integrated school-wide computer network with both academic and administrative components
<b>January 2011</b>		
		Revise policies for Student Government (with NC Civic Education Consortium and American Youth Policy Forum)
		Continue with regular public presentations for parents
		Continue with additional presentations to community organizations and agencies
		Finalize school calendar, academic schedule, field trips, & performances
<b>February 2011</b>		
		Recruitment of students and teachers formally begins
		Develop plan for licensure renewal program and submit plan to SBE for permission to administer the program
		Complete board training
		Update website with calendar info
<b>March 2011</b>		
		Formalize agreement for facility and select contractor for any needed renovation.
March 1 (or date of final approval)		Open enrollment period begins; applications reviewed as they arrive and organized by grade
<b>April 2011</b>		
April 26		Enrollment period closes this date if maximum student numbers are reached



	administration within (14) days of receipt of notice of admittance
	Complete any necessary facility renovations
	Purchase needed classroom/office furnishings, equipment, and supplies
	NCWISE training scheduled or completed by Principal or designee and verification forwarded to OCS
	Obtain certificate of occupancy for school facility
	Hiring of additional teachers and checking of credentials completed
	Complete detailed budget plan for first year of operation
<b>June 2011</b>	
	Formalize any necessary contracts with outside vendors for student information and fiscal management systems
	Obtain necessary property, liability, health and student accident insurance coverage
	Set up school offices, furnishings, and equipment
	Staff Development Plan completed with resources/consultants identified.
	Set up school and classroom furnishings, equipment, books, and supplies
<b>July 2011</b>	
	Paideia Summer Implementation Institute (Team of 3)
	Paideia Summer Leadership Institute (Team of 2)
	Finalization of human resource issues: 1. Background checks 2. Certifications documented 3. Personnel contracts
	Finalize school safety procedures
	Finalize needed contracted services (custodial, transportation, food service)
<b>August 2011</b>	
	Finalize syllabi, lesson plans, and prepare classrooms for opening day
	Additional staff development to include: 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



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gy plan for Lower School  
use the Paideia classroom training  
use the computers as classroom helpers  
ents and parents

	<p>Conduct Parent Orientation meetings and include:</p> <ol style="list-style-type: none"><li>1. Mission and purpose of school</li><li>2. Curriculum model</li><li>3. Disciplinary code</li><li>4. School calendar</li><li>5. Introduction of Board of Directors, Head of School and faculty</li><li>6. Distribution of Student-Parent Handbook</li><li>7. Obtain parent signature(s) &amp; then collect Student-Parent Handbook Receipt page.</li><li>8. Review Win-Win incentive program &amp; how to use it at home</li><li>9. Other information deemed necessary</li></ol>
<b>August 22, 2011</b>	<b>FIRST DAY OF CLASSES</b>



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Appendix VIII  
SFA Secrets of Success  
(**Student WIN-WIN Chart**)



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## SIGNATURE PAGE

On behalf of StudentFirst Academy. The undersigned has read the information contained in it is true and accounts to the best of my knowledge and belief. I hereby signed further represent that the applicant has read the Charter School Law and agrees to be governed by it and other applicable laws.

Print/Type Name: Victor B. Mack

Position: Chair, Board of Directors

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Sworn to and subscribed before me this

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

My commission expires \_\_\_\_\_, 20\_\_\_\_.

Official Seal