

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Successful Start Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Successful Start Academy

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

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

NAME OF CONTACT PERSON: Lori E. Kirkling

TITLE/RELATIONSHIP TO NONPROFIT: President

MAILING ADDRESS: 4812 Swanns Mill Drive, Durham, NC 27704

PRIMARY TELEPHONE: 919-225-4731

ALTERNATE TELEPHONE:

E-MAIL ADDRESS: lkirkling@aol.com

Location Proposed Charter School (LEA): 1107 Holloway Street,
Durham, NC

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population: Successful Start Academy is eager to serve all students and families from the East Durham, NC. We are not limiting ourselves to a specific population of students but anticipate an enrollment representative of the local LEA. Market research has determined over half will be economically disadvantaged, 40% Black, 40% White and 20% from a variety of other races. Approximately 15% will be students with disabilities.

Proposed Grades Served: K-8 Proposed Total Enrollment: 450

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-5	275		X
Second Year	K-6	325		X
Third Year	K-7	375		X
Fourth Year	K-8	425		X
Fifth Year	K-8	450		X

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



 Signature

Lori E. Kirkling

 Printed Name

President

 Title

4-9-2012

 Date

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

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III. MISSION, PURPOSES and EDUCATIONAL FOCUS

(G.S.115C-238.29A)

MISSION:

The mission of the proposed charter school is as follows:

The mission of the Successful Start Academy is to allow students to become productive global citizens of the world by providing them with a world-class high quality education.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

The Successful Start Academy will serve students and families of East Durham, a community that currently lacks the unifying presence of a strong STEM school with an Arts focus, and an area that is in desperate need of a quality K-8 charter school. Durham Public School in the surrounding area failed to make AYP. Only two schools in a three mile radius around our proposed site have made AYP. Similar schools in the area are composed of over 60% economically disadvantaged students with 40% White and 40% Black students and 20% from other ethnic groups. The Successful Start Academy will serve as a uniting force in the community, bringing together neighborhood residents and involving them in the education of their children and providing stability during this period of change and growth. The Successful Start Academy will also serve as a strong draw for parents committed to involvement in the school mission and seeking high academic achievement for their children. It is our intent to benefit all parties involved: the students would gain from a unique program with no need of being transported to other schools further away, and the community gains a unique educational program tailored to their needs, and a multi-use facility that can host a number of community-based activities.

Through meetings and events though out the area, we have acquired over 80 petitions of support from families in the East Durham area interested in being a part of our school (Appendix D). We have involved parents and community members in our planning by soliciting input on their ideal vision of a school for their children. These individuals have helped to develop the focus of the school, communicated the mission of the school, and started to educate the community. Additional meetings with the Board of Directors and members of the community have been planned for the upcoming months. Community organizations such as the STAR Foundation and Immanuel Temple have also provided letters of support (Appendix B).

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

Student Achievement

Goal 1: All students at the Successful Start Academy will become proficient readers and writers, and become mathematically numerate.

Objectives: The number of third through fifth grade students attending the Successful Start Academy for the first full year and each subsequent full year who perform at the proficient or higher on the state assessment in Reading/Language Arts and in Math will increase by 10% in the aggregate by grade by year. These percentage goals will be cumulative – in the event that a goal is not reached, the percentage will still increase by a full 10% from the targeted goal.

Goal 2: All students at the Successful Start Academy will make strong yearly progress in reading/ELA, math, science, and social science.

Objectives:

- Kindergarten and first grade students attending the Successful Start Academy for the first full year and each subsequent full year will make 2.5 NCEs of growth in the aggregate by grade on the Reading and Math portions of the Scantron Performance Series between the beginning and the end of that first full year.
- Second through fifth grade students attending the Successful Start Academy for the first full year and each subsequent full year will make 2.5 NCEs of growth in the aggregate by grade on the Reading/ELA, Math, Science, and Social Science portions of the Scantron Performance Series between the beginning and the end of that first full year.
- Sixth, seventh and eighth grade students attending the Successful Start Academy for the full year beginning 2013, 2014, and 2015 respectively and each subsequent full year will make 2.5 NCEs of growth in the aggregate by grade on the Reading, Math, Science, and Social Science portions of the Scantron Performance Series.

Goal 3. The Successful Start Academy will be fiscally viable each year of operations, beginning in the first year of its operations.

Objectives:

- The school's Operating Balance will be positive throughout the life of its charter.
- By opening year of operations the Board will have developed a set of Board policies that meet NC state requirements and reflect the operational goals of the school.

Organizational Goals

Goal 4. Parent involvement will be at high levels so as to increase student academic and social success by involving parents in the education of their children.

Objectives:

- Eighty-five (85%) of parents shall attend parent-teacher conferences at least once per academic year.
- Eighty percent (80%) of parents will volunteer a minimum of 2 hours per parent per month to the school.
- Four (4) Parent Orientation sessions will be held throughout the year to provide information to parents on specific ways their parent involvement can lead to increased academic achievement, including workshops on helping children study at home and on test preparation.

Goal 5. The Successful Start Academy student attendance rate will exceed that of the surrounding school district according to grade level.

Objectives:

- Within three years, the student attendance rate shall be at or above that of the surrounding schools according to grade level.

Goal 6. Parent satisfaction will be at high levels beginning in the first year of operations and improve in subsequent years.

Objectives:

- The school will achieve an average satisfaction rating on parent surveys of 8.0 or better on a scale of one to ten in its first two years.
- The school will achieve an average satisfaction rating on parent surveys of 8.5 or better out of 10 by year three and each year thereafter.

Successful Start Academy will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations. The school will implement a range of measurements – both quantitative and qualitative – to track to annual student achievement. These measurements will be used to make adjustments to our educational program.

The school will incorporate results analyses, from both longitudinal school-wide performance and comparisons with similar schools tested, into its School Improvement Plan for school-wide shifts in curriculum and instruction on a yearly basis. This will set the tone for teacher training.

Curriculum and accountability staff from Mosaica Education will work with school leadership and teachers in training to focus instruction, further align standards in weak areas, shift pedagogical practices and analyze class and student groupings.

The school will also utilize the services of an independent evaluator to gain an additional perspective on areas for improvement and growth. The evaluator's findings will be incorporated into the annual School Improvement Plan.

Parent feedback will be gathered annually through an independent survey. This feedback will be considered in the development of the annual School Improvement Plans as well.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

(1) Improve student learning.

The Successful Start Academy will improve student learning by partnering with parents, community organizations and local businesses, creating an ideal environment in which students will have the opportunity to strive for academic excellence, explore a diverse curriculum, prepare to succeed in a global environment, and develop into lifelong learners. It is our vision to become the preeminent leader in STEM education in North Carolina through our mission of fostering each student's innate curiosity and joy of discovery, while addressing the growing need for improved science and math education. Through an interdisciplinary STEM curriculum, we will improve student learning, increase learning opportunities for students and encourage the use of different and innovative teaching methods. The school will be led by visionary teachers and leaders who are committed to individualized education and a school-wide belief that all children should be given opportunities to learn and succeed. Parents will be actively involved in the education of their children - teachers, parents and students will work as a team to increase student achievement.

(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.

Successful Start Academy increases learning opportunities for all students by creating a challenging environment where excellence is expected. Our mission is supported by

the school's unique daily schedule, which consists of a core morning program and the afternoon humanities program. The daily schedule permits uninterrupted instruction in a 120-90-60-90 minute sequence (English/language arts, math, science and humanities/social studies (Paragon®)). The school will have a 7 ½ hour extended day and 200 day calendar, providing significantly more time-on-task for students to master content and improve skills. The Successful Start Academy will offer Spanish, beginning in kindergarten and continuing through the elementary and middle school programs. We will also offer the innovative Paragon® curriculum, an integrated social studies program that allows students to learn about the history of great ideas and heroes in U.S. and world culture in a hands-on approach with integrated art and technology. This innovative curriculum and academic approach has successfully increased student achievement at schools across the country.

Unique features of The Successful Start Academy:

- Integrated STEM curriculum
- Emphasis on exercise to fuel academic achievement
- Strong Arts education through the Paragon® humanities and social studies curriculum which immerses students in the exploration of great ideas and great thinkers across the disciplines
- Spanish instruction beginning in Kindergarten
- A magnet-like arts program, partnering with local artists and fostering creativity, dedication, self-esteem, and a sense of purpose
- Extended school day by one hour and extended school year by 20 days
- Personalized Student Achievement Plans (PSAPs) for every student

Highlights and features of The Successful Start Academy's proposed educational program follow:

- Rigorous pre-college preparatory curriculum
 - Intensive study and skill-building in reading, writing and mathematics across the disciplines through a Morning Core curriculum featuring Imagine It! Reading, Phonics, and Language Arts; Houghton-Mifflin Harcourt Saxton Math; and HMH Science Fusion
 - A 1:3 computer to student ratio in the classroom with teachers fully trained to implement technology applications throughout the disciplines
 - Uninterrupted learning sequencing (120-90-60-90: English Language Arts, Math, Science, Paragon®)
 - Intensive staff training of 20 days during year-one and 15 days thereafter
 - Diverse and effective instructional methods focused on the individual student
 - A range of extra-curricular and enrichment activities based on student interest, such as sports teams and clubs
 - Before and after-school program
 - Free afterschool tutoring

- (3) Encourage the use of different and innovative teaching methods.

Successful Start Academy, a Mosaica school, promotes a culture of excellence, looking to the past to prepare students for the future. Students study character and ethics through *Walking with Giants* each morning to begin their day with the inspiration of heroes in history tied to Paragon. *Walking with Giants* also ties Paragon seamlessly to our Positive Behavior Support model, predicated on Teaching with Love and Logic. As the day continues, the culture of excellence is clear in the discrete subject areas dedicated to skill-building and application with 120 minutes in English/Language Arts, 90 minutes in Math, featuring Paragon STEM student-designed projects each Friday, 60 minutes in Science, featuring an integral element of STEM, and 90 minutes each day in Paragon, our acclaimed Humanities and Social Sciences program, based on a prestigious classical education. This same program commands upward of \$20 K tuition in private schools internationally. The accredited Mosaica Model provides a powerful classical education with the relevance required for complete engagement of all learners, and exemplifies the best attributes of charter schools in the U.S. with their capacity to bridge the achievement gap and the digital divide with tuition-free exemplary education.

Successful Start Academy will embrace a blended learning model of content delivery. Students will experience rich course content through the support of electronic whiteboards, online learning software, electronic periodicals, and classrooms with a 3:1 student to computer ratio. Through blended learning, course content that was once flat will come alive through interactive lessons which model excellence in teaching and learning. Students will develop 21st Century technology skills through cutting edge curriculum with integrated technology. Gone are the days of traveling to a computer lab to learn about technology. Technology at our school will be embedded into the curriculum and one of many instructional tools used by our teachers.

Our curriculum guides students to see the richness of the world and equips them with the skills and knowledge they need to contribute positively to our world. Through Paragon, students will study the great ideas of human genius that transcend time and place to cultivate multicultural perspective and global awareness. Science Fusion is an online science curriculum that has the ability to remain on the cutting edge by not having to wait for the next version of a textbook to update curriculum content. Embedded in the mathematics curriculum, students will spend one full class creating engineering projects utilizing technology based in their classrooms. Teachers will individualize both accelerated and intervention lessons for students with through online assessments and learning software.

- (4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;

A Rand (Critical Technologies Institute, March 1995) study found that new teaching strategies can require as much as 50 hours of instruction, practice, and coaching before teachers can effectively use them. Successful Start Academy provides teachers with ongoing training and devotes at least 20 days the first year and 15 days each additional

year towards professional development. Teachers new to Successful Start Academy will receive and participate in two weeks of pre-service training. This proprietary training gives teachers a solid set of tools, strategies and resources to help them implement the curricula successfully—and bring success to students. Week 1 of pre-service training is presented by

Mosaica Education staff in a style that models the effective teaching strategies teachers are to use in their classrooms. Not only do participants learn about effective teaching strategies, they experience them. During each day of the five-day training, teachers explore, practice, and apply pedagogical philosophies, and strategies in community building, classroom management, informal and formal assessment, and effective teaching. Teachers also create an Interactive Training Binder—an organizational tool modeled after a similar binder used by Successful Start Academy students in Paragon Humanities. In this binder, they organize their research, handouts, reflections, questions, and answers. By the end of week 1, they have a useful reference tool that they will refer to throughout the next week of training, the first week of school, and beyond.

During Week 2 of pre-service training, new teachers are joined by returning teachers. During this week, teachers apply their new knowledge--gained during Week 1--even more specifically. Teachers work together to become familiar with their curricula, identify and apply effective teaching strategies, and connect with standards. Teachers then write lesson plans to reflect these goals. They also practice implementing lessons for their peers and supervisors—gaining valuable feedback to ensure that their first days in the classroom are confident and successful.

During training, teachers also receive brief checklists outlining the essential elements that will be evident as they teach language arts, math, science, and Paragon. They understand that these checklists can and will be used by their Curriculum Implementation Specialist and CAO for informal visits to their classrooms. These checklists serve as excellent tools for discussion, feedback and tracking of teacher growth. Teachers are encouraged to keep their checklists in a prominent or easily accessible place so that they have an on-going reminder of key aspects of an effective classroom.

Teachers receive on-going support from their Curriculum Implementation Specialists during weekly grade group meetings and an additional 5 in-service days throughout the year. During these meetings Curriculum Implementation Specialists address teachers concerns and provide additional information, resources, and strategies to ensure that teachers continue to create classrooms that foster student achievement. A Successful Start Academy newsletter is also sent out to educational staff on a regular basis, providing them with updates, hints, reminders, and other information that will support them in meeting the needs of their students.

In-service education at the Charter School will be tailored to the student population and to instructional strategies. Several strategies will support ongoing teacher training. One

or more in-house curriculum specialists provide regular in-classroom teacher training and curriculum support. These Curriculum Implementation Specialists provide ongoing professional development, pedagogical training and classroom support. In weekly grade group meetings for Paragon, teachers will engage in collaborative planning with colleagues which tailors the curriculum to the specific needs of students and that draws effectively on the talents, passions and resources of teachers, Parent/Guardians, and community members. Workshops provided for teaching staff will include, but are not limited to, reclaiming youth at risk, resiliency training, the Paragon Curriculum, the application of technology in instructional settings, standards, assessment, and the development of instructional learning work plans.

To reward excellence in teaching and mentoring, Mosaica Education has a professional track including a variety of seminars and conferences teachers may attend based on their individual professional development plan. The Charter School will allocate resources to professional development opportunities as part of our efforts to attract and maintain highly qualified staff. Successful Start Academy will also work to implement strategies to ensure that we do not lose our most valuable resource—trained, committed teachers—to the competition, be it charter, district, or private. New charter schools tend to attract risk takers who are excited by the possibility of starting from scratch and creating a new school of choice in communities that have had few or no educational options. Such staff members energize the school and contribute to the vitality and flexibility that will undoubtedly become a defining tenet of the Charter School's school culture.

(5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and

Successful Start Academy will feature the innovative curriculum, Paragon®, for Social Studies and Humanities. Mosaica Education's unique Paragon® Curriculum uses literature, drama, music, art, history, geography, and technology to teach the 'great ideas' of the world's cultures. Paragon® is an interdisciplinary world history curriculum that follows a student-centered, personalized approach to learning that combines constructivism with rich content. Curriculum K - 5 is divided into eight five-week units or Human Eras. Each unit immerses students in a school-wide study of the same historical time period, with each grade focused on a unique essential question, geographic location and concentration of study. This structure enables Paragon® to satisfy state content standards by highlighting the areas that students are expected to master at a specific grade level and by aligning daily lessons with grade level expected outcomes. Paragon provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with five-week units based on an essential question that can address skills and content knowledge appropriate for different grade levels. Paragon® Humanities 6 – 8 units in Middle School are ten-week long quarters that align in modules with state social studies/history/economics/civics content standards. A video of our curriculum in action can be

found at <http://mosaicaeducation.com/paragon/video-paragon-curriculum-k-5/>. This curriculum can only be found at one other school in North Carolina.

- (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 systems.

As stated earlier, Successful Start Academy will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations. The school will implement a range of measurements – both quantitative and qualitative – to track to annual student achievement. These measurements will be used to make adjustments to our educational program.

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The school will also utilize the services of an independent evaluator to gain an additional perspective on areas for improvement and growth. The evaluator's findings will be incorporated into the annual School Improvement Plan.

Parent feedback will be gathered annually through an independent survey. This feedback will be considered in the development of the annual School Improvement Plans as well.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

With STEM and Paragon programming providing a strong foundation, we will tailor a program combining coursework and practical, hands-on experience that provides all students with the tools needed in a 21st Century economy. A rigorous and relevant STEM education improves student achievement in all subjects and helps teach problem solving, critical thinking and collaborative skills to all students.

Successful Start Academy has chosen to adopt Mosaica Education's AdvancEd accredited model. The Mosaica Model was selected above all others due to their integrated innovative Paragon curriculum, blended learning, and proven record of success in similar communities. The model is delivered through a unique daily schedule, which consists of a core morning program and the afternoon humanities program. The daily schedule permits uninterrupted instruction in a 120-90-60-90 minute sequence (English/language arts, math, science and humanities/social studies (Paragon)). The school will have a 7 ½ hour extended day and 200 day calendar, providing significantly more time-on-task for students to master content and improve skills. The Successful Start Academy will offer Spanish, beginning in kindergarten and continuing through the elementary and middle school programs. We will also offer the innovative Paragon curriculum, an integrated social studies program that allows students to learn about the history of great ideas and heroes in U.S. and world culture in a hands-on approach with integrated art and technology. This innovative curriculum and academic approach has successfully increased student achievement at schools across the country.

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- Blended learning
- Strong Arts education through the Paragon humanities and social studies curriculum which immerses students in the exploration of great ideas and great thinkers across the disciplines
- Spanish instruction beginning in Kindergarten
- A magnet-like arts program, partnering with local artists and fostering creativity, dedication, self-esteem, and a sense of purpose
- Extended school day by one hour and extended school year by 20 days
- Personalized Student Achievement Plans (PSAPs) for every student
- Embedded physical activity to engage the body and mind

IV. GOVERNANCE

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

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

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: ***Successful Start Early Learning Inc. dba Successful Start Academy***

Mailing Address: 4812 Swanns Mill Drive

City/State/Zip: Durham NC 27704

Street Address: Same as above

Phone: 919-225-471

Fax: 404-841-3988

Name of registered agent and address: Lori Kirkling same address as above

FEDERAL TAX ID: 01-0918288

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

The private nonprofit listed as the responsible organization for the proposed charter school has 501

(c)(3) status:

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

NOTE: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email:

***Mosaica Education 3400 Peachtree Road, Ste. 550 Atlanta, GA 30326
<http://mosaicaeducation.com/> Shannon Metcalf 302-312-1100; Fax 302-834-1737***

- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.

A copy of the management agreement with Mosaica Education has been included in Appendix A. It is in the best interest of the Successful Start Academy to contract with an EMO in order to ensure efficient start-up, marketing, operations, financial accounting, and facilities management. An EMO is essential to the day to day operations as well as the academic achievement of our students. As a large EMO with several schools, Mosaica will be able to provide us with cheaper purchasing arrangement due to their ability to negotiate larger purchasing contracts.

- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

The Successful Start Academy vetted several management companies, see below for a comparison. The EMOs were comparable in their management fees but Mosaica demonstrated a better record of success and they also were the only management company with their own humanities curriculum. In addition, Mosaica was able to provide considerable support in the areas we were concerned with.

	Fee	Recruiting	Back Office	Purchasing	Payroll/HR	Budget	IT	Compliance	Educ. Serv.	Curr. Sel.	Assessment	PD	Resource Dev.	Paragon
CICS/Civitas	12%	X	X	X	X	X	X	X	X	X	X	X	X	
CICS/Victory	18%	X	X	X	X	X	X	X	X	X	X	X	X	
CICS/Edison	18%	X	X	X	X	X	X	X	X	X	X	X	X	
Concept	10%		X	X	X	X	X	X	X		X	X		
Noble	8%		X		X	X	X	X	X	X	X	X		
Mosaica	12.5%	X	X	X	X	X	X	X	X	X	X	X		X**
Perspectives	7%		X		X	X	X	X	X	X	X	X	X	
UNO	14%	X	X	X	X	X	X	X	X		X	X	X	
Victory (\$1,200/stud*)	18%	X	X	X	X	X	X	X	X	X	X	X		

MOSAICA EDUCATION, Inc. (“Mosaica”) is a well-established and financially strong entity with vast experience at providing superior academic results through its educational program. Mosaica received a “clean opinion” in 2010 – as it has for every year since its founding in 1997 – from its independent certified public accountants, McGladrey & Pullen, one of the largest and most respected national accounting firms in the country. A clean opinion certifies, among other things, that there was no question of the Company’s financial solvency. (Under Generally Accepted Auditing Standards,

auditors are required to issue a “going concern qualification” to an organization that is even potentially insolvent.) As shown in the financial statements, Mosaica generated \$3.75 million in net income, with more than \$132 million in assets and a net worth of \$66.8 million. In its 15-year history, Mosaica has never defaulted in its financial obligations with respect to the implementation of its program at any school, school district, state department of education or, internationally, the minister of education.

- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students

Mosaica Education currently operates 90 programs in more than 50 schools across nine states, the District of Columbia, and overseas. Data on all schools can be provided upon request but four schools will be highlighted below.

Banning Lewis Ranch Academy (BLRA), in Colorado Springs, CO serves K-8th grade from the Banning Lewis Ranch neighborhood, Falcon School District #49, and surrounding public school districts. Based on the School Performance Framework, BLRA meets the requirements of a Performance Plan; the highest rating for Colorado Schools. Academically, students at BLRA are performing in the top 5% of learners in the local school district. Middle School Science students performed in the top 2% in the state on the 2011 assessment. BLRA has been recognized by the Colorado League of Charter Schools for making significant academic growth gains. BLRA is currently operating

Atlanta Preparatory Academy, in Atlanta, GA serves students in grades K-7 from the Atlanta Public Schools. According to Georgia-CRCT (Spring, 2010) the following results were revealed: First graders: (Reading) 100% of students met or exceeded expectations, (ELA) 96% met or exceeded, (Math) 87% met or exceeded; Second graders: (Reading) 74% of students met or exceeded expectations, (ELA) 74% met or exceeded, (Math) 73% met or exceeded; Third graders: (Reading) 75% of students met or exceeded expectations, (ELA) 70% met or exceeded, (Math) 51% met or exceeded; Fourth graders: (Reading) 84% met or exceeded expectations, (ELA) 79% met or exceeded, (Math) 65% met or exceeded; Fifth grade: (Reading) 88% of students met or exceeded expectations, (ELA) 94% met or exceeded, (Math) 76% met or exceeded expectations.

Frazier Preparatory Academy is a Pre-K-8 contract school in the North Lawndale area of Chicago. The academy is part of Chicago Public School System's Renaissance 2010 program, a school reform effort championed by Mayor Richard Daley and former school Superintendent Arne Duncan. Staff, parents / guardians, and community members work are unified in working together to “reach every child, everyway . . . every day.” In March 2012, Frazier Preparatory Academy was named to the Illinois State Honor Roll for academic achievement receiving special recognition from Chicago Mayor, Rahm Emanuel. In 2011, 75% of Frazier students met or exceeded state standards. Frazier

Prep received a Level 1 rating of Excellent Standing by Chicago Public Schools for the 2011-2012 school year.

Bay County PSA, in Bay City, Michigan serves students in grades Preschool through 6 from the Bay County area. We serve students from four districts across the county. Bay has made AYP every year in operation. It has been a Michigan Department of Education Beating the Odds School (60% poverty rate with 60% or more of its students proficient on the MEAP). Bay has been identified by the Michigan Department of Education as a School of Excellence. Sixth Grade reading scores on the Fall 2011 MEAP exceeded the state average. Students with us for three or more years score significantly higher than their peers on state assessment tests.

All schools received a clean audit from an independent accounting firm and were thereby understood to be financially solvent.

Mosaica Education is a good fit for Successful Start Academy because of their experience managing schools with similar populations, record of excellence in student achievement, and outstanding Paragon curriculum.

- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.

The EMO shall report to the board of directors and will be held accountable through monthly reports at the public board meetings. An organizational chart is found below under "Organizational Structure of Private Non-Profit." The governance structure will not be affected by the EMO. The board will be responsible for the finances and academic success of the school through their management of the EMO.

- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.

Sections 7.01 (b) and (c) set forth the process by which the school can terminate the Management Agreement with (7.01(b)) or without (7.01(c)) cause. In essence, if there is an unremedied material breach of the contract, *i.e.*, a failure to deliver educational, administrative or personnel services in accordance with the contract and standards enunciated by the board, as detailed in Articles 1 and 6, the board has the unfettered right to terminate the agreement. Even if Mosaica fulfills its obligations under the contract, the board has the right to terminate the relationship, provided that Mosaica is compensated for financial damages resulting from premature termination.

In any event, after five years, the contract will terminate, and the school will have the unfettered right to select a new manager, thereby providing a significant incentive for

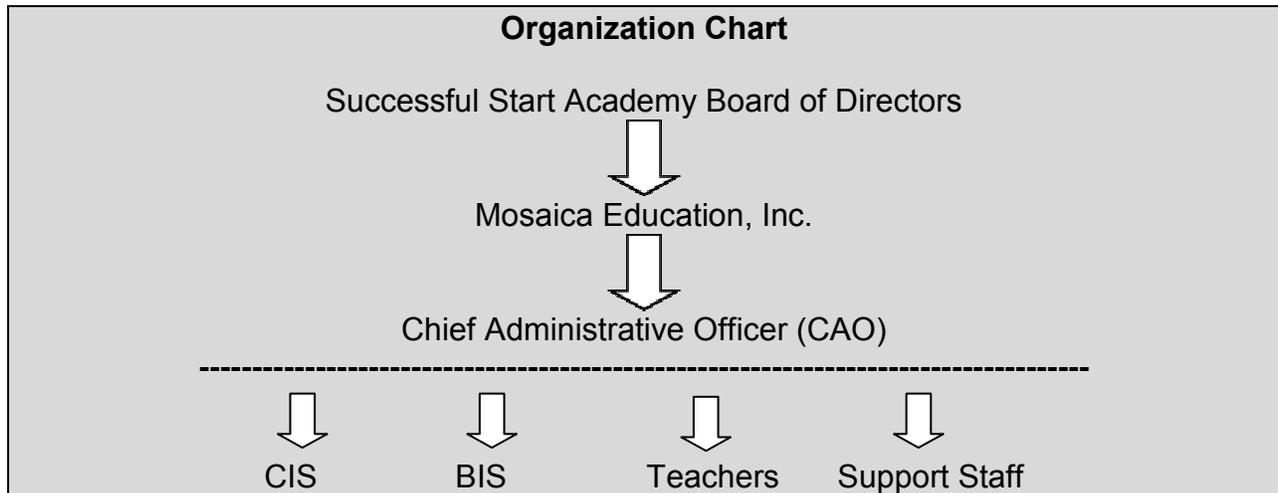
Mosaica to perform beyond expectations in order to have the contract renewed. Unlike some EMO relationships, Mosaica does not utilize a “sweep contract.” The board approves an annual budget and approves all expenditures. Surpluses are retained by the school, not paid to the management company. Upon termination, the school owns all of its student and financial records, as well as all books, supplies, materials and furniture, fixtures and equipment utilized in the management of the school and the delivery of instruction. There are no non-compete agreement prohibiting teachers from working for the new manager or the school board itself.

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

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.



- Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years. RESUMES NEED TO BE REDUCED TO 1 Page each

Lori E. Kirkling
4812 Swanns Mill Drive
Durham, NC 27704
(919) 225-4731 or (919) 471-6869
lkirkling@aol.com

OBJECTIVE: To obtain an administrative position that would enhance and utilize my background.

PROFILE

- Excellent communication skills (written/verbal)
- Able to administrate and manage others in a team effort
- Able to teach, train, network, counsel and educate
- Strong eye for detail
- Strong financial planner and budgeting skills
- Strong Human Resource skills
- Leadership ability, humble, and caring personality
- Able to work independently and confidentially

SUMMARY OF QUALIFICATIONS

- Coordinate and facilitate staff and parent-teacher meetings
- Prepare documents for use in meetings- agendas and current information
- Maintain compliance with state agency
- Maintain confidential files such as employee personnel records, references, time sheets, etc
- Identify needs and develop a corrective action plan
- Able to hire, train, supervise, and follow instructions from supervisor
- Serve as a link between parents, staff and administration
- Observe classrooms for best practices
- Able to work with agencies that support the main agency
- Accounts payable/receivable experience
- Coordinate services for special needs children, delays and behavior issues

EMPLOYMENT

Executive Director, Newbern Avenue Daycare, 2011-2012
Consultant, Learn and Laugh Preschool, 2010-2011
Director, Gethsemane Child Care Center, 2008-2010
Teacher Assistant, Durham Public Schools, 2005-2008
Therapeutic Foster Parent, Easter Seals UCP, 2005-2008
Director/Lead Teacher, Lollipops Learning Tree, Inc., 1989-2002

EDUCATION

Ed.S, 2011-Present, Liberty University
M.A. in Human Services: Marriage & Family, 2011, Liberty University
BS in Early Childhood Education, 2009, Mount Olive College, RTP
Associate in Early Childhood, 2001, Durham Technical College

CERTIFICATES

Level III Administrator, North Carolina Credentials 1 & 2, Small Business and Management in Child Care, Child Development, Infant/Toddler Care, CPR & 1st Aid, SIDS, Playground Safety, and BSAC.

REFERENCES AVAILABLE UPON REQUEST

Jacqueline Winston, M.Ed, CFLE

Director, Family Education Network Licensed in North Carolina

1816 Haddington Drive ♦ Durham, North Carolina 27712 ♦ (919)308-5371 ♦ jacqueline.winston@yahoo.com

Profile

Motivated, personable professional with multiple college degrees and a successful career consulting and facilitation of parenting workshops. Has trained for universities, city and state governmental and private agency programs. Talent for quickly assessing personal and professional developmental needs of organizations. Diplomatic and tactful with professionals and non-professionals at all levels. Accustomed to handling sensitive, confidential records. Flexible and versatile in creating curriculae. Able to maintain a sense of humor under pressure. Poised and competent with demonstrated ability to easily transcend cultural differences.

Professional Experience

CURRICULUM DEVELOPMENT

- ♦ Design and deliver professional development training sessions on strategies for strengthening relationships with parents and within families
- ♦ Provide research-based contemporary resources

CONSULTANT

- ♦ Will identify specific needs of participants in the development of parenting skills
- ♦ An educator with knowledge of challenges specifically related to the school system
- ♦ Years of experience developing workshops and trainings appropriate to parents and other caregivers

TRAINER/FACILITATOR

- ♦ Create curriculae to respond to the unique needs of the organization and individual participants
 - Facilitate workshops and training sessions for professionals and paraprofessionals, community and church groups

FAMILY LIFE EDUCATION FACILITATION

- ♦ Developed extensive list of training presentations for therapeutic foster parents
- ♦ Professional Development trainings for social work and agency staff who work with special needs children and their families
 - Topics related to wide range of topics impacting development of healthy families
 - Uses best practices in group facilitation
 - Appropriate use of culturally appropriate audio visuals and materials to enhance presentations
 - Prepared to make presentations to varied demographic groups

Employment History

FAMILY EDUCATION NETWORK, Durham, NC - **Director/Founder 2010 to Present**

NORTH CAROLINA A&T UNIVERSITY, Greensboro, NC - **Project Coordinator/Research Associate 2010 to Present**

DURHAM TECHNICAL COMMUNITY COLLEGE - Durham, NC - **Contractor, Trainer and Group Facilitator 2008-2009**

DURHAM PUBLIC EDUCATION NETWORK, Durham, NC - **Coordinator of Integrated Services and Teaching Quality Initiative, 2005-2006**

SILVER SPRINGS MARTIN LUTHER SCHOOL - Plymouth, PA - **Trainer, Professional Staff and Community Based Program,**

Therapeutic Foster Care Program, 2000-2004

UNIVERSITY OF PITTSBURGH, SCHOOL OF SOCIAL WORK -Pittsburgh, PA - **Trainer, 2003-2004**

TEMPLE UNIVERSITY SCHOOL OF SOCIAL WORK, Philadelphia, PA - **Trainer, Outcomes Measurement Project (POMP), 2002-2004**

LAKESIDE EDUCATIONAL NETWORK, INSTITUTE FOR FAMILY PROFESSIONALS

BEST PRACTICES INSTITUTE, DEPARTMENT OF HUMAN SERVICES -Philadelphia, PA - **Trainer and Certified Family**

Professional

PENNSYLVANIA COUNCIL FOR CHILDREN, YOUTH AND FAMILY SERVICES - **Trainer, 2001-2004**

ALLIANCE FOR PROGRESS CHARTER SCHOOL, Philadelphia, PA - **Behavior and Instructional Specialist, 1998-2000**

Professional Memberships and Boards

Institute of Family Professionals (IFP), Lakeside Educational Network, Ft.Washington, PA

National Council on Family Relations (NCFR), Minneapolis, MN

Certifications

Certified Life Educator (CLFE), National Council on Family Relations

Family Life Educator, Parenting Resource and Education Network (PREN)

Education

CHESTNUT HILL COLLEGE- PHILADELPHIA, PA - **MASTER OF EDUCATION**

COLUMBIA UNION COLLEGE - TAKOMA PARK MD - **B. S. ELEMENTARY EDUCATION**

SPECIAL WORKSHOPS, TRAININGS, CONFERENCES and PUBLIC RELATIONS

Virginia Department of Education, Richmond, VA

5th Annual From Vision to Practice Institute: 7 Million Minutes from Pre-Kindergarten to Graduation, July 14 to 16th,

2009. Presented Two Sessions: The Parent and School Partnership: Strategies that Will Work! Parts I and II

American Association of University Women ~ Montgomery County, PA, Parenting workshop for members

Family Resource Project ~ Hampton, VA

Professional development training of city government family services staff

National Freedom School Staff Training Project ~ Alex Haley Farm, Knoxville, TN

Training program for staff in preparation for summer Freedom Schools programs

Maternity Care Coalition Conference ~ Philadelphia, PA, Presenter

LaSalle University's Cable TV Program, "Child Welfare Issues Today" ~ Panelist

WHAT - AM Radio Show, *Fitness for Life*, The "Informed Parent" Segment

Alyssa D. Strayhorn

825 White Daisies Court-- Raleigh, North Carolina 27610
919-231-3484 (Home) 919-606-5891 (Mobile) Email: astrayhorn825@gmail.com

By learning you will teach, by teaching you will learn. Latin Proverb

HIGHLIGHTS AND QUALIFICATIONS:

- Over 10 years of work experience in an educational environment. • Experience working with preschool and school-age children.
- Highly effective communicator with administrators, parents and students. • Experience in leadership as a preschool executive director.

RELATED EXPERIENCE:

New Bern Avenue Day Care at Edgewater Place, Inc., *President/Owner*, 2009 – Present

- Assist the Executive Director in establishing goals, standards, policies, and procedures for the preschool program.
- Assist the Executive Director with the decision-making on academic programs, instruction, staff development and evaluation of staff.
- Monitor and oversee procedures for record keeping, and for preparing the budget.
- Make sure state and federal regulations are being followed.
- Oversee budget purchases and ensuring proper enrollment procedures, teacher qualifications and certifications, and hiring and firing of staff.

New Bern Avenue Day Care Center, Inc., *Executive Director*, 2003-2008, Raleigh, NC

- Supervised the program on an ongoing basis; observe and evaluate programs
- Maintained contact with state and local regulatory agencies and coordinate planning of programs that are in compliance with approval standards and licensing regulations.
- Supervised and managed staff.
- Coordinated and maintained an active system for the development of positive interpersonal relationships with parents.
- Served as an ex-officio member of the Board of Directors.

New Bern Avenue Day Care Center, Inc., *Administrative Assistant*, 2001-2003, Raleigh, NC

- Assisted and supported the Executive Director with daily operations and maintenance of records.
- Collected and processed enrollment documents and fees, attendance, deposits, and volunteer coordination.
- Managed and maintained confidential paperwork and informed Executive Director of changes and important information as it related to protocol and procedures of the daycare
- Maintained a professional attitude and open communication with staff and parents and assisted in the classroom with instruction when needed.

Heaven's Cradle, *Family Child Care Provider/Owner*, 1999-2001, Raleigh, NC

- Provided activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the development levels of the children
- Assisted in the creation of a classroom environment conducive to learning and appropriate to the physical, social, and emotional development of students with an emphasis on language development and emergent literacy skills
- Implemented emergent literacy curriculum involving parents in the process.
- Managed and maintained records on individual children, including daily observations and information about activities, meals served, and medications administered along with all business documentation.

EDUCATION:

- **MS in School Counseling**, Capella University, Minnesota, Present
- **MAED/TED-E.**, University of Phoenix, Phoenix, Arizona, May 2009, **Elementary Education**
- **B.A.**, North Carolina Agricultural and Technical State University, Greensboro, North Carolina, May 1982, **Speech Communications** (Speech-Language Pathology)

CERTIFICATION:

- State of North Carolina Elementary Teacher Licensure (K-6)
- North Carolina Early Childhood Administration Credentials (Levels I, II, & III)

WORK HISTORY:

- Substitute Teacher, Wake County Public Schools System, 2010-Present
- Office Assistant II, Utility Billing (Finance Department), City of Raleigh, Raleigh, NC, 1988-1996
- Office Assistant II, Transit (Department of Transportation), City of Raleigh, Raleigh, NC, 1996-1999

VOLUNTEER/ACTIVITIES:

- Cheerleader coach, Knightdale Football Association, Knightdale, NC (2001-Present)
- Book Reader (African-American Month), Hodge Road Elementary, Knightdale, NC (2007 and 2008)
- Mentor, Wake Early College School of Health and Science, Raleigh, NC (2006-2007)
- Site Supervisor, City of Raleigh Foster Grandparents Program, Raleigh, NC (2003-2008)
- Work Study Site Supervisor, Saint Augustine College, Raleigh, NC (2003-2005)
- Site Supervisor, Harriet B. Webster Task Force, Inc. (Students Online for Success Serving Our Community), (2003-2008)
- Sabbath School Teacher (Primary), All Nations Tabernacle, Knightdale, NC (2006-2008)
- Foster Parent, Raleigh, NC (1996-1999)

Resume:

Avis Ann Mullen
32 Briarwood Court,
Durham, NC 27713-1936
(919) 361-9520

Education:

Ph D. University of Texas at Austin, 1976
Doctoral Dissertation Title, "A Historical Analysis of Lyndon B. Johnson's
Contributions to Minorities in Education
M. A. in Elementary Education, North Texas State University, 1964
B. S. in Elementary Education, North Texas State University, 1960

Teaching/Administrative Experience:

Freelance tutoring in Ft. Worth, TX, 2000-2006
Founder/Director/Teacher, Early Childhood Learning Center, Inc., Fort Worth, Texas,
1978-1998
Editor, Texas Baptist Convention, Houston, Texas, 1976-1979
Instructor, North Texas State University, 1976, Denton, Texas
Teaching Assistant, University of Texas, 1972-1974
Title I Reading Coordinator, Austin Independent School District, 1971-1972
Mt. Pleasant, Texas, 1970-1971
Elementary Education Teacher, Fort Worth Independent School
District, 1960-1968, 1969-1970

Consulting:

Carter Metropolitan Child Development Center, summer 2000
Bee and Bell Educational and Tutor, Fall 2000
Developed two Kazi (Saturday 1st grade prep) schools in Ft. Worth, 1974-1975
Elementary Consultant, Region VIII Service Center, 1968-1969

Fellowships:

Experienced Teacher Fellowship, University of Texas, Fall 1968,
Spring and Summer 1969

Volunteer Experience:

Greeter and Sr. Department Leader at Immanuel Temple in Durham, 2009-present
Durham Soup Kitchen volunteer, 2009-present

Certificates:

Professional Teaching
Supervisors Certificate
Administrative Certificate
Kindergarten Endorsement

**KEILA MCGLOHON KEADLE, CPA
2209 TOMOTLEY COURT
RALEIGH, NC 27606
PHONE (919) 233-0918 FAX (919)858-7898
keila@keilacpa.com**

Graduated from ECU in 1981 with BSBA, concentration in accounting

Self-employed CPA since 1988...specializing in small business accounting/taxes and individual taxes

Married to Paul J. Keadle, III since 1989...children, Daniel (19) and Ellen Ruth (17)

Currently serve on the boards of these non-profit organizations:

Enloe High School PTSA (since 2006)

Enloe Eagles Athletic Booster Club (since 2006)

Club Red Volleyball, Inc. (since 2010)

Feed the Firefighter Foundation (since 2012)

Victoria E. Poole

4 Abelia Court • Durham, NC 27704
(919) 381-5672 • vepoole@gmail.com

OBJECTIVE: To obtain an administrative position that would enhance and utilize my background.

PROFILE

- Excellent communication (written/verbal) skills
- Strong records management, data entry, customer service and office operations skills
- Ability to work independently and confidentially
- Ability to prioritize multi-tasks to meet deadlines within a team atmosphere
- Ability to set daily priorities and work schedule and perform under pressure
- Leadership ability, outgoing, pleasant personality

SUMMARY OF QUALIFICATIONS

- Coordinate internal and external meetings - conference rooms/calls, meals
- Arrange business travel plans – air, hotel, ground transportation
- Prepare documents for use in meetings – agendas, brochures, binders, etc.
- Proof various documents for grammatical and spelling errors
- Prepare expense reports and other reimbursement forms. Also prepare proposals, bids, memos, budgets and all other correspondence
- Respond to meeting requests on electronic calendar systems
- Utilize PeopleSoft program for time tracking and accounts payable information
- Utilize Banner program to enter requisitions, access accounts payable, maintain budget information, and course scheduling. Also maintain Foundation account.
- Accounts payable/receivable experience – setting up new vendor accounts, responding to customer inquiries, accruals, check processing and receipt
- Consistently meet deadlines for weekly and monthly reports
- Serve as link between staff members and internal and external customers. Receive incoming calls and visitors. Refer matters to the appropriate staff.
- Maintain confidential files such as employee records, job descriptions, reimbursements, financial records. Assist Chair with managing department, timesheets, contracts, etc.
- Other routine office duties – copying, faxing, filing, ordering office supplies and maintaining inventory, FedEx and UPS shipping, mail preparation and distribution, internet research, bulk mailings, etc.

EMPLOYMENT

Administrative Assistant, North Carolina Central University, Dept. of Special Education, 2007 - present

Administrative Assistant, United Water, 2006-2007

Administrative Assistant, Fleishman-Hillard Inc., 2003-2005

Staff Assistant, Duke Clinical Research Institute, 2002-2003

Sales Coordinator/Collections Manager, Republic Waste Services, 1999-2000

Sales Coordinator, Waste Management of Raleigh-Durham, 1994-1999

EDUCATION

Psychology Major, 2008-Present, North Carolina Central University

Notary Public Certification, 1999, Durham Technical Community College

Microsoft Programs, 1996, Durham Technical Community College

Psychology Major, 1986, York College, Queens, NY

COMPUTER SKILLS - Microsoft Office programs including, Word, PowerPoint, Excel, Access, Outlook, Banner, PeopleSoft, Lotus Notes, AS400 systems

REFERENCES AVAILABLE UPON REQUEST

- The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S. 143.318.9 et seq)

ARTICLE I
OFFICES

The principal office of the Corporation in the State of _____ shall be located in _____, County of _____. The Corporation shall have and continuously maintain in the State of _____ a registered office, and a registered agent whose office is identical with such registered office, as required by the relevant state Nonprofit Corporation Act.

ARTICLE I
BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the Corporation shall be managed by its Board of Directors. Directors need not be residents of the State of _____.

Section 1A. Duties of the Board of Directors. The Board shall be charged with the management of the affairs of the Corporation, and shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation, these By-Laws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit Corporation Law. By way of elucidation, and not in limitation, the Board shall be responsible to carry out the following duties and obligations:

- a. The Board shall uphold the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans;
- b. The Board shall either directly or through a personnel committee provide for the annual appraisal of the performance of the school's principal/chief administrative officer;
- c. The Board ensure the financial stability of the Corporation through regular monthly review of financial statements and reports, an annual independent audit, and direct oversight of major financial commitments and decisions;
- d. The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board members.

To the extent permitted by law, the Board may, by general resolution, delegate to officers of the Corporation or to committees of the Board such powers as it deems necessary or appropriate to carry out its duties and obligations.

Section 2. Number, Election, Tenure and Qualifications.

a. The number of Directors shall be between five (5) and seven (7) members. They shall be elected in accordance with the provisions of paragraph b.

b. The initial Directors of the Corporation shall be appointed by the Incorporator(s) of the Corporation. Upon formation of the Board, the Directors shall be divided as equally as possible into three (3) classes follows: i) Class A –whose terms shall expire at the first annual meeting thereafter, but no sooner than six (6) months after the division shall first occur; ii) Class B - whose terms shall expire at the second annual meeting thereafter, but no sooner than eighteen (18) months after the division shall first occur; and iii) Class C - whose terms shall expire at the third annual meeting thereafter, but no sooner than thirty (30) months after the division shall first occur. Upon any expansion or reconfiguration of the Board, the director positions shall be re-allocated among the Classes so as to create as equal a division as possible, provided that no director's term shall thereby be cut short without his or her written consent, and no director's term shall be extended without such director first standing for re-election in accordance with the term schedule in existence at the time of his or her immediately preceding election to the Board. After the initial term of each Class of directors, directors shall be elected to three year terms. Each director shall hold office until the annual meeting of the Board at which his or her term expires or until his or her successor shall have been elected and qualified.

c. Directors shall be residents of the State of _____.

d. No Director shall as a private person engage in any business transaction with the Corporation or the school, be employed in any capacity by the Corporation or the school or receive from Corporation or the school any pay for services rendered to the Corporation or the school. No Director shall be a relative of a paid employee of the Corporation or the school.

Section 3. Annual Meeting. An annual meeting of the Board of Directors shall be held on the [number] [day] in the month of [month] in each year, beginning with the year of the incorporation of the Corporation, at the hour of [time], for the purpose of electing Directors and for the transaction of such other business as may come before the meeting. If the day fixed for the annual meeting shall be a legal holiday in the State of _____, such meeting shall be held on the next succeeding business day. If the election of Directors shall not be held on the day designated herein for any annual meeting, or at any adjournment thereof, the Board of Directors shall cause the election to be held at a special meeting of the Board as soon thereafter as conveniently may be.

Section 3. Regular Meetings. The Board of Directors may provide by resolution the time and place, within the State of _____, for the holding of additional regular meetings of the Board. There shall be a notice posted in a public place, at least a 24-hour prior to the meeting.

Section 4. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place, within the State of _____, as the place for holding any special meeting of the Board called by them.

Section 5. Notice. Notice of any special meeting of the Board of Directors shall be given at least twenty four hours previously thereto by written notice delivered personally or sent by mail or telegram to each Director at his address as shown by the records of the Corporation, and by posting a public notice twenty four hours prior to the meeting. If

mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice be given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these by-laws.

Section 6. Quorum. A majority of the Board of Directors either attending or participating in the meeting telephonically shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

Section 7. Manner of Acting. The act of a majority of the Directors present at a meeting or participating in the meeting telephonically at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these by-laws.

Section 8. Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 9. Compensation. Directors shall not receive any compensation for their services.

Section 10. Informal Action by Directors. Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

Section 11. Removal of a Director. Any Director may be removed as a Director of the Corporation by the vote of two-thirds of the other Directors present at a meeting at which a quorum is present for violating these By-Laws, neglect of duty of office, or behavior injurious to the Corporation. No such action shall be taken until the Director has been advised of specific charges, given a reasonable time to prepare a response, and afforded a full hearing before the Board of Directors

ARTICLE II OFFICERS

Section 1. Officers. The officers of the Corporation shall be a President, one or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary, a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform

the duties prescribed, from time to time, by the Board of directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section 2. Election and Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

Section 3. Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. Any board member who misses two consecutive meetings with no prior written notice will also be removed.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the members and of the Board of Directors. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these by-laws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice President. In the absence of the President or in event of his inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Vice Presidents in the order of their election) shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 7. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Directors shall determine. He shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions in Article VII of these by-laws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 8. Secretary. The Secretary shall keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or

as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these by-laws; keep a register of the post-office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 9. Assistant Treasurers and Assistant Secretaries. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors.

ARTICLE III COMMITTEES

Section 1. Committees of Directors. The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, except that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the by-laws; electing, appointing or removing any member of any such committee or any Director or office of the Corporation; amending the articles of incorporation, restating articles of incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee.

The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him by law.

Section 2. Nominating Committee. There shall be a Nominating Committee which shall be appointed and operate as follows:

a. Chairman. The President of the Board of Directors shall appoint a Chairman of the Nominating Committee to serve a five year term. Upon the expiration of the Chairman's term or upon a vacancy in the position, the President shall appoint a successor to a new five year term.

b. Members. The Chairman shall appoint two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial three year term, and the other shall serve an initial four year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed to five year terms. Upon any vacancy

in either of the members' positions, the Chairman shall appoint a new member to fill the unexpired term.

c. Duties. The Nominating Committee shall be charged with reviewing all applications and interviewing all applicants for member on the Board of Directors. Any person nominated or wishing to be considered for a position on the Board shall submit an application together with all supplemental information which shall be prescribed by the Nominating Committee from time to time. Applications and supplemental information shall be submitted no less than 30 days nor more than 90 days prior to the date on which the vacancy is to be filled except in cases where through death, resignation or otherwise a vacancy on the Board must be filled more quickly, in which case the Nominating Committee, acting unanimously, may prescribe a different submission schedule. No person may be placed in nomination for a position on the Board without having first been screened by the Nominating Committee in accordance with the procedures set forth in this paragraph c.

Section 3. Other Committees. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, all such committees shall include at least one Board member, and the President of the Corporation shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

Section 4. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of the Corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5. Chairman. One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Section 6. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting or participating in the meeting telephonically at which a quorum is present shall be the act of the committee.

Section 8. Rules. Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

ARTICLE IV CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of

and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President or a Vice President of the Corporation. Any amounts in excess of \$[amount] shall first require an affirmative vote of a majority of the Directors present at a meeting at which a quorum is present.

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE V
BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE VI
FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VII
SEAL

The Board of Directors shall provide a corporate seal, which shall be in the form of a circle and inscribed thereon shall be the name of the Corporation and the words "Corporation Seal"

ARTICLE VIII
WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the state's Non-Profit Corporation Act or under the provisions of the articles of incorporation or the by-laws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE IX
AMENDMENTS TO BY-LAWS

These by-laws may be altered, amended or repealed and new by-laws may be adopted by a majority of the Directors present at any regular meeting or at any special meeting,

if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new by-laws at such meeting.

Adopted this _____th day of _____, 20--.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.

SOSID: 1064448
 Date Filed: 9/23/2008 5:26:00 PM
 Elaine F. Marshall
 North Carolina Secretary of State
 C200826600534

State of North Carolina
 Department of the Secretary of State

ARTICLES OF INCORPORATION
 NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: Successful Start Early Learning Center
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 1606 Liberty Street
 City, State, Zip Code Durham, NC 27703 County Durham
4. The mailing address *if different from the street address* of the initial registered office is:
705 Weeping Willow Drive, Durham, NC 27704
5. The name of the initial registered agent is:
Lori E. Kirkling
6. The name and address of each incorporator is as follows: President : Lori E. Kirkling 705 Weeping Willow Drive
Durham, NC 27704
7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 1606 Liberty Street,
 City, State, Zip Code Durham, NC 27703 County Durham
11. The mailing address *if different from the street address* of the principal office is:
705 Weeping Willow Drive, Durham, NC 27704

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

p.10

919.4716869

Lori E. Kirkling

Apr 09 12:06:34p

Purpose of Corporation

This corporation is organized for the following purpose(s) (check as applicable):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

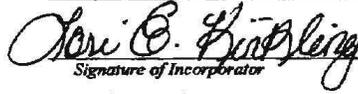
No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

12. These articles will be effective upon filing, unless a later time and/or date is specified: _____

This is the 22 day of September 08.



Signature of Incorporator

Lori E. Kirking President

Type or print Incorporator's name and title, if any

INCORPORATOR

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

p.12

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Lori E. Kirking

Apr 09 12:06:35p

Department of the Secretary of State

Corporations Division

501(c)(3) Attachment -- General Information

The attached provisions may be incorporated by reference into articles of incorporation of a nonprofit corporation, by entering "See attached provisions" in Item #9 on the Secretary of State's standard form for articles of incorporation for nonprofit corporations. This should be done only if the corporation is intended to be tax-exempt under Section 501(c)(3) of the Internal Revenue Code, and if its activities and the use of its property are intended to be restricted to one or more of the purposes listed in the "Purposes of Corporation" provision. Do not file this "General Information" sheet as a part of your articles of incorporation.

Currently Section 501(c) of the Internal Revenue Code includes twenty-seven categories of organizations which are exempt from federal taxation, and Subsection (c)(3) is only one of those twenty-seven. The Department of the Secretary of State makes the attached provisions available as a courtesy to the public. This should not be interpreted as advice from the Department that the information in this form is appropriate for inclusion in documents designed for a specific corporate transaction, since the Department cannot be aware of all the facts and circumstances relevant to a particular transaction. Therefore, your documents should be reviewed carefully by a competent attorney before you file them.

The attached provisions may also be used as amendments to an existing nonprofit corporation's articles of incorporation, by entering "See attached provisions" in Item 2 of the Secretary of State's standard form for Articles of Amendment for nonprofit corporations.

Important: A corporation seeking tax-exempt status may have to complete and submit an Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (Form 1023) in order to obtain that status. The procedures involved in applying for tax-exempt status are described in IRS Publication 557, "Tax-Exempt Status for Your Organization", available from the Internal Revenue Service. Merely including the attached provisions as part of your articles of incorporation will not necessarily procure tax-exempt status for the corporation; often it is necessary to obtain a "determination letter" from the IRS to achieve this goal.

May 1997

ATTACHMENT

Successful Start
Early Learning Center

Articles of Incorporation

I, the undersign, acting as the incorporator of a corporation under the provisions of the North Carolina Nonprofit Corporation Act, hereby sign and verify the following Articles of Incorporation for such and said corporation.

Article I: Name

The name of the corporation shall be Successful Start Early Learning Center, hereinafter referred to as the (Corporation).

Article II: Duration

The above listed corporation shall have perpetual existence.

Article III: Registered Office and Agent

The address of the initial registered office of the Corporation shall be Lori E. Kirkling of Durham, NC, The name of the initial registered agent of the corporation at such shall be as listed above.

Article IV: Purpose and Powers

Section 1. **Purposes**, The purpose for which this corporation is formed are exclusively For Educational, Charitable, Religious, and to serve the Community at large.

- A. To provide an educational platform to help educate and teach children, and teens and to emotional support the men /women and their families that live in our community and the world at large.
- B. To aid, support by assisting with gifts, education and support. We will do this through contributions and working with and through other corporations, community chests, funds and grants, no part of the net earnings of which inures to the benefit of any private shareholder or individual and no substantial part of the activities of which is carrying on propaganda, or otherwise attempting to influence legislation.

C. To do any and all lawful activities which may be necessary, useful or desirable for the furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons or organizations of any kind or nature, such as corporations, firms, trusts, or governmental bureaus or governmental bureaus or agencies.

Section 2 . Powers. In general, and subject to such limitations and conditions as are or may be prescribed by law, or in the corporations Articles of Incorporation or Bylaws, the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purposes set forth above, or are necessary or incidental to the powers so conferred, or are conducive to the attainment of the corporation's purposes.

Article V : Limitations

All of the purposes and powers of the corporation shall be exercised exclusively for Educational, Religious, Charitable, and Scientific, purposes, in such manner that the corporation shall qualify as a non-profit organization under the laws of North Carolina and shall be deductible under section 170 © (2) of the Internal Revenue core of 1986 or the corresponding provision of any future United States Internal Revenue Law.

Article VI : Members

The qualifications of members if any, the application process the property, voting and other rights and privileges of members and their liability for dues and assessments, and the method of collections thereof shall be set forth in the Bylaws.

Articles VII : Directors

The numbers of directors constituting the initial Board of Directors of the corporation shall be three (3) Directors. The names and addresses of the persons who serve as the initial Directors of the corporation are as follows.

Lori E. Kirkling	705 Weeping Willow Drive, Durham, NC 27704
O'Neil Kirkling	705 Weeping Willow Drive, Durham, NC 27704
Micheal Henderson	705 Weeping Willow Drive, Durham, NC 27704

The powers and duties, numbers, qualifications, terms of office, dress code, manner of elections, time and criteria for removal of directors shall be set forth in the Bylaws of the corporation.

**Article VIII :
Director Liability Limitations**

A director shall have no liability to the corporation for monetary damages for conduct as a director, except for acts or omissions that involve intentional misconduct by the directors, or any transaction from which the director will personally receive a benefit in money, property or services to which the director is not legally entitled.

Directors of the corporation shall not be personally liable to the corporation or its members. Any misconduct by a director or a knowing violation of law by a director, Where the director votes or assents to distribution which is unlawful or violates the requirements of these articles of incorporation, or for any transaction from which the director will personally receive a benefit in money, property, or services to which the director is not legally entitled.

Article IX : By Laws

Bylaws of the corporation may be adopted by the Board of Directors at any regular meeting or any special meeting or any special meeting, so long as they are not in consistent with the provisions of the articles.

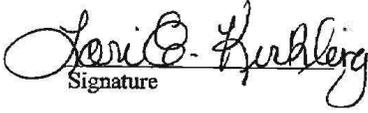
The authority to make, alter, amend or repeal bylaws is vested in the Board of Directors and be exercised at any regular or special meeting of the Board of Directors.

Articles X : Incorporator

The name and address of the incorporator of the corporation is as follows.

Lori E. Kirkling 705 Weeping Willow Drive, Durham, NC 27704

In witness where of, the undersign has signed these Articles of Incorporation this
18th day of September, 2008.


Signature

Signature



2012011787
 FOR REGISTRATION REGISTER OF DEEDS
 Willie L. Covington
 DURHAM COUNTY, NC
 2012 APR 09 03:46:27 PM
 BK:6945 P6:261-262 FEE:\$26.00

INSTRUMENT #: 2012011787

State of North Carolina
 County of Durham

CERTIFICATE OF ASSUMED NAME FOR A CORPORATION

(1) The assumed name under which business will be conducted is: _____

Successful Start Academy

(2) The name and address of the corporation is: Return To: Successful Start

Early Learning Center, INC. 4812 Swanns Mill Drive, Durham, NC 27704

IN WITNESS WHEREOF, this certificate is signed in the name of the said corporation, this

9 day of April, 2012

Successful Start Early Learning Center, INC.
 Name of Corporation

David B. Kirling
 Signature of Corporate Officer

President
 Title

d

919 4716869

Loft E. Kirling

Apr 10 12 09:48a

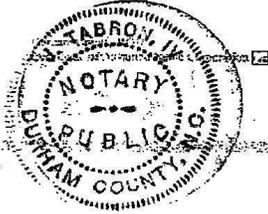
NORTH CAROLINA
Durham County

I, J. Talbot, IV, A Notary Public, certify that
Lori E. Kirkling personally came before me this day and
acknowledged that he/she is President of Successful Start Early Learning Center Inc.
Corporation, and that he/she as President, being authorized to do so, executed
the foregoing on behalf of the corporation.
Witness my hand and official seal, this 9 day of April, 2012.

(seal)

J. Talbot, IV Notary Public

My Commission expires 7/27/14



- A description of the governing board’s functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The ability of the Successful Start Academy to carry out our mission and vision depends on the strength of our organizational foundation. Our board members carry the mission of the school into the community and bring the views of the community into the school. The Board of Directors supports the mission and vision by:

- Fulfilling a legal responsibility by ensuring the fiscal responsibility of the school.
 - Providing oversight functions.
 - Promoting the school's mission and advocating for the charter school and its educational philosophy.
 - Helping to raise funds by building an active group of financial supporters who regularly donate money to the charter school will increase the resources available to implement the educational program, making it easier for the charter school to fulfill its mission and achieve its goals.
- Explain the decision-making processes the board will use to develop school policies.

The primary function of the Board of Directors is to oversee the education of students enrolled at Successful Start Academy by setting policy. The responsibility of the Board is to pass the necessary resolutions to create policies and guidelines necessary for the effective operation of the school. Board members will rely on school staff and MEI for information but will also be required to visit the school on a routine basis and participate in school events. These policies and guidelines include, but are not limited to the following:

- Educate students
- Ensure the safety and welfare of the students on campus
- Acquire and dispose of school property
- Determine matters relating to school employees and contractors
- Control the expenditure and receipt of school funds
- Make joining arrangements and cooperative arrangements
- Set the curricula and course for educating students
- Employ an education service provider responsible for management
- Coordinate decisions on daily operational issues

Primary Functions and Duties of the Board

1) Planning

- Define the Academy’s mission.
- Ensure that action steps are measurable and monitored for progress.

2) Financial Management

- A Budget and Finance Committee consisting of selected Board members, Mosaica representatives, and the school's CAO will develop the annual budget. The Board of Directors will approve and monitor the annual budget, ensuring a balanced budget.
- Obtain and approve an annual audit
- Periodically review insurance coverage to ensure assets are protected

3) Human Resources

- Ensure compliance with laws regarding employers and assist staff in policy development
- Oversee MEI's employee hiring procedures
- Approve personnel policies
- Approve employment contracts
- Oversee MEI's management of employee matters and functions

The governing board will work with MEI to ensure that CAO performance exceeds expectations each year. They will do this by reviewing student achievement scores, reviewing teacher performance in the classroom, reviewing parent-satisfaction forms and by speaking with the CAO directly about the direction and leadership provided. This information will then be shared with MEI and a decision reached about CAO compensation, training, and future employment.

4) Information and Technical Support

- Mosaica Education, Inc. will assist the Board in establishing a management information system with the technological and software support to ensure its effectiveness and compliance with North Carolina requirements.
- Assist staff in determining a needs assessment to make quality decisions.

5) Board Affairs

- Define the Board's composition and mission.
 - Ensure Board continuity
 - Institute Board governance training to help guide policy making and monitor effectiveness.
 - Require Board members to be prepared for each meeting.
-
- Portray how the board will involve parents and community members in governing the school.

The founding board of Successful Start Academy shares common goals towards the involvement of Parent/Guardians in their students' education. As stated earlier, research has clearly demonstrated that increased Parent/Guardian involvement in a child's education directly impacts student achievement rates¹. At the Successful Start Academy we are interested in increasing opportunities for whole families by

empowering Parent/Guardians with confidence and trust in the educational setting. Therefore, school leaders, teachers and board members will personally invite and encourage Parent/Guardian participation in all facets of the Successful Start Academy's operation. Successful Start Academy strives to provide Parent/Guardians with every opportunity to take an active role in the education of their student through easy access to progress reports, regularly scheduled conferences, school-wide meetings, and community involvement. Below is a sampling of some opportunities that will be available, but not mandatory, for Parent/Guardians and guardians. Parent/Guardians will be made aware of these opportunities through their Parent/Guardian account access as well as through school newsletters and at Paragon Nights.

- There will be numerous opportunities for Parent/Guardians to volunteer at the school through tutoring, office assistance, fundraising events, chaperoning, working on school projects, or as members of various school committees.
 - Parents will be encouraged through newsletter communications and emails to participate at Board meetings and serve on Board-established committees. Parents will also be encouraged to apply for Director positions on the Board.
 - There will be a newsletter committee established that is overseen by Parent/Guardians who are responsible for monitoring and reporting on school events with the participation of school staff.
 - Since being online is a vital part of the program, Parent/Guardians will be encouraged to contribute to keeping the school website up to date.
 - We will offer training prior to the beginning of each school year and throughout the year in the areas of school curriculum and technology for Parent/Guardians to be able to work with their children to keep them at a level where they meet and exceed the established goals of their personalized student achievement plan.
 - The Successful Start Academy will feature eight scheduled Paragon Nights, which follow the culmination of Paragon Units. Parent/Guardians and family members will attend these events to celebrate with their children and watch student performances.
 - Parent/Guardians will receive regular email communications with detailed information about upcoming subjects, events, and areas to focus on assisting their children. This will be both online and face to face.
-
- Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

Goal 1. The Successful Start Academy will be fiscally viable each year of operations, beginning in the first year of its operations.

Objectives:

- The school's Operating Balance will be positive throughout the life of its charter.

- By opening year of operations the Board will have developed a set of Board policies that meet state requirements and reflect the operational goals of the school.

Organizational Goals

Goal 2. Parent involvement will be at high levels so as to increase student academic and social success by involving parents in the education of their children.

Objectives:

- Eighty-five (85%) of parents shall attend parent-teacher conferences at least once per academic year.
- Eighty percent (80%) of parents will volunteer a minimum of 2 hours per parent per month to the school.
- Four (4) Parent Orientation sessions will be held throughout the year to provide information to parents on specific ways their parent involvement can lead to increased academic achievement, including workshops on helping children study at home and on test preparation.

Goal 3. The Successful Start Academy student attendance rate will exceed that of the surrounding school district according to grade level.

Objectives:

- Within three years, the student attendance rate shall be at or above that of the surrounding schools according to grade level.

Goal 4. Parent satisfaction will be at high levels beginning in the first year of operations and improve in subsequent years.

Objectives:

- The school will achieve an average satisfaction rating on parent surveys of 8.0 or better on a scale of one to ten in its first two years.
- The school will achieve an average satisfaction rating on parent surveys of 8.5 or better out of 10 by year three and each year thereafter.
- Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

The board will pass a Conflict of Interest Policy which can be provided upon request. There is no existing conflict of interest for any Successful Start Academy board member. Board members are aware they must disclose any conflict of interest that arises during the time they are serving on the school's board. No petitioner and no member of the governing board of the petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to the school.

The board will receive training in principles of governance and ethics, including the following standards of conduct regarding conflict of interest:

1. Board members will disclose when they have a financial, organizational, or personal interest in a matter before the Board.
2. Board members will abstain from voting on matters in which they may have a financial, organizational, or personal interest.
3. No trustee, officer, individual, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with the community school involving the provision of educational management services to the community school shall serve as a voting member of the Board

The Successful Start Academy board members do not and will not constitute a voting majority on any other charter school board. The charter will maintain a board that is voluntary and does not receive payment for services as board members.

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Recruitment of students is the responsibility of Successful Start Academy. Successful Start Academy's recruitment plan will focus on visibility in local neighborhoods and partnerships efforts between redevelopment businesses and organizations that mutually depend on support from the community. Successful Start Academy will work with local service agencies to advertise the school's programming and increase its enrollment.

Student Recruitment will begin shortly after a contract is awarded to Successful Start Academy. During the recruitment process, Successful Start Academy will provide parents of potential students with accurate information about the programs and services available at the school. It will be the responsibility of Successful Start Academy to recruit and enroll students. The enrollment period will be longer in the first years to garner sufficient enrollment to fully enroll the school and to provide ample time to widely implement marketing plans. In subsequent years, enrollment will occur over a month period from January 1- February 1, providing time for a lottery process if necessary. Except for the first year of operation, registration for the upcoming school year will be completed in February, and Successful Start Academy will provide the district with the names, addresses and home school of all accepted students no later than March 1 of each year. Parents will enroll students by completing the student enrollment packet.

Successful Start Academy will fully comply with state law regarding admission policies and procedures, as well as all other applicable state and federal provisions. In particular, as a public charter school, the school will not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by a school district. The school will be nonsectarian in all respects, and will comply with state and federal laws applicable to public schools concerning church-state issues. In accordance with the charter school law, Successful Start Academy will not charge tuition.

Successful Start Academy will actively publicize open enrollment to all community sectors. If necessary, Successful Start Academy will host its first enrollment lottery at a date compliant with the application enrollment window dependent upon the approval process with subsequent annual held in February of each year.

Successful Start Academy shall enroll any eligible student in the Durham Public School District attendance zone who submits a timely application unless the number of applicants exceeds the capacity of the appropriate grade level or total school enrollment. If the number of applications exceeds the number of seats available in a grade, Successful Start Academy will accept students by a random selection process,

or lottery. The school will grant enrollment preference to: 1) a sibling of a student enrolled in the start-up charter school, and 2) a student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school. The school will maintain a waiting list of the remaining applicants. Successful Start Academy's will notify applicant families within one week of the lottery of student placements.

The following applies to Successful Start Academy's process:

- If applications exceed the school's capacity a lottery is held;
- Successful Start Academy's lottery policies and processes will be clearly written and distributed to reflect state laws regarding random selection;
- Successful Start Academy's admission lotteries will be witnessed and occur in a public setting; and
- A neutral party will conduct the lottery on behalf of the school.

The lottery will be well publicized, open to all, and will be easily understood and followed by all observers. To minimize the risk of bias, the school will exclude individuals who are employed by the school, individuals whose relatives are school employees, and those individuals who are seeking admission for their children, from the task of drawing names. Rather, an impartial individual, such as a certified public accountant or a retired judge, will be asked to draw the names. All students whose applications were filed by the application deadline will be separated by grade and entered into the lottery. A drawing of names by grade will then be held until all spaces are filled. Any applicant who is not admitted to the school during the lottery will be placed on the school's waitlist.

The pool of applications will be sorted according to admissions' preferences provided for by statute and by grade level. Within each grade level, applications will be sorted according to the following categories arranged in order of admissions preference: 1) siblings of enrolled students, and 2) students whose parent or guardian is a member of the governing board or is a full-time teacher, professional, or other employee at the school.

Students whose applications are received after the deadline will be placed on the school's waitlist according to the categories listed above in the order that their applications are received. In each successive school year, students who were enrolled in the school the previous year will keep their spaces in the school until they graduate or leave the school.

Successful Start Academy will fully comply with North Carolina law regarding admission policies and procedures, as well as all other applicable state and federal provisions. In particular, as a public charter school, the school will not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by a school district. The school will be nonsectarian in all respects, and will comply with state and federal laws

applicable to public schools concerning church-state issues. In accordance with the charter school law, Successful Start Academy will not charge tuition.

Waiting Lists

After all available spaces are filled, waiting lists will be maintained for each grade. Successful Start Academy will maintain complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position (one week). If the space is declined the next person on the list will be contacted. Students will be maintained on the wait list for one year.

Once the parent has accepted the position for their child:

- The appropriate Request for Transfer form will be immediately sent to the school of origin.
- A transportation request will be sent to the appropriate department, if applicable.
- Qualifying parents will complete the application for free or reduced lunches.
- Parents that need before and/or after school will be informed about the availability of space in the OASIS Program, if applicable. If space is available and the parent desires to enroll, all forms for the program must be completed in order to complete enrollment.
- The parent is given a copy of Successful Start Academy's Code of Civility and asked to return their signed verification and agreement before the student enters the school.
- Emergency cards are completed prior to the student's attendance.

The parent is given a copy of the absentee/tardy policies of the school as well as all other office procedures (visiting the school, drop off and pick-up sites, classroom protocol, etc.).

The pool of applications will be sorted according to admissions' preferences provided for by statute and by grade level. Within each grade level, applications will be sorted according to the following categories arranged in order of admissions preference: 1) siblings of enrolled students, and 2) students whose parent or guardian is a member of the governing board or is a full-time teacher, professional, or other employee at the school.

V. EDUCATION PLAN

NOTE: *Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use “same as LEA” or “whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.*

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:

- Educational theory, foundation of the model, and proposed innovative offerings.

The Successful Start Academy will provide a comprehensive program based on two of Mosaica Education’s key focus areas: 1) Science, Technology, Engineering and Mathematics (STEM) and 2) our acclaimed Paragon® curriculum. With STEM and Paragon® programming providing a strong foundation, we will tailor a program combining coursework and practical, hands-on experience in Science, Technology, Engineering, Arts, and Mathematics. The school will be led by a Chief Administrative Officer trained through the Mosaica Leadership Institute (MLI) with a strong STEM background. The teaching staff will be a carefully selected team of highly qualified, innovative instructors with extensive training on implementation of Paragon® Humanities and STEM instruction.

Successful Start Academy will implement the Mosaica Model. Mosaica recently received high commendations and five-year re-accreditation from AdvancED, the world’s largest independent accreditation commission. As part of its intensive re-accreditation process, AdvancED’s Quality Assurance Review Team singled out Mosaica’s schools for special commendations on six different fronts:

1. Passionate leadership, skill and expertise
2. The proprietary Paragon® curriculum and educational philosophy
3. An innovative operational culture that “values ‘edupreneurship’ and innovation
4. Acceptance of moral responsibility to students and staff for teaching and learning
5. The successful development of a scalable, sustainable model, as well as an organizational capacity for continuous improvement

The Successful Start Academy will partner with parents, community organizations and local businesses, creating an ideal environment in which students will have the opportunity to strive for academic excellence, explore a diverse curriculum, prepare to succeed in a global environment, and develop into lifelong learners. It is our vision to become the preeminent leader in STEM education in North Carolina through our mission of fostering each student’s innate curiosity and joy of discovery, while addressing the growing need for improved science and math education. Through an

interdisciplinary STEM curriculum, we will improve student learning, increase learning opportunities for students and encourage the use of different and innovative teaching methods. The school will be led by visionary teachers and leaders who are committed to individualized education and a school-wide belief that all children should be given opportunities to learn and succeed. Parents will be actively involved in the education of their children - teachers, parents and students will work as a team to increase student achievement.

Achievement of the Successful Start Academy's mission is supported by the school's unique daily schedule, which consists of a core morning program and the afternoon humanities program. The daily schedule permits uninterrupted instruction in a 120-90-60-90 minute sequence (English/language arts, math, science and humanities/social studies (Paragon®)). The school will have a 7 ½ hour extended day and 200 day calendar, providing significantly more time-on-task for students to master content and improve skills. The Successful Start Academy will offer Spanish, beginning in kindergarten and continuing through the elementary and middle school programs. We will also offer the innovative Paragon® curriculum, an integrated social studies program that allows students to learn about the history of great ideas and heroes in U.S. and world culture in a hands-on approach with integrated art and technology. This innovative curriculum and academic approach has successfully increased student achievement at schools across the country.

Unique features of The Successful Start Academy:

- Integrated STEM curriculum
- Strong Arts education through the Paragon® humanities and social studies curriculum which immerses students in the exploration of great ideas and great thinkers across the disciplines
- Spanish instruction beginning in Kindergarten
- A magnet-like arts program, partnering with local artists and fostering creativity, dedication, self-esteem, and a sense of purpose
- Extended school day by one hour and extended school year by 20 days
- Personalized Student Achievement Plans (PSAPs) for every student

Highlights and features of The Successful Start Academy's proposed educational program follow:

- Rigorous pre-college preparatory curriculum
- Intensive study and skill-building in reading, writing and mathematics across the disciplines through a Morning Core curriculum featuring Imagine It! Reading, Phonics, and Language Arts; Houghton-Mifflin Harcourt Saxton Math; and HMH Science Fusion
- A 1:3 computer to student ratio in the classroom with teachers fully trained to implement technology applications throughout the disciplines
- Uninterrupted learning sequencing (120-90-60-90: English Language Arts, Math, Science, Paragon®)
- Intensive staff training of 20 days during year-one and 15 days thereafter
- Diverse and effective instructional methods focused on the individual student

- A range of extra-curricular and enrichment activities based on student interest, such as sports teams and clubs
 - Before and after-school program
 - Free afterschool tutoring
- Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

Curriculum Overview:

Successful Start Academy's selected these curricula for the Core morning program because of their compatibility with the afternoon Paragon® curriculum, as well as state and national standards. The curricula are interdisciplinary, allowing school staff to design programming with clear connections between the Core morning program and afternoon Paragon® sessions. All curricula have been researched and proven successful at raising academic achievement in students from a variety of backgrounds and demographics.

The reading program, Imagine It! (previously Open Court Reading), was selected because it supports the recommendations put forth by the National Reading Panel and is backed by 40 years of research. The Report of the National Reading Panel (NIH, DHHS, 2000) summarized several decades of scientific research that clearly showed effective reading instruction addresses five critical areas: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Imagine It! Reading addresses each of the five components of reading during a comprehensive scope and sequence (Oregon Reading First Center, 2004). Imagine It! is aligned to the Common Core and North Carolina State Standards. A full alignment will be provided upon request.

Saxon Math is a research based program with an experienced author team. The program was developed one year at a time and revised based on field test results to ensure each feature helps students learn to do and enjoy mathematics. Concepts are developed in meaningful contexts to engage and motivate students, and connect the 'why' with the 'how.' Saxon Math supports the recommendations by the National Research Council (2001) by addressing the five strands of proficiency: 1) understanding, 2) computing fluently, 3) applying concepts, 4) reasoning logically, and 5) engaging with mathematics. Saxon Math is aligned to the Common Core and North Carolina State Standards. A full alignment will be provided upon request.

The morning program at Successful Start Academy's schedule allows for 90 minutes of uninterrupted math study, which is used to increase skill level and mastery of the content strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra (grades 3-8). Building on this knowledge base that is acquired through the core program, the afternoon Paragon® program provides the opportunity for critical thinking skills and application of the knowledge base. This provides the real

world context in which the acquired skills can be used. Students collaborate on projects that increase their communication skills and develop their reasoning and problem solving skills through hands-on activity.

The school's science program will engage students in scientific inquiry by tapping into their sense of wonder about the world around them. Students will question, and then plan how they will find answers to their questions. This will lead to conducting investigations, which may take form as activities, research, reading or interviews with experts. Students will then reflect on what they have learned through their investigations and share the outcomes of their discoveries. We plan to use Science (Harcourt Brace) for our science texts and hands-on kits. The school's science program is completely aligned with North Carolina and Common Core Standards. A full alignment will be provided upon request.

For Social Studies and Humanities, Successful Start Academy has adopted Mosaica Education's unique Paragon® Curriculum which uses literature, drama, music, art, history, geography, and technology to teach the 'great ideas' of the world's cultures. Paragon® is an interdisciplinary world history curriculum that follows a student-centered, personalized approach to learning that combines constructivism with rich content. Curriculum K - 5 is divided into eight five-week units or Human Eras. Each unit immerses students in a school-wide study of the same historical time period, with each grade focused on a unique essential question, geographic location and concentration of study. This structure enables Paragon® to satisfy state content standards by highlighting the areas that students are expected to master at a specific grade level and by aligning daily lessons with grade level expected outcomes. Paragon provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with five-week units based on an essential question that can address skills and content knowledge appropriate for different grade levels. Paragon® Humanities 6 – 8 units in Middle School are ten-week long quarters that align in modules with state social studies/ history/economics/civics content standards. A video of our curriculum in action can be found at <http://mosaicaeducation.com/paragon/video-paragon-curriculum-k-5/>, Curriculum and Instruction.

Reading

Successful Start Academy will teach content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in grades K-2 when children are making the transition from learning to read to reading to learn. The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades K-2.

Leveled books from the classroom library feature the blend of phonics and sight word practice essential for beginning readers. Beginning in grade 1, students use a research-based spelling program that introduces them to spelling patterns and to high frequency, high-utility words they use most often in their reading and writing. The

spelling program develops phonetic awareness and features an online extension to engage students further in spelling and proofreading practice.

The literature program uses Socratic discussion, as well as the multicultural reading selections which are compatible with the afternoon social studies/humanities program. Both the reading program in the morning session and the humanities program in the afternoon employ an integrated interpretive reading and discussion program that cover all disciplines across the curriculum. Interpretive activities enable students to become more aware of their reactions as they read, develop sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the literature curriculum, students practice many reading and thinking skills: recalling and organizing details from the story, drawing inferences, analyzing characters' motives, and finding the main idea of a passage or the text as a whole. Literary selections often tie-in with the historical period featured in the afternoon program.

Phonics

Successful Start Academy will use the acclaimed Open Court Reading (updated by McGraw Hill and renamed Imagine It!) phonics program for K-2 students and phonetically controlled level classroom literary books to promote reading fluency and phonetic awareness. Phonemes are the smallest components of sound in language. As students learn their letter formations, they acquire simultaneously the phonemic rules that govern the spelling and the pronunciation of the English language. Successful Start Academy is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after "inventive" spelling patterns have taken root.

Second language instruction at all levels further enables students to understand parts of speech and other linguistic principles.

Writing

In conjunction with Mosaica's literacy initiative, students write across the curriculum and for a variety of purposes and projects. Some are informal daily assignments such as journal writing; some are short-term assignments involving very few drafts such as letter writing and project proposals. Still other writing assignments are longer term assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening. All Paragon® lessons feature a scroll and quill icon indicating the abundance of English/language arts applications throughout.

Long-term thematic writing assignments are either narrative or expository in structure. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Narrative material is organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students use elements of style unique to each genre as models for their own

writing. Paragon® World Literature units in middle school align with the time and place featured in the afternoon Paragon® Humanities social studies program. This proprietary language arts supplement complements the Prentice Hall anthology series and features a separate language arts domain each quarter.

Science, Technology, Engineering, and Math (STEM)

Science

The science program engages students in scientific inquiry by tapping into their sense of wonder about the world around them. Students question, and then plan how they find answers to their questions. This leads to conducting investigations, which may take form as activities, research, reading or interviews with experts. Students reflect on what they have learned through their investigations and share the outcomes of their discoveries. Successful Start Academy will use Harcourt Brace Science for our science texts and hands-on kits. The school's science program is completely aligned with state and national Standards. As mentioned above, Successful Start Academy will adopt Science Fusion, the new HMH blended learning K-8 Science program with STEM. The program premiered in the fall of 2011 and is being piloted at several Mosaica schools around the country.

Rather than rely exclusively on textbooks and classroom activities, the school will offer special field trips and nature studies. Successful Start Academy's students will visit museums, conduct field research and visit research facilities. Working with naturalists and researchers will enhance student appreciation and respect for our ecosystem. The design of the facility will enable students to apply science in a laboratory setting and will make science an emphasis, particularly in the middle grades.

Mathematics

Mathematics is taught as a discrete subject in the morning session that is free from interruptions of any kind. We use Saxon Math, a highly regarded edition of the acclaimed program that now features a higher degree of connectivity with Open Court Reading/Imagine It! (including, for instance, Imagine It's Concept Question Boards). A review of Saxton Math by Mathematically Correct gave it the highest overall rating for elementary programs. Saxon Math is fully aligned with state and national content standards, and now with Common Core standards. The varied applications of math are integrated into the humanities program in the afternoon session for additional practice and application. Twenty percent of the math schedule will be dedicated to STEM activities. To allow students to fully engage in these activities, one 90 minute math period a week will be spent on hands on STEM lessons.

At Successful Start Academy's, math and science innovation will be at the forefront. Through their learning experiences, students will gain deep knowledge of the structure and theoretical underpinnings of the disciplines, will understand the concepts and use the procedures of mathematicians and scientists, and will explore the history of mathematical expression and scientific thought through time and place. In this way, they

understand the deep impact and lasting legacy of math and science innovation and will see themselves carrying forth this legacy now and into the future.

In addition to targeted coursework in mathematics and the sciences, students will explore the history of innovation throughout time and in different cultures in Paragon®. They will study great scientists in the context of their own time and culture, and see that these thinkers affected a shift in world view that had and continues to have enormous social impact. Through the innovative Paragon® curriculum, students go beyond merely learning about innovators and innovations—they step into the shoes of great thinkers, use the tools and techniques of scientists and mathematicians in simulation, and analyze and evaluate their contributions. Specifically, students study innovators and innovations such as:

- Use of numbers by ancient Sumerians
- Mayan math and the Mayan calendar
- The spread of ideas and innovations across cultures via the Silk Road and African trade routes
- Observations and scientific thinking of innovators throughout time that allowed cultures and civilizations to utilize their environment in order to survive and thrive
- Pythagoras and the Pythagorean Theorem
- Advancements in architecture, roads, and aqueducts of ancient Rome
- Roman numerals
- Arabic numerals, development of the decimal system, the concept of zero, and the development of algebra
- Development of navigational tools such as the astrolabe and compass and advancements during the Age of Exploration
- The importance of medical observation and innovation to eradicate disease and allow cultures to flourish throughout history
- Copernicus and Galileo and their contributions to astronomy and world view
- Connections between art and science and Leonardo da Vinci as artist, scientist, inventor, and engineer
- Importance of the printing press to the spread of ideas within and across cultures
- Carolus Linnaeus and the Linnaean system of classification of organisms.
- Benjamin Franklin and his inventions
- Tools and techniques of archaeologists and the use of artifacts and ecofacts in archaeology
- The Lewis & Clark expedition's meticulous recording of environmental factors during the journey across the unexplored continent.
- The impact of innovations on culture, such as the connection between the invention of the cotton gin and slavery in the U.S.
- Technological innovations of the 19th century, including the steam engine, spinning jenny, internal combustion engine, and assembly line, that led to a shift from agrarian to industrial society
- Innovations in communication, including the telegraph, telephone, and computer, that facilitated greater exchange of ideas and connections among cultures

- Innovations in transportation, including the canal system, railroads, automobiles, and airplanes, that allowed for movement of people, products, and ideas across greater distances
- Innovators such as Samuel Morse, Henry Ford, Alexander Graham Bell and Thomas Edison
- Contributions of scientists such as Marie Curie, Mary Somerville, Louis Pasteur, Charles Darwin, and Gregor Mendel
- Ongoing innovations in computer technology and the shift from mechanical to digital tools

Successful Start Academy's will adopt Houghton-Mifflin Harcourt's new program, Science Fusion launched in the fall of 2011. This new K-8 Science program has been designed for blended learning and is available in a fully virtual delivery format. The program also features STEM activities at every grade level for cross-curricular connections and critical thinking skills. STEM projects integrate Science, Technology, Engineering and Math into one unified and interconnected means of learning. STEM projects complement the content area students explore in the Paragon® Curriculum and reinforce the concepts they are exploring in math. Through STEM, students explore math and science in a more personal way and hone their skills in problem solving and critical thinking skills. Mosaica provides highly engaging STEM guides for teachers to use with students in order to frame and support each STEM project.

In addition, with the Paragon® STEM cross-overs, Science Fusion has been developed with the same backward design principles as Paragon®, and uses the same inquiry approach, essential questions, differentiation strategies and above and beyond activities.

Technology

Successful Start Academy's use of classroom computers and internet resources will offer teachers the ability to expand the classroom across the globe. In a secure environment, students and teachers will be able to collaborate with other Mosaica schools throughout the U.S. and abroad giving them an audience and providing a means for collaboration, publication and learning through collective intelligence. Maximizing the use of technology, teachers will utilize the following resources for effective instruction.

- Blogs: Writing projects including journaling, graphic organizers and role-playing can be shared through web logs, or blogs. Not only does the software remove the technical barriers to writing and publishing online, but the 'journal' format encourages students to keep a record of their thinking over time. Blogs facilitate feedback by letting readers add comments. A blog can be written by a single author, or it can be a result of cooperative learning with multiple authors including other students, teachers and mentors, or subject specialists. The Mosaica network provides a forum of students who are studying similar content throughout the U.S. and abroad—sharing knowledge with students who have a different perspective will increase awareness of world cultures and differing points-of-view.

- **Podcasts:** Podcasts can be recorded as simple digital audio, or may include music tracks and video through applications such as GarageBand and iMovie. Special lectures and student produced podcasts can be broadcasted and made available to parents and other students through podcast subscriptions. This provides students with access to a number of teacher lectures, enables them to replay them as needed, and gives them an audience for their own podcast projects. Students are motivated to produce quality work, knowing that it will have relevance in the real world. Students who are interested in performing arts such as music and film often become highly motivated by the originality and creative process they can contribute using this format.
- **Media Sharing:** Students can publish and share independent film projects and public service announcements through safe video sharing sites such as School Tube. Photo-sharing sites provide resources for students and educators looking for images to use in presentations and coursework.
- **Social Networking:** Through the secure Mosaica network, teachers and students can connect with others who are studying the same topics, share their knowledge and collaborate on special projects.
- **Wikis:** A wiki is a page or collection of web pages that allows a number of users to contribute or modify content. Wikipedia is the best known example. Wikis are another tool we will use in the classroom for constructing knowledge and collaborating in the learning process.
- **Video Performance.** Students will have the opportunity to use video to present applications of their new content knowledge. Whether is science, math, or our proprietary social sciences curriculum, Paragon®, students can work individually or in small groups to create short video segments that demonstrate key concepts they explore. For example, in science, students video a science project they create or document examples of ways in which their neighborhood is experiencing erosion. In math, students may film a role-play they've created showing why they need to understand percentages in a real-world situation. In Paragon®, students video-tape a Paragon® performances such as exemplars of daily life in an ancient civilization compared to life today.
- **PowerPoint Presentations.** Students also are guided to create PowerPoint to convey their knowledge of particular objectives. Working individually or in pairs, students create these visual representations of their work—creatively including animation, video, narration, music, images and text.

To support the school's integrated technology focus, a complete instructional technology plan, including proposed acquisition and distribution of technology and inclusion of technology to support the student information system provided by CCSD will be prepared. This plan will use as its base, a template technology plan provided by Mosaica and tailored to the school's specific needs (a copy of that template is available for review upon request). Mosaica's national technology design and support team is

familiar with North Carolina and Common Core standards – a member of that team will be assigned as the point of contact and support for Successful Start Academy.

Engineering

Engineering is integrated into the Paragon® curriculum as students are encouraged to use their creativity to solve problems. The engineering design process is a series of steps that engineering teams use to guide them as they solve problems. To determine how to build something (skyscraper, amusement park ride, bicycle, music player), engineers gather information and conduct research to understand the needs of the challenge to be addressed. Then they brainstorm many imaginative possible solutions. They select the most promising idea and embark upon a design that includes drawings, and analytical decisions on the materials and construction, manufacturing and fabrication technologies to use. They create and test many prototypes, making improvements until the product design is good enough to meet their needs. Through the Paragon® students explore history through science, technology, engineering, art, and math. Students have the ability to study a particular topic through a variety of subjects. One student completed a project on The Temple of Kukulcan by using science to study the environment of the temple, engineering, art and math to create a full scale model of the temple, and technology to create a Power Point presentation analyzing the process. The Paragon® Curriculum is further described in the sections below.

STEM Activities at Successful Start Academy:

Successful Start Academy will remain focused on strengthening scientific, technological, engineering, and mathematical (STEM) concepts and skills through the use of its inclusion in all grade level curriculums. The STEM focus will permeate school operations and learning opportunities through the following STEM-based activities:

1. Monthly assemblies w/ guest speakers from the STEM world to discuss real life connections to STEM coursework and careers.
2. Mandate grade-specific field trips to highlight student and parent exposure to local STEM resources and activities.
3. Create an annual calendar of STEM focused school-wide activities, utilizing parents and community supporters as volunteers, judges, and guide (i.e. invention Convention, Math Night, Science Fair).
4. Encourage teachers to host weekly STEM activities and clubs and solicit grants and funding that support STEM learning.

World Language

Successful Start Academy will treat World Languages as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Foreign language instruction starts in kindergarten and builds toward proficiency with each successive grade level. We provide instruction in Spanish. Communication is lively and animated with vocabulary content tied thematically to the integrated curriculum. Multimedia resources (videos, CDs, CD-ROMs, children's books)

in the target language convey to students the cultural experiences of their peers in Spanish-speaking countries. The schools cultivate the natural facility of younger students for second language acquisition by beginning at an early age with an immersive program. Students learn the basic distinctions between alphabets, numbers and sounds of various languages.

Native Spanish-speaking students Successful Start Academy are an asset to the Spanish class. Native speakers work with non-Spanish speaking students as “teachers”. This reciprocal-teaching method achieves the highest levels of learning for students as students evaluate their own knowledge in their need to teach others. For our native Spanish speaking students, those who are bilingual or LEP students, engaging learning in this structure reinforces their language and culture and increases their own native language skills.

The Integrated Humanities Program—“Curriculum”

Paragon® is an interdisciplinary world history curriculum that follows a student-centered, personalized approach to learning that combines constructivism with core concepts. The constructivist model views students as the architects of their own knowledge. In Paragon, students of all academic levels discover concepts on their own through hands-on activities, role-playing, lively readings, artistic creativity, oratory, integrated technology and multimedia materials (interactive storyboards, digital images, videos, Internet sites and student handouts). The Paragon® Curriculum “spirals,” meaning that students are first introduced to concepts and cultures in early grades, and then revisit those same topics in greater depth later on, having a context and a foundation for deeper study. Paragon is divided into eight five-week units. Each unit immerses students in a school-wide study of the same historical time period, with each grade focused on a unique essential question, geographic location and focus of study. The focus of study, beginning with questions of self, family and home in kindergarten, spiral in difficulty like concentric rings emanating outward until students are studying the ten elements of culture in Grade 3 and the defining characteristics of civilizations in Grade 5. Each unit features a cumulative assessment with an assessment rubric, specifying the qualities of an exemplary project or performance. These project descriptions and performance expectations are made explicit to students at the onset of each unit and the rubrics are shared with parents at conference time.

Paragon® was converted to a storyboard format for SmartBoard delivery in the classroom and for Collaborate (formerly Elluminate) delivery online through Desire 2 Learn. In the interactive digital version of Paragon® Online, all video, web links, Cobblestone magazines and other multimedia resources are integrated with licensing permissions and are accessed through links in the slides. This digital delivery maintains the integrity of the multimedia program with a new level of ease of implementation.

Because Paragon teaches cultural literacy, the essential content knowledge that every student should know, and aligns that content with national and state standards, the classical education becomes very sophisticated and rigorous. A unit contains the rationale, teacher background information, lesson plans, materials lists and assessment

tools needed to implement the curriculum. Curriculum Implementation Specialists (CIS) provide ongoing professional development, pedagogical training and classroom support. In weekly grade group meetings for Paragon, teachers engage in collaborative planning with colleagues to tailor the curriculum to the specific needs of students, drawing effectively on the talents, passions and resources of teachers, parents and community members.

The Paragon® Curriculum Elementary Grades

Mosaica's unique Paragon® Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills that provide them with the necessary intellectual capital to succeed in mainstream culture. Rather than teach history in bits and pieces in an arbitrary sequence, Paragon's fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by new precedents set by others.

For older students, studying history across continents depicts the manner in which many ideas develop simultaneously in independent cultures, unaware of the other's breakthroughs. In comprehending synchronicity and the genealogy of ideas, students develop a larger conceptual picture of history and an enhanced awareness of the interrelationships of many areas of knowledge. Rather than memorize names, dates, and wars in isolation, students recall the sequential circumstances surrounding these events and more readily synthesize both factual information and conceptual relevance.

The Paragon® Curriculum is designed around eight ages of history or Human Eras that constitute monthly conceptual themes:

The Ancient World	40,000 B.C. to 500 B.C.
The Classical World	499 B.C. to A.D. 500
The Middle Ages	500 to 1460
Renaissance & the New World	1460 to 1600
Kingdoms & Colonies	1600 to 1750
Revolution & Independence	1750 to 1825
Unification & Industrialization	1825 to 1900
The 20th Century	1900 to 2000

Aligning Paragon with Local and State Standards

Although all students immerse themselves in the historical, cultural and scientific worldview of the Human Era under study with other grade levels, each grade level also focuses on a unique Essential Question. The monthly conceptual theme, or Essential Question, allows teachers to foreground one unifying principle over others and therefore focus specific reading, writing and academic content to the Essential Question under

investigation. This also enables Paragon® to satisfy state and national curriculum standards by highlighting those areas that students are expected to master at a specific grade level. Paragon® provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with monthly units based on an essential question that can address skills and content knowledge appropriate for different grade levels. The program aligns its curriculum units with national, state and local district needs, freeing faculty to spend their time crafting creative and compelling lessons for the unique interests and needs of their students. Paragon® units are organized around a hierarchy of inquiry-based learning – from unit Essential Questions, question-types that have no easy answers and that have captivated thinkers for millennia, to Investigative Questions that become progressively concrete, to Lesson Questions that feature concrete step-by-step constructivist unfolding of the content so that students may connect the new material to their prior knowledge, and come to “own” the content by recognizing its relevance to their own reality.

The Content Core of the Paragon® Curriculum

History and Social Studies

Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Social studies constitute the organizing, chronological core of the Paragon® curriculum precisely because it is multidisciplinary and interdisciplinary in nature. It provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences.

- Social issues such as poverty, crime, and public health are increasingly understood to transcend the boundaries of disciplines, cultures and nations. As these issues become increasingly complex the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself.
- Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, Comparative Literature, Cultural Studies and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.
- Technology provides increasingly easy access to databases that are interdisciplinary and multidisciplinary as well as to scholarship in many disciplines.
- Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

It is within this context that the Paragon® Curriculum was conceived. Paragon® gives attention to the specific contributions of history, the social sciences, humanities, fine arts, the natural sciences and other disciplines while simultaneously providing an umbrella for the integrative potential of these several disciplines. Paragon's power stems from recognizing the importance of the disciplines and their specific perspectives in understanding topics, issues and problems. Moreover, Paragon® teaches students to recognize that topics, issues and problems transcend the boundaries of single disciplines and demands the power of integration within and across them. Paragon® employs a constructivist, student-centered approach to hands-on learning.

Science

Science is also integrated into the Paragon® Curriculum, which features biographies of great scientists, accounts of breakthrough discoveries and detailed hands-on activities for students to stimulate interest in the scientific method. This interdisciplinary approach enables students to understand science as an integral part of their lives, rather than as a daunting discipline.

The goal of the Paragon® Curriculum is to enrich the sciences through integration with the liberal and fine arts, as well as with the social sciences - the synthesizing strands that weave together the Paragon® Curriculum. As the language of science and economics, mathematics also constitutes an integral part of the Paragon® experience for students. The Paragon® Curriculum draws from and extends the morning session's traditional core program, Harcourt Brace Science and Saxon Mathematics.

Technology and Computer Literacy

Technology is the application of scientific knowledge for the purpose of solving practical problems, extending human capacities and improving the quality of life. The Paragon® Curriculum emphasizes the use of technological tools to facilitate and enrich learning across academic disciplines. Information technology is the most frequently used technological tool. Students use computers to communicate via the Internet, to express themselves creatively, to solve problems, to organize data, to conduct research and to explore mathematical and scientific principles through simulations.

In order to master true computer literacy, students require hands-on access to computers in real time, rather than in isolated visits to a computer lab. Schools are equipped with a computer for every two to three children and laptops are provided for each teacher and administrator. Personal desktop computers are linked to the Internet, affording access to curriculum and resources available in cyberspace or on CD. Storyboards with imbedded hyperlinks direct students to specific Internet sites on a regular basis.

The school library will be designed as a Media and Resource Center, supplying a library of excellent books, online and print subscriptions to content-area periodicals, DVD's, and CD-ROMs. The library holdings contain the books prescribed by the Core Knowledge Foundation and those that support the content-rich Paragon® Curriculum, as well as TV/DVD-players, and overhead and digital projectors for pedagogy. The

Multimedia Center also features a Multimedia Arts and Sciences Studio for student radio and video portfolio productions.

Each classroom will be equipped with a SMART Board to support distance learning technology as well as the Paragon® Curriculum, which features film clips from classic and quality motion pictures to make history come alive for students.

The Arts

Rather than relegate art, music and foreign language to the periphery of the curriculum, Paragon's design integrates them into its interdisciplinary center. To truly integrate the arts into the Paragon® Curriculum, Mosaica trains all teachers in the visual and performing arts. Daily Paragon® Lesson Plans are outlined with step-by-step instructions to ensure seamless implementation. Art, drama, music and dance interrelated to the core curriculum draw many marginal students into the center of learning. Acting vicariously (not acting up) enables students to try on different roles without compromising their quality of life. It is no accident that "playing" (as in what children do) and "playing" (as in acting and putting on a play) and "playing" (as in playing a musical instrument) are the same word. Without the "play" in the process, it loses its validity and vitality.

Paragon's purpose is to make the arts a vital component of a child's education, while at the same time placing the strongest possible emphasis on the basic skills of reading, writing and arithmetic. The arts offer children opportunities to assimilate and apply what they have learned in ways relevant and meaningful to their experience. Their enhanced skills of communication, analysis and self-expression enable them to compete far more successfully with their traditional learning classmates.

The goal of the school is to form an arts committee composed of board members, parent representatives, students and local community artists. The object is to recruit local artisans as student mentors and as workshop guides. Students are engaged in the production of plays based on thematic units and as student interest and knowledge of staging progresses, theater groups are formed to encourage independent staging of plays and other performances. Technology is a large component in the adaptation, creation, and implementation of all productions.

Music

According to Plato, "Music...gives a soul to the universe, wings to the mind, flight to the imagination... and life to everything." The impulse to make music is ageless and universal. Music has the capacity to communicate volumes about an era and its people. The Paragon® Curriculum conveys to students features of the music of different eras and composers by having them sing, dance, and perform with rhythm instruments. Students also learn to listen for specific features and to discern how one era or culture often imitates and reinvents the music of another. All teachers, including the Spanish, Physical Education and Music Specialists, receive a CD to accompany each of the eight five-week units and are trained to integrate their respective fields to Paragon's school-wide program.

The music specialist also conducts choral and instrumental instruction. The music specialist consults with teachers on the musical portions of Paragon® Lessons to draw from and extend the Paragon® Curriculum in music class.

Character Education

Character education is implicitly built into the Paragon® Curriculum. We begin with the assumption that students are capable of determining right from wrong and good from bad. It is our goal to build character by “doing,” rather than by “saying.” Students are taught personal responsibility by constructing their own knowledge and by doing hands-on activities. Sharing, cooperation, and respect are taught through team activities, a demand for classroom participation, and exploring content together. Walking with Giants, the character education component of Paragon® makes explicit the profiles of heroes in history, the quotations that have endured the test of time and that resonate today more than ever, as well as the leadership and collaboration skills students have experienced through their Paragon® journey.

Students learn about character, ethics, empathy and self-esteem implicitly in Paragon® by studying the world’s greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Through content-rich study, children come to understand the expansive potential open to them if they can identify with early clarity their individual strengths and sense of purpose. Students contemplate questions that have captivated thinkers for millennia: What makes a “Hero”? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future?

By examining individuals who have made their mark on history, students extrapolate qualities that make people stand out as exceptional contributors to culture, or as “heroes.” Studying heroes is a developmentally appropriate and fun way for students to learn about ethics. The hero lessons explore the lives of luminaries against the backdrop of history. Students recognize decisions heroes have made for themselves and begin to understand the life skills that enable ordinary people to do extraordinary things. Students identify a characteristic of all exceptional people is their perseverance in the face of adversity and their commitment to their goal or art.

In Paragon® character education goes beyond looking at the lives of individuals. Students also examine indigenous cultural groups for character education. They learn that tribal cultures value the whole group rather than place emphasis on individuality. Students see that indigenous peoples have well defined parameters on what is considered to be right behavior and they have a variety of ways to teach and reinforce the ideal such as through storytelling, ritual and ceremony. Students learn about indigenous peoples through their stories, music, myth, art and customs.

Students participate in a daily dialogue on how to become a member of society with integrity. Through the Walking with Giants curriculum, students explore how heroes in our world have approached problems through their journey of self-actualization. Each

morning, students are greeted with an interactive storyboard on the classroom SMART Board. In an open dialogue, students are engaged in a problem solving discussion on how to negotiate life's daily issues with great character. These discussions do not end once the lesson is over instead they are integrated into their coursework throughout the day. For example, a child may discuss a proverb by Confucius as it relates to integrity during Walking with Giants and then learn about Chinese culture during their Paragon lesson that afternoon. Lessons are not taught in isolation, but instead are connected for students throughout their studies. To better understand the dialogue students participate in, below is a snapshot of a morning lessons. Students research the life of Marcus Aurelius, discuss the characteristics that make him a great leader, and complete an activity as a class.

PARAGON Walking with Giants
"A World of People who Make a World of Difference"
Morning Start

Marcus Aurelius was considered to be a good emperor and a good person even when facing difficult circumstances.

He believed in the stoic philosophy, which you may remember focuses on living a balanced life and being a good person.

PARAGON Walking with Giants
"A World of People who Make a World of Difference"
Morning Start

Visit the website below to read a short biography of Marcus Aurelius and learn about his life and time as emperor.

Heritage History: Marcus Aurelius
<http://www.heritage-history.com/www/heritage.php?Dir=characters&FileName=aurelius.php>

PARAGON Walking with Giants
"A World of People who Make a World of Difference"
Morning Start

Wow! It seems like Marcus Aurelius had many qualities that helped him be a good person, like compassion, collaboration and humility.

Yes! It is wonderful that he was able to keep using the qualities that made him a good person even in the face of floods, famine and unrest!

PARAGON Walking with Giants
"A World of People who Make a World of Difference"
Morning Start

To pay tribute to Marcus Aurelius, you will work as a class to complete an acrostic.

Aula, what's an acrostic?

PARAGON Walking with Giants
"A World of People who Make a World of Difference"
Morning Start

To create an acrostic, use each letter of the name or word and come up with words or phrases that relate to the topic.

Let's come up with something together for the letter "A."

A
U
R
E
L
I
U
S

Successful Start Academy will also have a Code of Civility that identifies ten character virtues that are at the center of the school's character education curriculum and that are cultivated with care and consistency at the school. In addition, it describes the ways in which appropriate choices are encouraged as well as the roles and responsibilities of students, parents, teachers, and faculty. These ten character virtues or "Keys to Success" are responsibility, perseverance, respect, kindness, truth, citizenship, courage, self-discipline, fairness, and true friendship. The classroom teacher at the school is the center of the school's character education and discipline policy. Teachers continually emphasize, to both students and parents, the importance of the Keys to Success. The Keys are established as rules for each classroom, and students are encouraged to live by the ten character virtues; teachers underscore expectations for student behavior by relating student actions to the Keys to Success.

Paragon® Humanities: Grades 6 – 8

A Journey with Dual Paths

As with the K-5 Paragon® program, the visual and performing arts play a vital role in the Middle School Humanities program. The Middle School program provides instruction in the Visual and Performing Arts in two tracks— Integration and Specialization. The curriculum is aligned with national standards in the arts, as outlined in National Standards for Arts Education – What Every Young American Should Know and Be Able to Do in the Arts, developed by the Consortium of National Arts Education Associations; Content Knowledge, A Compendium of Standards and Benchmarks for K-12 Education, by John S. Kendall and Robert J. Marzano (ASCD standards), and in the National Assessment for Education Process (NAEP).

Strong Arts, Strong Schools

Mosaica Education believes the intrinsic value of the arts is evident. They are serious fields of learning that take a lifetime to master. Their practice requires focus, discipline and intention. They provide challenges and can add immeasurably to quality of life. Works of art provide beauty and/or challenge our worldview; opening windows in our hearts and minds. Above all the arts allow us to express feelings, fulfill the inherent human need to create and can help to find meaning in our lives.

The arts promote life-long learning. Given the changing nature of the workplace in the next millennium, the ability to be a life-long learner may be one of the most important skills students can acquire. Technologies and jobs that do not today exist may be the norm in thirty years' time. Today's middle school students need to be prepared for those jobs – whatever they may be! The performing arts are also good for developing interpersonal skills, communication skills, and collaboration skills – all part of what Daniel Goleman calls Emotional Intelligence – and all skills that employers value.

Beyond this, the arts are inclusive in that they teach to the Multiple Intelligences. Instruction in the arts inherently uses Problem-based learning (PBL) and Active Research (AR), pedagogical methods that are especially effective in middle schools. The arts facilitate the development of skills in observation, attention, the ability to see and understand spatial relationships, and the ability to recognize and invent patterns. Leaving the arts out of education omits cognitive development in crucial areas of the brain, “in effect shortchanging the mind.”

When the arts are well taught and integrated across the curriculum, the following overarching concepts are taught as well:

1. There are multiple correct answers to many questions.
2. The world is composed of complex systems.
3. Goals and objectives can change within a process.
4. Imagination is a crucial component of society and culture.
5. Understanding complex problems depends upon the ability to perceive the problem competently and make a series of judgments based on perception.
6. Language and numbers cannot fully express the range of human cognition.
7. Small differences can have large effects.
8. The process is as important, if not more than, the product.
9. The act of observation is necessary for any and all inquiry to begin.
10. Serious play is an effective mode for learning.
11. Perception is physical – the mind and the body are one.

Achieving academic excellence through the Paragon Curriculum:

Paragon’s program is designed to increase each student’s ability to read, study, search for information, use social science technical vocabulary and methods, apply the scientific method to real world situations, practice reasoning through mathematical analysis and logic and use computers and other electronic media.

To develop this skill category, Paragon® increases each student’s ability to use the writing process and to classify, interpret, analyze, summarize, evaluate and present information in well-reasoned ways.

Paragon® cultivates the student’s ability to conceptualize unfamiliar categories of information, to establish cause/effect relationships, and to determine the validity of information and arguments. The interdisciplinary Paragon® Curriculum expands the boundaries of traditional, segmented courses to enable students to define their roles and responsibilities as enlightened citizens.

The Paragon® Curriculum enhances the student’s ability to express and advocate reasoned personal convictions within groups, to recognize mutual ethical responsibility in groups, to participate in negotiating conflicts and differences or to maintain an individual position because of its ethical basis.

Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Through content-rich study, children come to understand the expansive potential open to them if they can identify, with early clarity, their individual strengths and sense of purpose. Students contemplate questions that have captivated thinkers for millennia: What makes a "Hero"? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future?

By studying the history of human culture students learn implicitly about values and ethics that transcend time and place.

- Individual beliefs/majority rule
- Obeying the law/the right to dissent
- Cultural variety/cultural assimilation/uniformity
- Community progress/individual liberties
- Individual rights/public safety
- Celebrity vs. Heroism

The Paragon® Curriculum features the Best Practices:

- Integrated interdisciplinary work
- Allows for more efficient use of time for students and teachers.
- Instills in students a strong aptitude for assimilating disparate ideas.
- Presents opportunities to apply esoteric concepts to practical contexts.
- Provides mechanisms, through project-based learning, for integrating newly acquired knowledge from various disciplines.
- Applies skills developed in reading, writing and mathematics to relevant, real-world situations.
- Enables students to develop accelerated academic, aesthetic and technical skills.

Essential Questions - the Framework

- Reflect the grand, sweeping patterns in the evolution of cultural worldviews;
- Represent a breakthrough in how people see themselves, their purpose or their relation to the physical world. Also exemplifies a transition in awareness of the material world or the universe;
- Define a prevailing worldview;
- Illustrate a "great" idea with relevance, significance and endurance that transcend time and place;
- Address the "so what" question that we would have students consider in their writing, discussions, and presentation; and
- Amplify the role of common people who become heroes in developing ideas, inventions and art that become mainstream social norms.

The Paragon program instills and cultivates the following:

- Decision making - identifying and struggling with complexities, solving problems and thinking critically, developing creativity, rather than strict conformity to conventional practices;
- Self-direction and personal initiative;
- Strong interactive skills- cooperation, networking, teamwork and information pathway knowledge;
- Responsibility for learning, identification of goals, development of a plan, gathering information, and implementation of a plan; and
- A sense of awe and a passion for inquiry.

Paragon® is practical because it is meaningful.

- Students learn connected networks of knowledge, skills, beliefs, and attitudes that they find useful both in and outside of school;
- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application;
- The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities;
- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many;
- Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning;
- The teacher is reflective in planning, implementing, and assessing instruction;
- Drawing from the Core Knowledge Foundation's advocacy of content-rich curricula, instills the cultural literacy and intellectual capital children need in order to succeed in mainstream contemporary culture. Paragon's distinction from Core Knowledge is its fully integrated, chronologically sequenced framework, arranged around meticulously designed Daily Lesson Plans;
- provides both content and methodology. Moreover, Mosaica provides the necessary training and support to enable teachers to implement the curriculum effectively and to ensure the integrity of its program; and
- All disciplines, including math and science, the liberal arts, fine arts, social sciences, foreign language and physical education weave strands of connection between different ways of knowing.

Paragon® teaching and learning are effective because they are integrative.

- is integrative in its treatment of topics;
- is integrative across time and space;
- teaching integrates knowledge, skills, beliefs, values, and attitudes to action;
- teaching and learning integrate effective use of technology; and
- teaching and learning integrate across the curriculum.

Paragon® teaching and learning are powerful because they are value-based.

- Powerful teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good and application of social values;
- Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
- Rather than promulgate personal, sectarian or political views, teachers make sure that students: 1) become aware of the values, complexities and dilemmas involved in an issue; 2) consider the costs and benefits to various groups that are embedded in potential courses of action; and 3) develop well-reasoned positions consistent with basic democratic social and political values.

Curriculum teaches to the Multiple Intelligences.

Multiple Intelligences, a term coined by psychologist and author, Dr. Howard Gardner, refers to seven domains of ability in which students can excel:

- Linguistic Intelligence- (speaking, reading, explaining things to others.)
- Logical-Mathematical Intelligence- (measuring recipes, balancing a checkbook, estimating distance.)
- Spatial Intelligence- (drawing, finding one's way around a room, picturing something in the mind's eye.)
- Musical Intelligence- (listening to music, singing, playing an instrument)
- Kinesthetic Intelligence- (playing sports, making things by hand.)
- Interpersonal Intelligence- (having friends, working or playing with a group.)
- Intrapersonal- (enjoying time alone to think, to wonder and to imagine.)

The last two intelligences, inter- and intrapersonal, are comparable to "Emotional Intelligence," the determining factor for success in life delineated by Daniel Goleman, Ph.D. in his best-selling book by the same title. The first two intelligences outlined by Gardner, Linguistic and Logical-Mathematical, are those measured by standardized tests.

The morning program is devoted to the "basics" of the first two intelligences—Reading/ Writing (including phonics and spelling) and Arithmetic/ Science. The afternoon session, the interdisciplinary Paragon® Curriculum, cultivates all seven of these multiple intelligences along with an eighth, the "Integrative Intelligence," which refers to the ability to make connections across disciplines.

To illustrate, a Unit 3 Medieval lesson for fourth grade in the Paragon® Curriculum features a lesson on Robin Hood. During the 2 ½ hour session students read an excerpt from the classic version of the story, discussing the "old-fashioned" language features (Linguistic Intelligence.) Students then view and compare film clips of the folk hero's adventures (Linguistic and Spatial Intelligence.) Students make a storyboard (comic strip for video production) of the sequence of events in the reading selection, dividing into groups to make tableaux in dramatic poses (Linguistic, Spatial, Interpersonal and Kinesthetic Intelligences.) Students learn to make a 16-piece thumbnail sketch of a human figure (Spatial Intelligence) and debate the contradictions

of Robin Hood being both a hero and an outlaw (Linguistic, Interpersonal and Intrapersonal Intelligences.)

Successful Start Academy embraces the following values that will shape the ***culture of the school*** from the first day:

EXCELLENCE: As educators, average gains are not sufficient. We must have Exponential Expectations of EXCELLENCE for ourselves and our students. All students are provided with the tools to display excellence in the classroom, their community, and in their lives. Our teachers are selected based on their ability to encourage EXCELLENCE in their students through blended learning; research based instructional strategies; and passionate delivery of all course content. The Academy will implement the Mosaica Model which received AdvancEd Accreditation through a demonstration of EXCELLENCE.

TEAMWORK: Education of our students is a partnership of all major stakeholders in a child's life. Our school strives to be the heart of the community allowing for collaboration between the school, families, and community members. By working closely as a team, our students can succeed in the 21st Century.

Spirit of EXPLORATION: Our students are encouraged to EXPLORE the world through their studies. Through their participation in the Paragon curriculum, students are encouraged to become global citizens by appreciating other cultures. Daily activities support student curiosity by allowing them to EXPLORE elements of each unit thereby exposing them to content they would not receive in traditional public education.

Spirit of EXPLORATION: Our students are encouraged to EXPLORE the world through their studies. Through their participation in the Paragon curriculum, students are encouraged to become global citizens by appreciating other cultures. Daily activities support student curiosity by allowing them to EXPLORE elements of each unit thereby exposing them to content they would not receive in traditional public education.

SECURITY: The Academy will establish a safe and nurturing environment where students can learn without fear. Through the implementation of the Positive Behavior Support System, all students and families will understand the expectations for behavior, feel secure, and respected. We protect the integrity of our instructional model through a Positive Behavior Support System implemented with fidelity.

Innovative & Effective Instructional Methods

- In ***cooperative learning***, learning occurs as a result of interactions between members of a group (meaning two or more individuals). Cooperative learning promotes all students' high achievement through sharing their strengths and helping each other to overcome their weaknesses.
- **Graphic Organizers** are tools that help students to sort, organize, summarize, retain and recall important information. Since most learners are visual, graphic

organizers provide a great alternative to print for a more conceptual, big picture. These tools also foster effective group brainstorming techniques.

- **In role-plays**, students have the opportunity to “step into the shoes” of another person or historical period. It allows students to understand another point-of-view experientially, kinesthetically and affectively. It gives them the chance to work out challenges and construct knowledge creatively. Students in the “audience” of a role-play learn from the performance of their peers.
- When **activating prior knowledge**, students use knowledge they already possess in order to construct and build further knowledge. When using prior knowledge, students are more likely to make connections and draw analogies. Students feel confident in learning because they feel that they already possess some of the knowledge. Using prior knowledge empowers students to learn more.
- With **personal connection** journaling, students are led into a topic by connecting to their personal experiences. Teachers guide them to share family histories, personal and current experiences and anecdotal stories to make the content relevant. It may be used as a lead-in to a lesson, as a means of activating prior knowledge or as a comprehension activity for students to understand on a personal level an idea or historical event.
- In a **Socratic Discussion**, the teacher uses logical, incremental questions to arouse interest and guide students in using their own insights to explore or decipher a complex idea or topic. Socratic Discussions can elicit excitement in the whole class and help all students to feel empowered so that they can discover the answers themselves.

Demonstration of Socratic Method

In the Socratic Method the teacher uses no other instructional tool other than question asking. The teacher skillfully guides her students through making observations, connections, analyses and discoveries. Through the Socratic Method, for example, students learn about the reasons for European exploration of North America, the quest for furs and wood, without the teacher ever explicitly saying so. When students answer questions for themselves, instead of passively relying on the teacher as a source of information, they construct the knowledge themselves. Students are more likely to remember and apply knowledge they construct themselves.

(A teacher shows his students an image of a map drawn of North America circa 1600. He is teaching a lesson on the first Europeans in this continent.)

Teacher: What do you see here?

Students: It looks like an old map.

Teacher: What does it look like a map of?

Students: I don't know. I've never seen that country.

Teacher: Do you recognize any landforms on this map that look familiar?

Students: Hm. Oh! Is that Cape Cod?

Teacher: What else do you recognize now?
 Students: That must be the St. Lawrence River, and that's got to be Hudson Bay.
 Teacher: So what is this map supposed to show?
 Students: North America.
 Teacher: What else do you see on this map?
 Students: There are pictures of trees and animals.
 Teacher: Why do you think they drew pictures of trees and animals on this map?
 Students: There must have been a lot of trees and animals there.
 Teacher: Why do you think someone would have drawn a map of North America in the first place?
 Students: Probably because people wanted to go there and they needed to know how to get around.
 Teacher: What could they possibly have wanted from North America?
 Students: The trees and the animals?
 Teacher: What good are trees and animals? Why would people want them?
 Students: You can build things out of wood from trees.
 Teacher: Like what?
 Students: Houses, boats, furniture. Lots of things!
 Teacher: Well what would someone want animals for?
 Students: For pets?
 Teacher: What animals are drawn on this map?
 Students: Is that a beaver?
 Teacher: Would you want a beaver as a pet?
 Students: No!
 Teacher: What do you think people wanted the beaver for?
 Students: Maybe for its fur?
 Teacher: What do you see on this part of the map?
 Students: It looks like a group of men talking.
 Teacher: How do they look?
 Students: They look rich, and they look like they're making a decision.
 Teacher: How do you think they got rich? Standing there in the middle of North America?
 Students: Maybe by selling the wood from the trees and the fur from the beaver.

Other effective instructional and structural practices:

Experiential Learning - Successful Start Academy believes in the principles of experiential learning, that “people learn best by doing” and that “learning is the driving force in human growth and development.” Experiential activities range from simulated “life” experiences in the subject areas of history and governance to math and the sciences. Successful Start Academy will feature both in-school experience-based learning units that are connected with field trips and community-based learning experiences.

Extended day and year - Successful Start Academy’s approach to improving student learning includes extending required instruction time. Research shows that many

students need additional time to master academic skills and knowledge. Commentators have noted that:

Today's practices—different standards for different students and promotion by age and grade according to the calendar—are a hoax, cruel deceptions of both the students and society. Time, the missing element in the school reform debate, is also the overlooked solution to the standards problem. Holding all students to the same high standards means that some students will need more time, just as some may require less. Standards are then not a barrier to success but a mark of accomplishment. Used wisely and well, time can be the academic equalizer (Prisoners of Time, April, 1994; see also Prisoners of Time—Research, September 1994, National Education Commission on Time and Learning.)

The extended school year enable students to graduate with significant more schooling than other children.

Small School and Class Size - A 1998 U.S. Department of Education report “Reducing Class Size: What Do We Know?” points to research concluding that reducing class size is related to increased student learning. Studies have shown that smaller class sizes result in increased student achievement, reduction in discipline problems, increased instructional time for teachers and more individualized attention. Although all students benefit from smaller classes, research shows that effects are greatest for disadvantaged and minority students. At the elementary level, experts recommend class sizes of no more than 25 children. Each class contains no more than 25 students. Because performance improves in small school settings, we divide the larger schools into smaller “Small Learning Communities” of 75 to 150 students from all grade levels. A team of seven teachers and tutors work in each Small Learning Community. Supplemental instructors and learning specialists – including curriculum specialists focusing on teacher development – “float” among the Small Learning Communities.

Along with small class sizes, teachers and students often stay together for two to three years in the early grades. Experience with the Mosaica “Primary Care” model as well as research indicates that children benefit from remaining with the same teacher over two to three grades—a practice commonly called “looping.” The research on looping is replete with its benefits, including children feeling more secure and less anxious moving to the next grade level, and teachers being able to develop stronger relationships with students and parents.

Rigorous Morning Curriculum Devoted to Basics - According to the report “America’s Challenge”, continuous and challenging instruction in core subjects improves student performance. The report indicates that that systematic and stimulating (rigorous) exposure to fundamental knowledge in core subjects is associated with higher scores on knowledge-based tests for reading, writing, math, and science. Teachers instruct students in reading (including phonics for K-2), writing, arithmetic and science every day in the morning without exception. The reading is literature-based and

drawn from classical and multi-cultural works. Students are immersed in an experiential-based math and science program.

Integrated Social Studies/Humanities Program - In addition to the rigorous core curriculum, we plan to use an integrated humanities/social studies curriculum which combines Association of Supervision and Curriculum Development (ASCD), Core Knowledge, and international content standards with constructivist teaching practices and the philosophy of Dr. Howard Gardner (see below).

Teaching to Multiple Intelligences - Successful Start Academy recognizes different domains of ability, or “intelligences”, as described by Dr. Howard Gardner. Gardner’s Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children likely have expertise in other areas, such as music, spatial relations, or interpersonal skills. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. Our program seeks to capitalize on children’s various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

No Tracking by Ability – Successful Start Academy is committed to providing all students with a first-rate education and believes that early tracking often polarizes students into winners and losers and becomes a self-fulfilling prophecy. A substantial body of research suggests that tracking generally fails to increase learning and has the unfortunate consequence of widening the achievement gaps between students judged to be more able from those judged less able. We realize that children have varying abilities and we accommodate their differences through personalized learning plans, use of tutorials, adaptive curriculum-based software and constructivist teaching practices.

Use of Technology - The national average student-to-computer ratio ranges from 8:1 in low-economic districts to 5:1 in affluent districts; our schools have a target ratio of two or three students to one multimedia computer. In addition, every teacher and administrative staff member is assigned a laptop computer. All of the computers are networked and have Internet access. Successful Start Academy will feature-rich multimedia to supplement all facets of learning - Math, Science, Language Arts and the curriculum, and infuse technology into our experiential activities. In-class computer usage improves student learning in two main ways. First, computer software allows frequent monitoring of student progress at individual and class levels. Second, it enables students of different abilities to work at levels that challenge them.

Successful Start Academy will use the Compass Integrated Learning System to supplement teacher instruction and track student progress in math and language arts. Compass Learning aligns with state standards and national standardized tests. It provides detailed reports to help evaluate individual students’ needs, provides information for use in parent conferences, guides instructional decisions, and assesses

progress toward critical goals. The software's "adaptive" features allow struggling students to experience successes while motivating able learners to extend their reach.

Personalized Student Achievement Plans (PSAPs) - In a coordinated analysis of initial base-line test results, teacher assessments of student learning style and current learning levels, parent input, student self-analysis, and any requirements delineated in existing IEPs, staff at Successful Start Academy designs personalized learning plans for every student. These plans become the basis for monitoring individual student achievement. As students grow and master skills, the learning plans are modified to reflect increasing levels of challenge or emphasize areas of weakness that require intensive focus. These plans allow the leadership, teachers, parents, and the students to consistently document and reflect on learning successes or on-going needs. The use of Compass Learning software tutorial program enhances the ease of modifying student plans by offering "real-time" student assessments in Reading / Language Arts, Mathematics, and ESL or Bilingual education.

OASIS Before and After School Program - The OASIS Program, an acronym for "Opportunities After School for Intellectual Success," is committed to providing children with various enriching and rewarding experiences that enhances their childhood memories about school and learning. We believe that by being actively involved in our program, each child has increased opportunities for developing social, psychological and academic growth.

The OASIS program has been developed to assist parents in providing their school-age children the opportunity to relax, study, and involve themselves in personal interests in a safe environment when they are not in school. The program does not duplicate the educational program, but rather supplements the program in a recreational manner. The Compass Learning software program is used during OASIS as an academic tutorial.

Daily Sample Schedule

	Sample Small School Schedule									
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	
8:00-8:15	Morning Mtg	Morning Mtg	Morning Mtg	Morning Mtg	Morning Mtg	Morning Mtg	Literacy A	Math B	Science C	8:00-8:15
8:15-8:30	Literacy 120 min.	Literacy 120 min.	Literacy 120 min.	Literacy 120 min.	Literacy 120 min.	Literacy 120 min.	90 min.	90 min.	90 min.	8:15-8:30
8:30-8:45										8:30-8:45
8:45-9:00										8:45-9:00
9:00-9:15										9:00-9:15
9:15-9:30										9:15-9:30
9:30-9:45										9:30-9:45
9:45-10:00	8:15 - 10:15	8:15 - 10:15	8:15 - 10:15	8:15 - 10:15	8:15 - 10:15	8:15 - 10:15	8:00 - 9:30	8:00 - 9:30	8:00 - 9:30	9:45-10:00
10:00-10:15										10:00-10:15
10:15-10:30										10:15-10:30
10:30-10:45										10:30-10:45
10:45-11:00										10:45-11:00
11:00-11:15										11:00-11:15
10:15-10:30	Specials 45 min.	Specials 45 min.	Math 90 min.	Math 90 min.	Math 90 min.	Math 90 min.	9:30-11:00	9:30-11:00	9:30-11:00	10:15-10:30
10:30-10:45										10:30-10:45
10:45-11:00										10:45-11:00
11:00-11:15										11:00-11:15
11:15-11:30										11:15-11:30
11:30-11:45										11:30-11:45
11:00-11:15	Math 90 min.	Math 90 min.	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	11:00-11:15
11:15-11:30										11:15-11:30
11:30-11:45										11:30-11:45
11:45-12:00										11:45-12:00
12:00-12:15										12:00-12:15
12:15-12:30										12:15-12:30
11:15-11:30	11:00 - 12:30	11:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Specials 45 min.	Specials 45 min.	Specials 45 min.	11:15-11:30
11:30-11:45										11:30-11:45
11:45-12:00										11:45-12:00
12:00-12:15										12:00-12:15
12:15-12:30										12:15-12:30
12:30-12:45										12:30-12:45
12:00-12:15	Lunch	Lunch	Science 60 min.	Science 60 min.	Science 60 min.	Science 60 min.	90 min.	90 min.	90 min.	12:00-12:15
12:15-12:30										12:15-12:30
12:30-12:45										12:30-12:45
12:45-1:00										12:45-1:00
1:00-1:15										1:00-1:15
1:15-1:30										1:15-1:30
12:15-12:30	Lunch	Lunch	Science 60 min.	Science 60 min.	Science 60 min.	Science 60 min.	90 min.	90 min.	90 min.	12:15-12:30
12:30-12:45										12:30-12:45
12:45-1:00										12:45-1:00
1:00-1:15										1:00-1:15
1:15-1:30										1:15-1:30
1:30-1:45										1:30-1:45
12:30-12:45	12:30-1:00	12:30-1:00	Specials 45 min.	Specials 45 min.	Specials 45 min.	Specials 45 min.	12:15-1:45	12:15-1:45	12:15-1:45	12:30-12:45
12:45-1:00										12:45-1:00
1:00-1:15										1:00-1:15
1:15-1:30										1:15-1:30
1:30-1:45										1:30-1:45
1:45-2:00										1:45-2:00
1:15-1:30	12:45-1:45	12:45-1:45	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	Paragon 90 min.	Paragon 90 min.	Paragon 90 min.	1:15-1:30
1:30-1:45										1:30-1:45
1:45-2:00										1:45-2:00
2:00-2:15										2:00-2:15
2:15-2:30										2:15-2:30
2:30-2:45										2:30-2:45
1:45-2:00	Paragon 90 min.	Paragon 90 min.	Paragon 90 min.	Paragon 90 min.	Paragon 90 min.	Paragon 90 min.	1:45 - 3:15	1:45 - 3:15	1:45 - 3:15	1:45-2:00
2:00-2:15										2:00-2:15
2:15-2:30										2:15-2:30
2:30-2:45										2:30-2:45
2:45-3:00										2:45-3:00
3:00-3:15										3:00-3:15
2:00-2:15	2:00 - 3:30	2:00 - 3:30	2:00 - 3:30	2:00 - 3:30	2:00 - 3:30	2:00 - 3:30	1:45 - 3:15	1:45 - 3:15	1:45 - 3:15	2:00-2:15
2:15-2:30										2:15-2:30
2:30-2:45										2:30-2:45
2:45-3:00										2:45-3:00
3:00-3:15										3:00-3:15
3:15-3:30										3:15-3:30
3:15-3:30	Homeroom/dismissal									3:15-3:30

- Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.

Goal 1: All students at the Successful Start Academy will become proficient readers and writers, and become mathematically numerate.

Objectives: The number of third through fifth grade students attending the Successful Start Academy for the first full year and each subsequent full year who perform at the proficient or higher on the state assessment in Reading/Language Arts and in Math will increase by 10% in the aggregate by grade by year. These percentage goals will be cumulative – in the event that a goal is not reached, the percentage will still increase by a full 10% from the targeted goal.

Goal 2: All students at the Successful Start Academy will make strong yearly progress in reading/ELA, math, science, and social science.

Objectives:

- Kindergarten and first grade students attending the Successful Start Academy for the first full year and each subsequent full year will make 2.5 NCEs of growth in

- the aggregate by grade on the Reading and Math portions of the Scantron Performance Series between the beginning and the end of that first full year.
- Second through fifth grade students attending the Successful Start Academy for the first full year and each subsequent full year will make 2.5 NCEs of growth in the aggregate by grade on the Reading/ELA, Math, Science, and Social Science portions of the Scantron Performance Series between the beginning and the end of that first full year.
- Sixth, seventh and eighth grade students attending the Successful Start Academy for the full year beginning 2013, 2014, and 2015 respectively and each subsequent full year will make 2.5 NCEs of growth in the aggregate by grade on the Reading, Math, Science, and Social Science portions of the Scantron Performance Series.
- Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

NA Successful Start Academy is K-8

- The school calendar (must provide instruction for a minimum of 185 instructional days)(G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.

Proposed 2013-14 School Calendar

Month	School Days	Holidays	Professional Development Days
August 2013	10	0	August 1-16, 2012
September 2013	20	1 - Labor Day (9/2)	September 13, 2012
October 2013	22	0	October 4, 2012
November 2013	18	2 – Thanksgiving (11/28-11/29)	November 1, 2012
December 2013	15	7 – Winter Break (12/23-1/1)	
January 2014	20	2 – New Year’s Day (1/1) Dr. MLK Day (1/20)	January 17, 2013
February 2014	19	1 – Presidents Day (2/18)	February 14, 2013 (1/2 day)
March 2014	21	0	March 13, 2013 (1/2 day)
April 2014	17	5 – Spring Break (4/21-25)	April 19, 2013 (1/2 day)
May 2014	21	1 – Memorial Day (5/26)	
June 2014	17	0	
	200	19	19

Successful Start Academy’s approach to improving student learning includes extending required instruction time. Research shows that many students need additional time to master academic skills and knowledge. Commentators have noted that:

Today’s practices—different standards for different students and promotion by age and grade according to the calendar—are a hoax, cruel deceptions of both the

students and society. Time, the missing element in the school reform debate, is also the overlooked solution to the standards problem. Holding all students to the same high standards means that some students will need more time, just as some may require less. Standards are then not a barrier to success but a mark of accomplishment. Used wisely and well, time can be the academic equalizer (Prisoners of Time, April, 1994; see also Prisoners of Time—Research, September 1994, National Education Commission on Time and Learning.)

The extended school year enables students to graduate with significant more schooling than other children.

- A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Successful Start Academy will implement numerous diagnostic strategies in order to 1) determine student educational needs, and b) measure improvement in performance over time. Below, we provide a summary of the assessments we plan to use to monitor student performance, the frequency of testing, and the grade levels to be tested.

Assessment	Frequency	Description	Grade Levels Tested
Compass Learning	Ongoing, weekly and as needed	Computer (ILS) assessment. Determines mastery of core subjects	K-8
Scantron Performance Series	Quarterly	A computer-adaptive test that lets teachers quickly determine the proficiency level of student on specific state standards.	K-8
Scantron Achievement Series	Quarters 1-3	A content-neutral, highly flexible testing product that teachers use to develop and administer online assessments.	K-8
State Assessments	Annually for most grades.	State mandated criterion-referenced test.	3-8
Portfolios	Ongoing, weekly	Utilized as authentic assessments documenting student achievement over time.	K-8
Performance-based assessments	Ongoing, as needed	Includes science experiments, dramatic & oral presentations, video productions, and research projects.	K-8
DIBELS	Ongoing, as needed	Determines mastery of reading subjects, ensures that students' individual needs are met.	K-8

All incoming students will be screened for learning readiness; all students undergo pre and post tests using the Scantron Performance Series; the Compass Learning software permits ongoing individual student and cohort group assessment; and Scantron Performance Series and Achievement Series results provide specific data on instructional targets for the state standards.

Successful Start Academy will administer all required state assessments including:

- End-of-grade tests in reading and mathematics at grades 3–8
- End-of-grade test in science at grades 5 and 8
- End-of-course tests in English I, Algebra I, and Biology (English II replaces English I and Math I replaces Algebra I starting 2012-13)
- *NCEXTEND1*, Alternate Assessment for reading and math at grades 3–8 and 10 and science at grades 5, 8 and 10
- *NCEXTEND2*, Alternate Assessment for EOG reading and math at grades 3–8 and science at grades 5 and 8
- WIDA ACCESS Placement Test (W-APT™)1 – Initial Testing for students identified as limited English proficient, ACCESS for ELLs assessment—Yearly assessment for students identified as limited English proficient,

Standardized testing: Standardized testing such as the Scantron Performance Series will enable our school to assess their accomplishments in generating adequate yearly progress, addressing individualized education programs, and moving student achievement above national norms. We use assessments not just as scorecards, but as tools for adjusting curricula and as an approach to better achieve our rigorous academic goals. All new students (and all students in a new school) are given a standardized assessment at the beginning of a school year and at the end of the school year, thus enabling the school to assess on an individual basis, as well as class- and school-wide the progress achieved during the school year. In addition, school-wide results are compared to peer-group schools and local and national results.

Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning individual and group activities such as science experiments, math problems, dramatic and oral presentations, video productions, research, etc.

Criterion-referenced tests in Core Subjects: These are specifically designed for gathering detailed information about how well a student has performed on each of the educational goals of the curriculum.

Authentic assessments using portfolios—print and multimedia: Portfolios document students' work, display a command of skills and content, and provide insight into the learning process over time. These include student work samples along with observations and evaluations of student learning and performance by the student, school staff, parents and peers as applicable.

Documentary assessments: These assessments involve organizing the information a teacher collects regarding a student's learning process and achievements. Interpretations of these assessments are used to individualize curriculum and instruction.

Writing exercises, both in-class and take-home: Like projects and portfolios, these challenge students to articulate what they have learned and what they think. Here, the focus is specifically on writing – the two formats, in-class and take-home – present different challenges: writing against deadlines in two different contexts.

Group project presentations: Project-based learning is at the forefront of progressive education today, and strong group projects present cross-curricular problem-solving and teamwork challenges that emulate real-world experiences the students encounter in work and higher education. As a part of group-project work, students are challenged to make insightful, constructive assessments of their own work and that of their peers.

Computer-adaptive assessments: These assessments have the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students and classes, entire grades, and the whole school. We educate teachers in making these the most frequent assessment they do, utilizing the weekly reports of student performance generated by the online program to identify areas for improvement in curriculum design and delivery across groups of students as well as at an individual level.

Existing performance data is obtained from each student upon enrollment. Data from ongoing assessments, annual tests, pre and post-testing and the other forms of assessment mentioned above is logged and kept in each student's individual file and as part of each student's PSAP. The Scantron Performance Series is also taken as a pre and post-test (twice annually) by all students. Baselines are established within the first three months of the school year. Once a baseline has been established, performance are measured annually (state assessments) and from the beginning to the end of each term (Scantron Performance Series). Other assessments are performed as needed. Successful Start Academy will use assessment data to monitor and improve achievement for all students.

Successful Start Academy uses a data driven design to guide instruction. All students receive baseline testing yearly to help determine the appropriate course of instruction. Additional benchmark testing (SCANTRON Performance Series) is done three times per year to monitor gains. In addition, teachers will use Scantron Achievement Series to monitor progress on specific strands via curriculum based measures (weekly is the goal). Through this testing teachers can identify specific areas of needs and address them throughout the year. These results along with any other data gathered in a student's cumulative file help form the basis of the Personalized Student Achievement Plan (PSAP). The PSAP is done for each student at Successful Start Academy at all grade levels. It allows teachers, Parent/Guardians, and the student to sit down, look at data, and establish goals. The PSAP is then revisited by this same team quarterly and revised as necessary. The baseline testing done in fall is repeated with a midyear testing in January and an end of year test in May. This allows teachers to track and document student strengths and weaknesses by content strand and according to North Carolina state standards. (PSAP form is attached at the end of this section).

- Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.

As stated above in the Proposed Purpose section, Successful Start Academy provides teachers with ongoing training and devotes at least 20 days the first year and 15 days each additional year towards professional development. Teachers new to Successful Start Academy will receive and participate in two weeks of pre-service training. This proprietary training gives teachers a solid set of tools, strategies and resources to help them implement the curricula successfully—and bring success to students. Week 1 of pre-service training is presented by

Mosaica Education staff in a style that models the effective teaching strategies teachers are to use in their classrooms. Not only do participants learn about effective teaching strategies, they experience them. During each day of the five-day training, teachers explore, practice, and apply pedagogical philosophies, and strategies in community building, classroom management, informal and formal assessment, and effective teaching. Teachers also create an Interactive Training Binder—an organizational tool modeled after a similar binder used by Successful Start Academy students in Paragon Humanities. In this binder, they organize their research, handouts, reflections, questions, and answers. By the end of week 1, they have a useful reference tool that they will refer to throughout the next week of training, the first week of school, and beyond.

During Week 2 of pre-service training, new teachers are joined by returning teachers. During this week, teachers apply their new knowledge--gained during Week 1--even more specifically. Teachers work together to become familiar with their curricula, identify and apply effective teaching strategies, and connect with standards. Teachers then write lesson plans to reflect these goals. They also practice implementing lessons for their peers and supervisors—gaining valuable feedback to ensure that their first days in the classroom are confident and successful.

During training, teachers also receive brief checklists outlining the essential elements that will be evident as they teach language arts, math, science, and Paragon. They understand that these checklists can and will be used by their Curriculum Implementation Specialist and CAO for informal visits to their classrooms. These checklists serve as excellent tools for discussion, feedback and tracking of teacher growth. Teachers are encouraged to keep their checklists in a prominent or easily accessible place so that they have an on-going reminder of key aspects of an effective classroom.

Teachers receive on-going support from their Curriculum Implementation Specialists during weekly grade group meetings and an additional 5 in-service days throughout the year. During these meetings Curriculum Implementation Specialists address teachers concerns and provide additional information, resources, and strategies to ensure that teachers continue to create classrooms that foster student achievement. A Successful

Start Academy newsletter is also sent out to educational staff on a regular basis, providing them with updates, hints, reminders, and other information that will support them in meeting the needs of their students.

In-service education at the Charter School will be tailored to the student population and to instructional strategies. Several strategies will support ongoing teacher training. One or more in-house curriculum specialists provide regular in-classroom teacher training and curriculum support. These Curriculum Implementation Specialists provide ongoing professional development, pedagogical training and classroom support. In weekly grade group meetings for Paragon, teachers will engage in collaborative planning with colleagues which tailors the curriculum to the specific needs of students and that draws effectively on the talents, passions and resources of teachers, Parent/Guardians, and community members. Workshops provided for teaching staff will include, but are not limited to, reclaiming youth at risk, resiliency training, the Paragon Curriculum, the application of technology in instructional settings, standards, assessment, and the development of instructional learning work plans.

To reward excellence in teaching and mentoring, Mosaica Education has a professional track including a variety of seminars and conferences teachers may attend based on their individual professional development plan. The Charter School will allocate resources to professional development opportunities as part of our efforts to attract and maintain highly qualified staff. Successful Start Academy will also work to implement strategies to ensure that we do not lose our most valuable resource—trained, committed teachers—to the competition, be it charter, district, or private. New charter schools tend to attract risk takers who are excited by the possibility of starting from scratch and creating a new school of choice in communities that have had few or no educational options. Such staff members energize the school and contribute to the vitality and flexibility that will undoubtedly become a defining tenet of the Charter School's school culture.

- An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.

Successful Start Academy will implement a Response to Intervention (RTI) model to address the needs of students not performing at grade level. A team of teachers, support personnel and administrators will establish the process necessary to determine the “Why, What, Who, and When” for every student. “Why” are they not achieving, “What” is being done and has happened in the past. “Who” is responsible for implementing the intervention and “When” do we need to reevaluate the effectiveness of the intervention.

Successful Start Academy will utilize the RTI model's three distinct tiers of service delivery. The majority of students will need only Tier 1 services, the least expensive and most broadly available options for serving needs. A smaller percentage of people,

however, will need more specialized assistance, or greater “dosages” of intervention: Tier 2. The third tier is reserved for those people who need the most intense assistance. The success of this intervention model hinges on teachers’ and administrators’ ability to meet the needs of the students in the primary and secondary interventions as possible, thereby concentrating resources on those students most in need of intensive aid, those in Tier 3.

In applying the RTI model on a school wide basis, the team may need to change the allocation of resources and reengineer their design and delivery of instruction in keeping with the tenets of the three-tier approach. Such reallocation of resources is projected to boost the academic performance of all students, not just those undergoing screening for possible entry into special education programs.

Successful Start Academy implements the RTI model by following these key aspects:

Screening: Placement tests, used in conjunction with any other assessment portfolio information we have on the student and placement according to that screening (of course we never use one data point – and it does not apply to certain populations such as students with IEPs or ELL).

Progress Monitoring: MTP works with the school to implement student assessments with fidelity. Students are given regular assessments to determine progress towards the state standards. Students with IEPs have goals and objectives with skills that are directly linked to state standards and benchmarks, and weekly probes are taken to progress monitor students toward the annual goals and objectives.

- For students who are making progress, we consider them “responding to the intervention”. These are school-wide supports.
- For students not responding to the school-wide supports, we move to the next level.

Intervention:

- This first level of secondary support would be to use the progress monitoring and achievement data to identify students at risk.
- Group interventions are usually done for a period of “X” weeks, and the students re-assessed. Student responding to this intervention are either continued or removed from the intervention, depending on progress. Students not making progress are considered “Not responding to the intervention” and are moved to the next level.
- Secondary support is broken down into a series of 1-3 interventions over time that are developed very individually for the student based on the area of concern (by this time, we have a great deal of data to support what this area of concern is). Approximately 4 week interventions are put in place and progress monitored. Students that respond to the intervention and make progress are often faded back to secondary levels of support, and hopefully faded back completely to independence. Students not responding to the interventions (with at least 12 weekly data points over time to support this) are then referred for additional evaluations (full and individual multidisciplinary evaluation). An intervention is

put in place and we continue to attempt during the time of evaluation. After all of the data from the evaluation is in, the team meets again to determine the most appropriate course of intervention:

- Continued general education interventions
- Long term intervention through a qualifying condition via special education.

Throughout this process a case manager is determined and clear records are kept to monitor the progress of the student. Policies and procedures are established to ensure data is collected and information is communicated vertically and horizontally on to ensure all stakeholders are in the loop. Roadblocks to services and interventions are eliminated through this communication with all critical stakeholders including those in the community. As will be further described below, the selection of the appropriate interventions is just as critical as the process the school goes through to determine the needs of the students.

- Details in how the proposed charter plans to involve parents and community members within the school.

Increased parental involvement in a child's education directly impacts student achievement rates. The founding board shares common goals towards the involvement of parents in their students' education. The founding board seeks to increase opportunities for whole families by empowering parents with confidence and trust in the educational setting. Therefore, school leaders, teachers and board members will personally invite and encourage parent participation in all facets of the school's operation.

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The Successful Start Academy will conduct parent meetings in churches and other gathering places in the community. These meetings will follow several direct mail and personal campaigns in both English and Spanish are targeted to the immediate area surrounding the school location.

The unique and promising programming at the school will offer an intriguing and unprecedented choice in the district. Board members and Mosaica staff will work to bring a network of community-based education opportunities to the doors of the school. These learning partnerships – with museums, businesses, science labs, etc. - will play an additional role in our marketing plan.

- Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school’s process for identification and service of these students.

Successful Start Academy embraces the value that all students can achieve excellence. To help each child to do so, all students will receive a Personalize Student Achievement Plan (PSAP). As previously discussed, PSAPs help at-risk students improve self-esteem issues while providing a supportive system in which they can achieve positive learning experiences. And, by engaging the multiple intelligences, our integrated humanities program will help all students succeed and find learning paths. Students will be taught through a variety of hands-on learning methods that speak to multiple intelligences and draw-out learners who need sensory teaching. See below for a thorough description of our plan to meet the needs of Special Needs, Gifted, ELL and students with 504’s.

- Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.

Extra-curricular Activities - Extracurricular activities will, in large part, be driven by student interest and available facilities and resources; therefore, we will shape our extracurricular programming with those inputs. Club and/or team activities may include chess, debate, science and math programs, and/or young business leaders programs. Also, through Mercury Online, students will be able to pursue enrichment across a wide range of subjects. The following are examples of some of the types of programs that we will propose:

Arts	Chorus, Drama, Dance, Drawing/Painting/Sculpture
Sports	Baseball, Basketball, Soccer
Math/Science-based Activities	Chess, Math Counts, Science Olympiad, Whiz Kids Science Experiments Club, “Green” Club (environmental concerns/activities), Debate (math/science focused), rocketry club

In addition to after school tutoring for academic support, student clubs like “Strong Young Ladies” and “Boys to Men” allow students gender specific, safe groups in which to process issues and questions that arise. All of the efforts provided (school-wide, classroom based, small group or individual supports) are designed to help students feel safe at school and to promote a school environment that is truly an emotionally and physically safe space where students are able to let down their defenses. Once they do so, we see the students engage in exploring questions and ideas that are important to them, opening them up to taking chances, experiencing success and growing into developing their full potential.

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall 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.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Students with Disabilities:

Successful Start Academy shall provide state and federally mandated services for students with disabilities. The Successful Start Academy will implement a series of effective practices that seek to identify at-risk students at the point of enrollment and prescribe the necessary instructional interventions that will meet the needs of individual students.

One such model is the Teacher Support Team Program (TSTP) developed by Chuck Stockwell, a long-time educator and school founder. TSTP meets recommendations issued by the President's Commission on Excellence in Education Report in 2001 and requirements under NCLB. TSTP is a general education service delivery approach that ensures compliance with special education legislation. A trainer will work with school staff to organize teams of expertise, train staff on the process of screening all students for foundational skill readiness (spoken language, motor, ocular motor and reading) and design 10-week interventions to build skills in these areas. This process correctly identifies students that merely lack foundation skills and need quick training and greatly reduces the number of students who are misplaced in special education. It also permits students who require more long-term services to receive appropriate attention. This is a model, therefore, designed to prevent learning failure.

Research shows that successful programs for at-risk students have low student-to-teacher ratios, provide supportive services, and emphasize flexibility by tailoring the curriculum to the learning needs of the individual students. Successful programs are often innovative, providing alternatives to traditional promotion policies, and structuring curriculum in nontraditional ways. The Successful Start Academy program will implement these strategies as well as provide Personalized Student Achievement Plans (PSAPs) to help at-risk students improve self-esteem issues while providing a supportive system in which they can achieve positive learning experiences. And, by engaging the multiple intelligences, our integrated humanities program will help all

students succeed and find learning paths. Students will be taught through a variety of hands-on learning methods that speak to multiple intelligences and draw-out learners who need sensory teaching.

In addition, we note that five social factors associated with “at risk” youth --- poverty, race and ethnicity, family composition, mother’s education, and language background -- - need specific consideration when working to improve student performance and parent participation. While these factors do not automatically condemn a youth to school failure, the presence of one or more increases its possibility. According to research, children growing up in single-parent households frequently spend much of their childhood in poverty and often score lower on academic tests than do children living in two-parent homes . Students who are both low income and minority status are at an even higher risk.

Another advantage to the Successful Start Academy’s proposed program is our extended school day and school year. Additional instruction time provides students with needed time to master content. For students requiring additional assistance, we will offer after-school tutorials. By not tracking students academically, we avoid labeling and lowering expectations for some students at a young age; the philosophy of the School is that all students work on an equal playing field, with systems in place that foster an individualized learning pace, with high, yet appropriate expectations for all. The long-term relationships students and families build with school staff will help identify and nurture students who might otherwise slip through the cracks in a more institutional school environment.

In addition to the TSTP model described above, which aims to identify students requiring pre-requisite skill-building and lowers the prevalence of unnecessary special needs placements, Successful Start Academy will have a comprehensive special needs program which operates within an immersion environment.

In addition to the process listed above, Successful Start Academy will follow the procedures listed below to ensure all students receive a high quality education.

Child Find and Communication

Successful Start Academy recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be made available to all these children. To ensure compliance with these Child Find provisions of IDEA, the school will put in place the following processes:

- When a parent/guardian is informed via a letter that his/her child has a place on the school’s roster, that parent/guardian will be advised that any child who has an IEP or may be suspected of having a disability is entitled to special services and that the school’s CAO should be made aware of the child’s circumstances.

- The letter will include:
 - Records Release Form to authorize the school to obtain the student's records from his/her prior school
 - Request for a copy of the IEP
- The school will contact the appropriate school district administration to obtain records for each enrolled student.
- The school will also send to the appropriate school district's Committee on Special Education a list of the enrolled students from that district to determine if there are any students with IEPs or suspected of having disabilities to ensure that no student "falls between the cracks."
- The school will include, in its professional development training in the weeks prior to the school's opening, explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability.
- The charter school will take steps to ensure that students are given opportunities to use all aspects of the school's curriculum to enhance their unique skills and interests. Given the engaging nature of the Paragon Curriculum it is hoped that students who are interested in music, drama or art might find that success in those disciplines will boost their confidence and help them overcome or compensate for difficulties or disabilities in other subject areas.

Evaluations and IEPs

Students can be referred to special education by either the Student Support Team (SST) or by the parents. Such referrals will result in a review of all current data regarding that child and the evaluation review team will determine if any further data is needed to determine if the student has a disabling condition that is serviceable under IDEA. This review will take place no later than 10 days after the referral. The evaluation review team will consist of: an administrative representative; the parent; a general education teacher that services the student; a special education teacher or provider and a potential evaluator (such as a psychologist or social worker). Other members as deemed appropriate by the school or the parent may be involved in the review. If the team determines that additional data is needed to determine if there is a presence of a disability, an evaluation plan will be developed. In order for the school to carry out such a plan, the parent will need to consent to the plan in writing in accordance with IDEA. The school will contract for psychological or other services to carry out the evaluation plan. Copies of the evaluation results will be provided to the parents prior to an IEP meeting. An IEP team will convene to determine the status of eligibility for services under IDEA (using state and federal guidelines updated in 2007) and will take place no more than 60 days following the parental consent to evaluate.

Any student eligible for services under IDEA will undergo a review of current and past data at least every three years. If the team (including the parent) determines

appropriate (or if requested by the parent), the school will re-determine eligibility in an IEP team meeting. If the team (including the parents) determines that enough data exists to determine that a student continues to have a disability under IDEA and continues to be eligible under IDEA, an agreement will be entered into that no evaluations are necessary (for at least three years or until a determination is made that they are needed). Reevaluations will also be conducted to determine if a student is no longer eligible for services or for the purposes of exiting a student from special education programs or services in accordance with IDEA.

Any student identified with a disability that meets eligibility requirements under the Individuals with Disabilities Act and the administrative rules for special education for the state of North Carolina (including the requirement that the disability have an adverse impact on progress or participation in the general curriculum), will receive appropriate programs and services as set forth in the student's Individualized Education Plan (IEP). An IEP will be developed when the IEP team determines that a student is eligible for special education services under IDEA (as outlined in the aforementioned section). The IEP team will consist at a minimum: an administrative representative (who has authority to commit the resources of the school/district/LEA); the parent; a general education teacher that services the student; a special education teacher, and the student if transitions to adult services are to be considered. Current data is reviewed and a statement expressing present levels of academic achievement and functional performance will be developed, with corresponding observable and measurable goals set for the student. These goals will be carried out using a variety of service delivery options. A full continuum of programs and services will be considered with a placement decision to carry out the IEP in the least restrictive environment (LRE) that is appropriate for the student. Highly qualified special education teachers will be hired to facilitate the implementation of the IEPs, with the provision of such programming taking place either in the general education classroom or in a separate special education classroom, depending on LRE determination from the IEP team. The SST will determine the need for the provision of itinerant special education services such as: speech language impairments, hearing impairments, orthopedic impairments, vision impairments, as well as assistive technology and/or other related/supportive services, e.g., orientation and mobility, physical and /or occupational therapy, etc.

Progress on IEP goals will be provided to parents at least as often as progress is reported to parents of students without disabilities. IEP teams will meet to revise and update IEPs at least annually, but may also meet more often in order to modify the provision of programs and services or measurable goals when any member of the team indicates such a review is necessary.

Successful Start Academy views parents as vital members of the IEP team and will make every attempt to come to an agreement on the provision of special education programming and services to students with disabilities, however, we recognize that there are times when disagreement may occur. Upon receipt of a due process complaint, the academy will respond to the complaint within ten (10) days. Within fifteen (15) days of receiving notice of the due process complaint and prior to the

scheduled due process hearing, the academy will convene a meeting with the parents in attempt to resolve the situation (resolution session). Mediation may be sought to facilitate a successful resolution to the complaint. If a resolution cannot be reached within thirty (30) days of the complaint, a due process hearing will take place in accordance with IDEA, state regulations and District guidelines.

Family Educational Rights and Privacy Act

Successful Start Academy will ensure compliance with the Family Educational Rights and Privacy Act by following the steps noted below:

- Parents or guardians (or any student over the age of 18) who request to inspect or review a student's educational records will be asked to put the request in writing to the CAO specifying the record or records they want to review. All office staff will be advised of the process at the professional development training prior to the school's opening. Within 15 days of receiving the request, the CAO will make arrangements for access and notify the parents/guardians/student of the time and place where the records may be inspected.
- If a parent/guardian or eligible student requests that notations be added to student's records, they will be asked write a letter of request to the CAO, clearly identifying the nature of the additions. In addition, they will be asked to specify in their letter why they believe the information should be included in the student's file.
- All office staff will be advised of this procedure at professional development training prior to the school's opening.
- Parents/guardians and eligible students will be provided their right to consent to any disclosures of personally identifiable information contained in a student's educational record except if the disclosure is to school officials who need the information for legitimate and sound educational reasons. The charter school considers such "school officials" to be one or more of the following:
 - CAO
 - The student's classroom teacher/paraprofessional
 - Learning specialist/therapist
 - School nurse
 - Board member
 - Board attorney
 - Designated MEI employee
 - Parent/guardian serving on an official committee such as the Grievance Committee
- A school official must be fulfilling his/her professional responsibility to have a legitimate educational interest to review a student's educational record.

Communication

Parents/guardians of students with disabilities will be advised of student progress through parent conferences, report cards, updated personalized learning plans and by grade updates that will be provided via “back pack express” just as parents/guardians of students without disabilities. These communications will occur periodically throughout the school year as noted below:

<u>Conferences</u> – required meetings in which the student’s progress is discussed and samples of work provided	4 times per year
<u>Report Cards</u> – distributed at the parent conference (only mailed home on exception basis)	4 times per year
<u>Personalized Learning Plans</u> – either mailed home, given to parent or guardian when child is picked up, or sent home via back pack	4 times per year
<u>Grade Level Updates</u> – although not specific to the achievement of an individual child, provides parents and guardians with curriculum updates	2 times per year
<u>Paragon Night Performances</u> - the culminating event after each Paragon unit that allows parents and guardians to see student portfolios and performances and provides for informal conversations between teachers and parents/guardians	8 times a year

The School believes that the school and the family must be working in concert to have the maximum impact on the child’s development and, therefore, will strive to ensure that parents/guardians are in attendance at meetings, throughout the process, regarding their child so that their understanding of the child and his/her needs are discussed as a critical contribution to the development of the IEP. Meetings involving discussion of the needs of the individual student with disabilities will be scheduled so that parents/guardians will be able to attend. Parents/guardians will be involved in the following:

- Initial review and discussion about the individual student with the Home Study Team;
- Monthly meetings with the district’s committee on special education when their child’s IEP is being developed and/or progress discussed;
- Monthly personalized learning plan will also provide valuable information to parents/guardians as to how the student is progressing in meeting academic goals in each subject as well as achieving goals that are unique to their special needs.

Parent Satisfaction Surveys

Successful Start Academy intends to use Parent Satisfaction Surveys specific to special needs students in order for parents/guardians to have an opportunity to evaluate the quality of services provided to their child. The survey includes questions regarding the level of satisfaction concerning:

- The degree of involvement in the development of the IEP;
- The extent to which the parent/guardian's opinions have helped shape the special services their child is receiving;
- The quality of communication with the school and Special Education teacher;
- The progress being made in carrying out the special education plan for their child.

Although the survey is confidential, parents/guardians are provided with the opportunity to give their name and phone number if they want the CAO/Principal or another individual to contact them to discuss their comments.

School Site Procedures

Successful Start Academy will provide quality education to all students, including students with disabilities. The school will provide the services necessary for students with disabilities, offering a full range of potential programs and services. While the school is committed to educating students in the Least Restrictive Environment to the fullest extent possible, we also recognize that some students require programs and services that require specialized attention. The school will operate special education programming (such as Resource Rooms or other educational programming) that meets requirements set forth by the state. Ancillary services will be provided to students based on need as outlined on their Individualized Education Plan (IEP).

At Successful Start Academy, all students with disabilities will be assessed at the same intervals as students without disabilities. How students are assessed is determined at the IEP team meeting. Testing on a state level will take place by either taking the state assessment or state assessment with accommodations (as specifically determined by the IEP team and specified on the student's IEP). In addition, students will be assessed on a district level, using a standardized test such as the Scantron Performance Series. Students with disabilities are often assessed using these measures as well, and some are provided standard accommodations based on their disability as discussed by the IEP team and specified on their IEP. Oversight of the administration of the assessments is provided on site by the school's assessment coordinator. Additionally, reporting is provided regionally to MEI staff such as the Regional Directors of Curriculum Implementation and the Regional Director of Behavior and Special Education.

The Chief Administrative Officer is responsible for the implementation of each student's IEP (including designation of instructional staff for general education and special education instruction). In addition, MEI provides additional regional oversight in the area of special education. The Director of Behavior and Special Education provides oversight and review of special education compliance and programming, assists the

schools in setting up and implementing a school-wide program of Positive Behavior Support, and provides for professional development in the region in both disciplines (special education and behavioral support). The SST will act as a pre-referral intervention team, reviewing cases of students who need academic or behavioral intervention in the general education setting. Special Education staff will serve as consultants to the SST. Often such interventions can provide the support needed for a student to be successful in the general education setting without special education intervention. Students are, however, identified as needing referral to special education evaluations from this committee as part of the Child Find process. Other Child Find activities to locate and identify students needing special education services include parent referral, notices to parents of students enrolled as to the services available (full spectrum of services based on need), educational screenings and review of educational files and history.

The school's CAO and regional Director of Behavior and Special Education ensure that all Special Needs staff hold the required certifications and receive ongoing training and that the necessary data collection and student reporting processes are in place prior to school's opening.

While a full continuum of services will be considered for all students, typically, the following programs will be considered:

- Itinerant Services – where the specialized instruction (learning, life skills, emotional support, autistic support or multiple disabilities support) is provided to the student for less than 20% of the school day. This type of instruction may be provided directly to the student, and/or in collaboration with the general education teacher, with instruction specially designed to address that student's IEP goals and objectives.
- Specialized instruction programs that are Supplemental in nature, are programs in which instruction by the special education teacher provides programming 21-79% of the school day may include:
 - Emotional support. Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.
 - Learning support. Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.
 - Life skills support. Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.
 - Multiple disabilities support. Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.
 - OTHER: Other support programs are considered and included when the student population calls for such a setting (i.e.: Autism Support program)

- Full time services (where original instruction is provided by the special education teacher) is available to students for which the IEP team deems appropriate, but is usually reserved for the students with the most intense needs.

Services:

- Services that may be provided as appropriate to a student's IEP.
 - Speech/Language Services
 - Counseling and/or Psychological Services
 - Occupational Therapy
 - Physical Therapy
 - Orientation/Mobility or other visual impairment services
- Other services as outlined on a student's IEP

Students with Limited English Proficiency

Successful Start Academy shall provide state and federally mandated services for English Language Learners. We will strictly adhere to all state and federal guidelines for services for ELL/LEP students and families, including but not limited to provision of communications in their primary language, working with parents to determine what support they need to be highly involved in their child's education, providing access to needed supplemental services, and reporting to state and federal agencies as required.

Successful Start Academy has decided to opt to use an inclusion approach that incorporates elements of immersion and sheltered content. This approach will challenge students to quickly acquire English-language skills and will do so in a manner that keeps them closely involved in regular classroom life. Mosaica Education serves a number of schools with significant ELL populations and has developed a professional development program specifically designed to prepare foreign-language specialists to work effectively with English language learners using an inclusion approach.

The pre-service training program explores six effective teaching strategies for language teachers:

- Immersion
- Total Physical Response (TPR)
- Cross-Curricular Connections
- Reinforcing Parts of Speech
- Writing in a Foreign Language
- Listening in a Foreign Language

In addition to delving in depth into these strategies, this program also addresses the particular classroom-management challenges that arise in a classroom with various levels of ELL and native English speaking students, and it includes a discussion of how to effectively implement these six strategies. The ELL instructor and the Curriculum Implementation Specialist will coordinate with classroom teachers to see that strategies are being implemented effectively.

Teachers at Successful Start Academy will be expected to tailor the content and vocabulary they use with their given classes to a level appropriate to the students they are teaching. Methods for doing so, and for including/involving ELL students in classroom exchanges, are important components of Successful Start Academy's planned teacher professional development.

Whole-group response opportunities incorporated in Imagine It! will also help to provide a comfort level for ELL students, encouraging them to begin to participate in spoken English.

A Mosaica Education language specialist versed in effective teaching strategies for ELL instruction will provide this professional development instruction. ELL instructors will be certified and will comply with the qualification for their specialty as set forth by the State DOE.

ACCESS for ELLs will be administered annually to all English language learners. ACCESS for ELLs will be used to determine the English language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing. Students attaining proficiency on ACCESS for ELLs will be exited from services.

Students exited from the ELL program will continue to be monitored. Analysis of classroom performance through classwork and standards-based assessments will be conducted by the classroom teacher to ensure students are maintaining proficiency levels and demonstrating the ability to learn commensurate with other grade level students. Students that are struggling will be identified for additional intervention instruction and/or tutoring to address identified skills.

Non-native English-speaking students at Successful Start Academy will encounter a focused first-year "Portal Program" that builds English vocabulary and cultivates an understanding of U.S. customs and culture as a special extension of their morning Core program. This program utilizes total immersion to help students speak in the target language through meaningful communications rather than relegating them to a group of non-native speakers in an alternative program.

The "Portal Program" consists of ESL instruction, Core content instruction in English supported by ESL methodologies, and English language immersion. During the morning Language Arts session Portal Program students will be pulled out to receive intensive ESL instruction with an introduction to Core content in Math and Science through an ESL approach. Portal Program students will further build their language arts and math skills during two sessions each week with a software tutorial. The software is individualized to the needs of each student and also provides tools for ongoing evaluation.

The immersion environment will continue each afternoon as Portal Program students work together with mainstream students to learn social studies content during the hands-on, interdisciplinary Paragon® Curriculum sessions. During the two afternoon sessions of Spanish instruction for mainstream students, Portal Program students will be pulled out to receive instruction in Core social studies content through an ESL

approach and a specialized acculturation curriculum featuring US customs, cultures, and related language. These social studies topics will draw from and extend the afternoon Paragon® Curriculum, building LEP students' vocabulary and conversation practice, and providing them with the linguistic tools to take full advantage of the learning opportunities afforded by Paragon®.

The social studies pull-out sessions for English Language Learners are designed according to SDAIE (specialized delivery of academic instruction in English) pedagogy and best practices. The goals of this specialized program are to 1) reinforce content and vocabulary from Paragon to ensure the academic success of language learners, 2) build academic vocabulary in English by teaching the terms and strategies explicitly and recursively, and 3) help acclimatize language learners to the customs of and expectations for students in the United States.

What this might look like in a pull-out session: A teacher may select a key reading from the current Paragon unit that poses comprehension challenges to language learners, identify the main challenges of the reading (such as idiomatic expression, complex syntax or unfamiliar text structure) and teach a mini-lesson addressing these. The teacher may also work with a set of key terms from the current Paragon unit to cultivate students' academic vocabulary. This is an essential piece of the program—and a notorious challenge for language learners—because academic vocabulary has a linguistic component (i.e. the definition) as well as a functional component (i.e. how one uses it to learn). Terms such as government and civilization, for instance, have vast histories, associations and examples that go along with them. Helping language learners expand their academic vocabulary involves teaching them explicit strategies, such as questioning: What are the features of a government? What kinds of governments are there? How is this term being used here? Students internalize these strategies over time.

The acculturation aspect of the program helps language learners adjust to the new school environment of the United States. Culturally, the U.S. is a diverse place, and Paragon's multicultural approach reflects this. Not only will language learners find their own cultures valued and respected by their new school and its curriculum, they will be introduced to a variety of other cultures which thrive in the U.S. and make up our vital cultural life as Americans. Students new to the United States are often surprised at the different educational customs here, for example, the amount of individual expression expected among American school children. Language learners are taught to cultivate personal opinion, develop an individual voice and connect their school achievement with future success. These are ideas American children are accustomed to, but often need to be taught explicitly to language learners.

In order to correctly identify potential LEP students, all parents and guardians will be required to complete a home language questionnaire at the time of enrollment. This questionnaire is designed to determine whether the dominant language at home is a language other than English and whether the child is bilingual. Bilingual, licensed ESL teachers will conduct evaluations to identify and plan for students with limited English

proficiency (LEP). For enrolled, non-native speaking families, school communications with parents about their child's education and opportunities for community resources will be available in the parents' native language. The licensed ESL teachers that will evaluate LEP children will meet state licensure requirements. Fluency in a second language will be considered a strong asset when hiring all teaching, professional, and support staff members.

No LEP/ELL student will be assigned to a program for disabled students based upon his or her lack of facility with the English language. Likewise, no students will be excluded from curricular or extra-curricular activity participation due to language barriers. To the contrary, Successful Start Academy will encourage participation from all students in these activities. For students with limited English abilities, full participation with their English speaking peers will encourage English skills development, provide a forum for cultural sharing, and develop overall positive student relationships.

Placement in Special Education programs will only be made to address a specific learning disability in accordance with procedures outlined below. The Successful Start Academy will conduct its LEP programs in compliance with state and federal regulations, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Section 504

Under Section 504 and Title II, students with disabilities enrolled in public schools, including charter schools, are entitled to a free appropriate public education (FAPE). The Section 504 regulation includes several substantive and procedural requirements regarding the provision of FAPE. Among these requirements is that a student with a disability must receive appropriate regular or special education and related aids and services. The requirement is designed so that the individual educational needs of the disabled student are met as adequately as the needs of non-disabled students.

Successful Start Academy will establish a Section 504 team in accordance with state guidelines and will use state forms for Section 504. Successful Start Academy staff will participate in workshops, in-service and/or training offered by state for persons serving as SST/Section 504 chairpersons and Exceptional Children staff.

Successful Start Academy recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be made available to all these children. To ensure compliance with these Child Find provisions of IDEA, the charter school will put in place the following processes:

- When a parent/guardian is informed via a letter that his/her child has a place on the school's roster, that parent/guardian will be advised that any child who has an IEP or may be suspected of having a disability is entitled

to special services and that the school's CAO should be made aware of the child's circumstances

- The letter will include:
 - Records Release Form to authorize the school to obtain the student's records from his/her prior school
 - Request for a copy of the IEP
- The school will contact the appropriate school district administration to obtain records for each enrolled student.
- The school will also send to the appropriate school district's Committee on Special Education a list of the enrolled students from that district to determine if there are any students with IEPs or suspected of having disabilities to ensure that no student "falls between the cracks."
- The school will include in its professional development training in the weeks prior to the school's opening, explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability
- The charter school will take steps to ensure that students are given opportunities to use all aspects of the school's curriculum to enhance their unique skills and interests. Given the engaging nature of the Paragon® Curriculum it is hoped that students who are interested in music, drama or art might find that success in those disciplines will boost their confidence and help them overcome or compensate for difficulties or disabilities in other subject areas.

Gifted and Talented Students

The majority of GT students spend a high percentage of their time in the regular education classroom. Therefore, it's essential that teachers and other school personnel are familiar with the characteristics of giftedness and possess an array of strategies to address and meet the students' learning differences and needs.

Only a small number of universities offer programs that prepare teachers specifically for working with gifted and talented learners; only a handful of states require all teachers to receive pre-service training in gifted and talented education and 36 states do not require general education teachers to have training on the nature and needs of gifted and talented students at any point in their careers. As a result, responsibility for improving teaching and learning of gifted students rests with school district personnel who hire teachers and ensure their competence through required licensure or certification, professional development, collaboration with colleagues, and assessment of teacher practice.

Gifted and talented students learn differently than other students. Teachers trained to recognize these differences and who can adapt instruction using an array of strategies that are well researched can help children soar. Because gifted and talented students are served in a range of settings, including the regular classroom, it's crucial that all teachers have a basic understanding of how to work with gifted students. These understandings are also critical for student referrals for gifted education programs and services. Unfortunately, the majority of teachers have not been trained on the nature and needs of gifted students.

Successful Start Academy teachers will receive ongoing training on how to use differentiated instruction to challenge all students. The Paragon Curriculum allows for a high degree of differentiation and use of the multiple intelligences such that a student's unique talents and gifts are accentuated through implementation of this curriculum. A student identified as Gifted is easily afforded the opportunity for enrichment and acceleration in the flexibility offered through Paragon. The Paragon® curriculum treats all students as gifted students. Each lesson features an "Above and Beyond" segment that provides supplementary materials and suggestions for further study, allowing a continuum of learning possibilities. Teachers will guide students to the appropriate materials based on their individual learning plans and goals and will help students challenge themselves and exceed their goals at every step. The computerized Integrated Learning System available on classroom computers throughout the school will allow for accelerated individual work in Language Arts and Mathematics. The school will also have the ability to contract with Mercury Online for additional classes for gifted students.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Successful Start Academy

Code of Civility



Correcting Inappropriate Conduct

Consequences for Minor Misbehavior

It is expected that the great majority of students at the school will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at the school and misbehavior has consequences that are neither amusing nor pleasant. Students who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The Chief Administrative Officer and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

Consequences for Severe Misbehavior

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:

- Insubordinate behavior
- Physically dangerous behavior
- Illegal behavior

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will first explain to the student why his or her actions are inappropriate and will issue a mild consequence for the offense. If the student continues to disregard the staff member's instruction, he or she will be sent to the office and the incident will be reported to the appropriate staff member.

Insubordination is a breakdown in communication. When a student has been referred to the office for this offense, the CAO or designee will arrange a conference between the student, the staff member involved, and possibly the student's parent or guardian. The purpose of the conference will be to establish a plan that will help the student communicate more responsibly in the future.

In cases of physically dangerous behavior—fighting, assault, verbal assault, physical intimidation, sexual intimidation—staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether or not to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for assistance. The Chief Administrative Officer or designee will notify parents and make all decisions regarding whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a student has been or is engaged in illegal activity, the staff member will refer the case to the office. The Chief Administrative Officer or designee will notify the student's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities. Any student who brings a weapon to school or who uses a dangerous item in a way that makes another person feel threatened is subject to immediate expulsion. All incidents involving weapons will be reported to the appropriate law enforcement agencies.

Insubordination: A Scenario

Custodian: "Jason, you need to slow down and walk in the hallways."

Jason: "You're just the custodian. I don't have to do what you say!"

Custodian: "Jason, stop, that was disrespectful. You need to stand by the wall now! Here, we work hard to respect everyone. I think you owe me an apology."

Jason: "I don't have to do what you say!" (Jason begins walking away.)

Custodian: "Jason, you need to stand by the wall within ten seconds, or I will report this to the School Director."

If Jason walks away, he is being insubordinate and the custodian will refer him immediately to the school main office. If Jason refuses to go to the office, the custodian will make no effort to coerce him; rather the custodian will simply inform the office of the chain of events.

If Jason listens to the custodian's instructions and apologizes, no office referral will result. A reasonable consequence may be imposed for the disrespectful behavior, such as having Jason work with the custodian during a recess or notifying his teacher.

The following consequences may be applied in cases of severe misbehavior.

Office Referral

Referrals to the office will be made only in response to severe or recurring behavior problems.

Reserving office referrals for such cases will help combat the notion that being sent to the office is "no big deal."

When making an office referral, the referring staff member will complete an Office Referral Form as soon as possible after the infraction. The Chief Administrative Officer and office staff will keep records on all office referrals, and the records will be reviewed by the School's Leadership Team at least four times a year. Using these records, the Leadership Team will determine whether it is necessary to revise School policies, or whether there is a need for further staff development to ensure the consistent implementation of current policies.

Exclusionary Timeout from Reinforcement

At Successful Start Academy, exclusionary timeouts from reinforcement will be used for students who need a neutral environment to help manage their own behavior, or to cool down or reflect on inappropriate behavior. Such timeouts involve removing the student from the instructional setting to a supervised area, such as the back of a classroom or the office. An exclusionary timeout from reinforcement may also be imposed as a consequence of misbehavior.

Faculty, staff, and school leaders will adhere to the following procedures when imposing an exclusionary timeout from reinforcement. No student shall ever be unsupervised during a timeout situation.

1. Upon the behavioral infraction, the student will be sent on a three-minute timeout away from the instructional setting. The student will be told in a firm, non-emotional voice, that he or she has made the choice to continue the inappropriate behavior, and that a timeout is the consequence.
2. When the three minutes have passed, the student will be required to complete a compliance set—roughly ten simple tasks to be completed (e.g., touch your nose, stand up, touch your ear, raise your hand).

3. The student's chair will then be moved close to the room or instructional group, and he or she will be required to do a more limited compliance set (about five tasks).
4. Upon the successful completion of the set, the child will be allowed to rejoin the group.
5. The child will be required to make-up the time spent in timeout during an activity that is relatively rewarding (e.g., recess or unstructured activities).
6. If the child does not follow the directions during any of the previous steps, the timeout procedures will be repeated. The student will owe this extra time (see #5).

Records of the number of exclusionary timeouts from reinforcement imposed and the students involved will be maintained and reviewed by the Leadership Team at least four times a year. These records will be used to make judgments about the efficacy of the school's timeout procedures for helping students learn to be responsible.

□ **Suspension**

In response to cases of severe misbehavior in which a student violates school policies, rules, or regulations, or otherwise interferes with the orderly operation of the school, the Chief Administrative Officer or a designee may suspend or temporarily remove the student from school. Suspension will be regarded as a serious consequence and students will be removed immediately. If there are extenuating circumstances preventing immediate removal from the school grounds, the Chief Administrative Officer or designee will assume full responsibility for the student until he or she is removed. The student's parents will be required to meet with the CAO or designee and any staff members involved in the suspension prior to the student's return to the school. A suspended student must make up missed work, and will not be allowed to be on the school grounds or to attend any school-related functions at any time during the suspension. In addition, the student may be required to complete homework related to the disciplinary infraction. For suspensions of 10 days or less, the student's parents will be required to meet with the CAO and any staff members involved in the suspension prior to the student's return to the school. A student can only be readmitted to class with the consent of the staff member involved. If the staff member disagrees, the Board will establish a placement committee to find an appropriate placement for the student. The committee will make a decision within three days. This policy in no way diminishes the due process rights under the federal law of a student who has been determined to be eligible for special education programs and services.

Terms defined:

“At school” means in a classroom, elsewhere on school premises, on a school bus, or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises or elsewhere.

“Physical Assault” means intentionally causing or attempting to cause physical harm to another through force or violence.

"Expulsion" is defined as the removal of the right and obligation of a student to attend the school under the conditions set by the school's Board of Trustees. A student who brings a dangerous weapon to school or uses an implement in school in any way that makes another student, staff member, or school volunteer feel threatened will be subject to an expulsion hearing before the Board of Directors. An expelled student will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period. Students under the age of fourteen may be expelled for the duration of the existing school year.

❑ Expulsion

Expulsion is defined as the removal of the right and obligation of a pupil to attend the school under the conditions set by the school's Board of Trustees. A student can be recommended for expulsion if the student has had three or more suspensions for severe misbehavior (as defined in the section on suspension). The CAO will make a recommendation to expel a student to the School Board.

A student who brings a dangerous weapon to school or uses an implement in school in any way that makes another student, staff member, or volunteer feel threatened will be subject to an expulsion hearing before the School Board. If a student brings a firearm to school, the student will be expelled for at least one year. If a student enrolled in grade 6 or above commits a physical or verbal assault at school against a person employed by or engaged as a volunteer or contractor by the school board, and if the physical or verbal assault is reported to the school board, or building CAO by the victim or, if the victim is unable to report the assault, by another person on the victim's behalf, then the school board, shall expel the student from the school permanently. In addition, if a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other property, or at a school-related event, then the school board, or designee on behalf of the school board, shall expel the pupil from the school for up to 180 school days. If the CAO receives a report of physical or verbal assault, he or she shall forward the report to the school board with the recommendation to expel. If an individual is permanently expelled, the school shall enter on the individual's permanent record that he or she has been permanently expelled pursuant to state law.

An expelled student will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If an individual is expelled, it is the responsibility of that individual and of his or her parent or legal guardian to locate a suitable educational program and to enroll the individual in such program during the expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period. Students under the age of fourteen may be expelled for the duration of the existing school year.

The tables on the following pages outline the specific procedures that will be applied in response to severe misbehavior. Each of the consequences listed for the various offenses will be imposed.

Problem	1st Offense (All of the consequences listed will be imposed.)	2nd Offense (All of the consequences listed will be imposed.)	3rd Offense (All of the consequences listed will be imposed.)
<p>Insubordinate Behavior (e.g., disrespect toward staff members and peers, refusal to follow directions, chewing or possessing gum)</p>	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified ▪ Mandatory meeting among student, staff member involved, and CAO, prior to student re-entering situation or classroom ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting among parent, student, staff member involved, and CAO, prior to student re-entering School ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan ▪ Parent may be asked to accompany child to School to assist with teaching appropriate behavior ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ Long-term suspension up to 10 days or expulsion, and mandatory meeting between parent and CAO, prior to student re-entering School ▪ Board of Directors and Mosaica Education (School's education management provider) are notified regarding possible expulsion ▪ Parent must attend School with child to assist with teaching appropriate behavior
<p>Physically Dangerous Behavior (e.g., fighting, assault, verbal assault, physical or sexual intimidation)</p> <p>The CAO may contact the appropriate authorities, depending on the severity of the dangerous behavior and the age of the student involved.</p>	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and CAO, prior to student re-entering School ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and CAO, prior to student re-entering School ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan ▪ Parent may be asked to accompany student to School to assist with teaching appropriate behavior ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ Long-term suspension up to 10 days or expulsion, and mandatory meeting between parent and CAO, prior to student re-entering School ▪ Board of Directors and Mosaica(School's education management provider) are notified regarding possible expulsion ▪ Parent must attend School with child to assist with teaching appropriate behavior

Problem	1st Offense (All of the consequences listed will be imposed.)	2nd Offense (All of the consequences listed will be imposed.)	3rd Offense (All of the consequences listed will be imposed.)
<p>Illegal Acts (e.g., theft, vandalism, use of illegal substances, use or possession of dangerous items or weapons)</p> <p>The CAO may contact the appropriate authorities, depending on the nature of the offense and the age of the student involved.</p>	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and CAO, prior to student re-entering School ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and CAO, prior to student re-entering School ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan ▪ Parent may be asked to accompany student to School to assist with teaching appropriate behavior ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ Long-term suspension up to 10 days or expulsion, and mandatory meeting between parent and CAO, prior to student re-entering School ▪ Board of Directors and Mosaica Education (School's education management provider) are notified regarding possible expulsion ▪ Parent must attend School with child to assist with teaching appropriate behavior

Code of Conduct and Students with Disabilities

Out of school suspension is the temporary removal of a student from the school setting where services are delivered for any part of the school day. Any time a child is denied access to any part of the educational services, regardless of the time of day, it is counted as one day of out of school suspension. (When a parent is asked to pick up a child prior to the end of the instructional day, that day is an out of school suspension day and must be recorded as such. If a student is placed in ISS (in school suspension) and no special education services are provided, that day is an out of school suspension day and must be recorded as such.) In school suspension program is a program which removes students from the education settings where they usually receive services for disciplinary purposes for a specified period of time. Short-term removal of less than 10 school days is not a change in placement. Schools must keep track of disciplinary removal days. Schools should report any suspension to the parent immediately (on the day the incident occurs) and provide a full statement of the reasons for the discipline.

When transportation is a related service on the IEP and the student is suspended from the bus, if the student does not report to school or alternative transportation is not provided, the bus removal is counted as an out of school suspension. If transportation is not a related service, disciplinary measures dealing with transportation are not counted as an out of school suspension. However, if behavioral concerns on the bus are limiting the student's access to services, the behaviors must be addressed by the Individual Education Team. The determination as to whether in-school suspension or bus suspension counts as a day of suspension depends upon the unique circumstances of each case.

Long Term Suspensions

A long term suspension is a removal from the school setting where services are delivered for any part of the school day for more than 10 school days. When the behavior that violates the school's code of conduct is not a manifestation of the student's disability and leads to long term suspension for regular education students who exhibit that behavior, a student with a disability may be given a long term suspension. However, the school system is still required to provide a free and appropriate public education for that student by providing services so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. Based on the disciplinary removal, the IEP Team must determine how these services will be provided and should amend the IEP to address the service delivery. The IEP, including the DEC 4, page 4 and DEC 5, must indicate that the IEP is being revised due to disciplinary removal. The student should be kept on the LEAs role and should participate in all required assessments, as well as receive grades and credit for course work completed.

Potential Interim Alternative Educational Placements

When a student is recommended for suspension for a disciplinary infraction involving drugs, weapons, or serious bodily injury, a school administrator may remove the student to an alternative educational setting (IAES) for up to 45 school days or follow normal disciplinary procedures providing services beginning on the 11th day of suspension. If the administrator removes the student to an IAES, *the IEP Team will determine the appropriate IAES for the student that will allow him/her to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.*

When a student has been recommended for suspension for more than 10 days (cumulative or consecutive constituting a change of placement) **and** the behavior was NOT a manifestation of his/her disability, normal disciplinary procedures may be followed and services must be provided in an interim alternative educational setting (IAES). The IEP team determines the interim alternative educational setting for services.

There are numerous options that could be considered when placing students in an IAES. The most frequently used placements will be discussed below. Keep in mind that this list of placements is not inclusive. In addition, these placements could be used individually or in combination to meet the educational, behavioral, and social needs of the student.

In School Suspension (ISS)- ISS could be used as an appropriate IAES for students serving a suspension if the student *continues to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP*. An EC teacher should be the person responsible for providing instruction during the suspension. Special education services during placement in ISS should be documented. Existing ISS programs may be a sufficient setting to offer these services or, if needed, a separate program could be established to meet the needs of students identified as exceptional who have been suspended.

Alternative School - An alternative school could offer a student who has been suspended an opportunity to access services and accommodations/modifications needed to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. A process will need to be established to identify how students serving suspension will be placed within the alternative school setting. Dependent upon the behavior that prompted a suspension a student could be served within the general population, within a special education classroom, or in a separate, specially designed setting for students serving suspensions.

Day Treatment - A day treatment program, if available, could be beneficial, educationally and therapeutically, for students who have been suspended. Caution should be used in planning services for students placed in Day Treatment to insure the general curriculum can be accessed.

Homebound - Homebound is the most restrictive setting where a student can receive services in the community. Services do not necessarily have to be provided at the student's home. A variety of locations could be accessed depending on the individual situation. Examples include: the police department, courthouse, library, YMCA, or on the school campus before or after regular school hours. Once again, a student who receives services within the Homebound setting must continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

Placing a student with disabilities on homebound is not intended to be a permanent mode of service delivery. This setting should be looked at as temporary and last no longer than the disciplinary action, with the intent of having the child return to his or her regular school setting when appropriate as determined by the IEP team. The IEP team must develop a re-entry plan for transition back to school when placing a student on homebound. This plan should allow the IEP team to determine the goals a student should master while on homebound and document when a student is ready to return to a regular school setting. The plan must include a behavior intervention plan including instruction in behavior skills. Homebound services should be monitored closely and evaluated on a regularly scheduled basis (every 30 days) to determine the effectiveness of the student's program.

Homebound services should be delivered by a certified teacher with the number of instructional hours being determined by the student's needs and IEP team. Materials, textbooks, and any other instructional supplies should be provided to the homebound teacher by the home school.

Reminder: When an IEP Team meets to discuss whether or not a behavior that prompted a suspension was a manifestation of the disability, a student's placement/setting may be changed regardless of the manifestation determination if the team feels the current placement/setting is not allowing the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

Successful Start Academy will utilize the preopening plan below to guide the opening of our school over the next two years.

Timetable 2012-2014

Date	Activity	Individual Responsible
Fall 2012	Charter Awarded	
	Begin CAO Search	RVP, Board of Directors
Ongoing	Hold ongoing community outreach meetings	RVP, Board of Directors
	Begin Enrolling students	RVP, EMO
December 2012	Initiate facilities negotiations	RVP
	Hold Monthly Board Meeting	Board of Directors
	Begin discussions with contractors to begin renovations to the facility	
	Prepare initial budget	CAO/RVP/Board of Directors
	Begin recruitment for all positions	CAO/RVP
	Hold Monthly Board Meeting	Board of Directors
Ongoing	Submit Monthly Board Minutes as required	Board of Directors
June 2013	Finalize Renovations	RVP/CAO
6/30/13	Hire and ensure all staff has been properly fingerprinted and appropriately certified	CAO
6/30/13	Present evidence of fully implemented GAAP accounting system	EMO/ Board of Directors
6/30/13	Present a directory of the current members of the board of Directors	Board of Directors
6/30/13	Present the Credit Authorization Agreement for Automatic Deposits	Board of Directors
6/30/13	Development and adoption of written policies and procedures for SOP (Standard Operating Procedures), enrollment, FICA and purchasing	Board of Directors/EMO
6/30/13	Opening of bank accounts	Board of Directors
	Complete bidding process for all orders	Board of Directors/EMO
July 2013	Conduct a lottery if needed	CAO
	Order all materials for first quarter	EMO

August 2013	Apply for a PCSP Grant if not earlier	EMO/CAO/ Board of Directors
	Teacher Professional Development	RVP/CAO
	Hold Family Orientation Meeting/Begin School	CAO
	First day of school	CAO
October 2013	Initial Enrollment Count	CAO
November 2013	Continue building community relationships	CAO/RVP/Board
	All parent meetings held	CAO/Teachers
December 2013	Continue to hold professional development	CAO/RVP
January 2013	Begin re-enrollment	CAO/RVP
	Community outreach meetings	CAO/RVP
February 2014	Submit Monthly Board Minutes to the Executive County Superintendent	Board of Directors
March 2014	Prepare initial 2013 budget	CAO/RVP/ Board of Directors/EMO
April 2014	Continue Enrollment	CAO/RVP
May 2014	Contract with an Auditor	Board of Directors
June 2014	End of First School Year	

PRIVATE SCHOOL CONVERSIONS: complete ONLY if the proposed charter is a private school conversion.

- Provide a detailed description of the existing private school's financial status. N/A
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school). N/A
- Depict and analyze the current enrollment trends of the school over the past three academic years. N/A
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments. N/A
- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status. N/A

VI. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.).

Staffing Configuration

Mosaica Education and The Successful Start Academy Board members will oversee the recruitment and staffing of the Academy throughout the spring and early summer prior to the start of school. The Academy will hire a Chief Administrative Officer (CAO), 1 Curriculum Implementation Specialist (CIS), 11 classroom teachers, 3 part-time specialists (Art/Music, PE, Spanish), 1 special education teachers, 1 Title I Teachers, 2 instructional assistants, a custodian, and 1 administrative assistants. A counselor and nurse will be added when funds are available. This model has increased student achievement in schools with similar student populations.

Job Descriptions

Chief Administrative Officer (CAO): Provide school leadership that ensures excellence in teaching and student learning while promoting community support and maintaining efficiency in operation. To insure compliance with all aspects of: state and federal law; board policies and procedures; and compliance requirements of the authorizer.

Curriculum Implementation Specialist (CIS): To provide teachers with an exemplary ongoing professional development program that contributes to their development as knowledgeable, informed, responsible and accountable educators and as leaders in their classrooms. Ensure that students receive a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the continuous development of their intellect and problem solving skills.

Behavior Intervention Specialist (BIS): To provide support to teachers and students through the implementation of a comprehensive Positive Behavior Support (PBS) program. A PBS program provides behavioral intervention to students on three different levels of support to ensure all students maximize their learning experience.

Teacher: To provide students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Title I Teachers: To provide supplemental instruction in reading and math to students qualifying for Title I services. All services will be above and beyond the regular

curriculum and will assist students who are below grade level as determined by two or more assessments.

Instructional Assistant: To provide direct support to the classroom teacher in order to provide students with a learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Recruitment Plans: Mosaica Education (MEI) has a National Staff Recruiter that will work with the local MEI Regional Vice President and the Academy Board to implement a rigorous staff recruitment campaign to attract high qualified staff. Academy staff members will be at-will employees. Contracts will be used by the school. The Academy will implement a CAO search first. Once hired, the Chief Administrative Officer will manage the staff hiring process. The CAO will interview, recommend for hiring, assign, manage, review, and recommend staff dismissals as necessary, working with the Mosaica Human Resources Department.

The timeline for hiring is as follows:

- CAO recruited 6 months prior to school opening
- Teachers, AA, IA's and custodian recruited 4 months prior to school opening

The Lead Contacts for the application are Lori Kirkling the Board President and Melvin Brown, RVP Mosaica Education.

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school
- Procedures for grievance and/or termination
- Sample employment policies to be implemented by the proposed charter school
- Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.

Charter School Board members and the CAO will oversee the recruitment and staffing of Successful Start Academy. Once hired, the Chief Administrative Officer will interview, recommend for hiring, assign, manage, review, and recommend staff dismissals as necessary.

Successful Start Academy will advertise locally, regionally and nationally to attract the best staff, using Internet resources as well as local and newspaper forums and national periodicals. We will also host local job fairs and attend area college/university job fairs. Teachers will also demonstrate competence in all areas of content responsibility, demonstrate advanced computer literacy and technology skills, be respected as a professional educator and as an individual, and exhibit excellent verbal and written expression as well as strong interpersonal skills.

The school will develop a Highly Qualified Plan describing strategies for progressing towards and maintaining the Highly Qualified status, to include Professional Development opportunities and ongoing training for teachers and staff. Upon opening, all staff will meet the guidelines of Highly Qualified. The Charter School will continue to seek and retain these highly qualified individuals as the school grows.

The Charter School's teaching staff will be provided the tools necessary to succeed: extensive professional development; the freedom to focus on helping children learn; and access to state-of-the-art educational resources, including multimedia technology, and personal and web-based resources. Because student learning will be interpreted as a direct reflection on how well they are taught, teachers and administrators will be personally and professionally invested in children's success and singularly focused on accelerating achievement.

The Charter School will prize diversity in its workforce as a diverse staff brings a valuable breadth of perspectives to tasks and decisions faced in any given day. Discrimination against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated. All reasonable accommodations will be made for those covered by the Americans with Disabilities Act.

The charter school will maintain the highest standards for equal employment opportunity and affirmative action including complying with applicable federal, state, local laws and regulations, and initiating and supporting programs and practices designed to create and sustain a diverse faculty and staff.

All employees will be given a copy of the following policies.

Compensation Reviews

Salary reviews are conducted annually. Increases will be based on, but not limited to, job performance, continued training and education, leadership abilities, positive attitude, willingness to accept additional responsibilities, record of attendance and overall professionalism.

Other Compensation Programs and Policies

Payment for July Pay Periods

To be eligible to receive pay for the two pay periods in July the teaching staff must have successfully completed the full school year up to and including the last day of school.

Promotion and Transfer Policy

Successful Start Academy has a policy of providing our employees with every opportunity for advancing to other positions within the organization. To qualify for a promotion or transfer, you must have held your current position for a minimum of six (6) months, and be in good standing. Approval of promotions or transfers depends largely upon training, experience, and work record. Promotions and transfers are made without regard to race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, marital status, veteran status, or any other factor protected by law.

It is our policy to advise all employees about advancement opportunities. Please submit your request for consideration for a specific position directly to your Chief Administrative Officer / supervisor. You are encouraged to discuss any contemplated transfer with your current supervisor.

Corrective Action

Because of our mission to provide a world-class education through teaching and example, Successful Start Academy maintains the highest standards of conduct and job performance for all its employees. We value and acknowledge every employee's effort to meet those standards.

We also recognize that on occasion there will be individual lapses in conduct and/or performance. The principle purpose of the corrective action process is corrective, not punitive. When appropriate, employees are provided a reasonable opportunity to improve if appropriate. Corrective action may be initiated at any time during an employee's service with the school.

- Performance is how an employee performs his or her job
- Conduct is how an employee behaves on the job

The corrective action process generally consists of four steps:

1. Verbal Warning
2. Written Warning
3. Final Warning
4. Termination of Employment

In some situations circumstances may warrant skipping one or more steps in the process. The Vice President and the Human Resources Department will be consulted prior to this occurring. Corrective action is an ongoing process taking prior infractions into account. The process does not start over each time a different problem arises.

Every effort will be made to investigate completely the circumstances prior to taking corrective action.

All corrective action will remain in effect for the period of the warning. If there are no further infractions during the warning period, the corrective action will be considered inactive for the purposes of this procedure. Documentation will not be discarded, but will be retained in the confidential section of the employee's personnel file.

An employee with a current corrective action on file is not eligible for promotions or transfers during the warning period. An employee with a current Written or Final Warning is ineligible for a salary increase.

All employees will be treated in a fair and consistent manner with regard to any corrective action taken.

Separation of Employment

Termination of Employment

Successful Start Academy operates under the principle of at-will employment. This means that neither you nor Successful Start Academy has entered into a contract regarding the duration of your employment. You are free to terminate your employment with Successful Start Academy at any time, with or without reason. Likewise, Successful Start Academy has the right to terminate your employment, or otherwise discipline, transfer, or demote you at any time, with or without reason, at the discretion of Successful Start Academy.

If you find it necessary to resign, you will provide at least two weeks (instructional staff and leadership staff must provide three weeks) advance notice in writing to your supervisor indicating the last day of work. This date will be considered the effective date of your resignation.

Organization property such as keys, computers, credit cards, forms, money, etc., must be returned by each employee and access codes and passwords disclosed to the Chief Administrative Officer/designee prior to the last day of work.

If you have Direct Deposit your final pay will be issued as a live check. If you are not able to pick up your final paycheck in person, then your check will be mailed to your last known address. It is your responsibility to notify the school of any address, telephone or other changes in contact information. Please note that your failure to submit changes in a timely manner may lead to a delay in you receiving your final paycheck, tax (W-2), and benefits information.

Insurance Conversion Privileges

According to the Federal Consolidated Omnibus Budget Recalculated Act (COBRA) of 1985, in the event of your termination of employment with Successful Start Academy, except for gross misconduct or loss of eligibility to remain covered under our group

health insurance program, you and your eligible dependents may have the right to continued coverage under our health insurance program for a limited period of time at your own expense.

At your exit interview or upon termination, you will learn how you can continue your insurance coverage and any other benefits you currently have as an employee who is eligible for continuation. Consult your Chief Administrative Officer / supervisor for additional details.

Exit Interview

In the event of your resignation, Successful Start Academy management will conduct an exit interview to discuss your reasons for leaving and any other impressions that you may have about the school. During the exit interview, you can provide insights into areas for improvement that Successful Start Academy can make.

In the event you would like to submit this information confidentially you may request an Exit Survey Form. Once you have completed the form it will be forwarded to the Human Resources Department.

Return of Organization Property

All MEI/charter school property issued to you, including all documents, records, data, notebooks, notes, reports, proposals, lists, correspondence, specifications, drawings, blueprints, sketches, materials, other documents or property, or reproductions of any aforementioned items, computer equipment, passwords, keys, petty cash and all other property belonging to Successful Start Academy must be returned to the Chief Administrative Officer/supervisor at the time of your termination of employment. You will be asked to sign an Exit Certification Form upon termination stating that you have returned all property. You may be held responsible for any lost or damaged items.

Former Employees

Depending on the circumstances, Successful Start Academy may consider a former employee for re-employment. Such applicants are subject to Successful Start Academy's usual pre-employment procedures. To be considered, an applicant must have been in good standing at the time of their previous termination of employment with Successful Start Academy.

Post-Employment Inquiries

The school will not respond to oral requests for references. In the event your employment with the school is terminated, either voluntarily or involuntarily, your Chief Administrative Officer / supervisor, may be able to provide a reference to potential employers only if you have completed and signed a release form.

As an employee of Successful Start Academy, do not under any circumstances respond to any requests for information regarding another employee unless it is part of your assigned job responsibilities. If it is not, please forward the information request to your Chief Administrative Officer / supervisor or designee.

Administrator Evaluation

The CAO will be evaluated by the Regional Vice President for Mosaica Education and the Board of Trustees. Administrators will be evaluated based on the following at a minimum:

- Ability to maintain a balanced budget
- Student achievement
- Compliance with state requirements to maintain the charter
- Progress towards the state targets
- Ability to make AYP
- Ability to manage the daily operations of the school

Teacher Evaluation

MEI's Performance Evaluation Packet for Instructional Staff/Administrators contains observational and evaluative tools used by the CAO to obtain and record critical performance data for instructional staff. Performance appraisals are used to:

- Clarify job responsibilities and performance expectations
- Identify strengths as well as areas that need improvement
- Set goals for improvement
- Provide a regular system of feedback
- Reinforce best practices and correct sub-standard practices
- Motivate staff to perform at a higher level
- Validate reasons for merit increases, bonuses and other employment decisions
- Document personnel actions
- Document staff accomplishments
- Assist in human resource strategic planning (e.g. training needs)

Prior to the beginning of each school year instructional staff members and their supervisor will identify goals for the upcoming school year. Supervisors arrange a classroom observation and schedule a performance review on new hires as early as possible and within 90 days of their date of hire. The Performance Evaluation Packet contains classroom observation forms, checklists and rubrics, and is available upon request.

Teacher job performance is determined by classroom observations conducted by the CAO. Evaluations are based upon the fidelity of the implementation of the curriculum and use of research based instructional strategies. Performance is also determined by student performance on Scantron Assessments from fall to spring administration. Finally, parent satisfaction survey results influence a teachers overall evaluation. The evaluations are conducted by the CAO and compensation is determined by performance in classroom evaluations, student achievement, and parent satisfaction survey results. Compensation is determined by annual evaluations, salaries in the surrounding school districts and the financial status of the school.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-

238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

All teachers must be highly qualified, in that teachers will hold a minimum Bachelor's degree, an educator license with the appropriate area of concentration (early childhood or elementary for grades k-8, area concentration and endorsement for grades 8-12), and a passing score on an approved subject area test (if applicable). Paraprofessionals supported by Title I funds must have appropriate qualifications, including holding a secondary school diploma or recognized equivalent, receive and completion of at least two years (48) semester hours at an accredited higher education institution, or hold an associates (or higher) degree from an accredited higher education institution, or have satisfied a rigorous state assessment about the individual's knowledge of State standards. Additionally, thorough background screenings will be performed on all staff and any Parent/Guardian volunteers or other individuals who will have significant unsupervised time with students. A record of these background checks will be kept on file in the school's business office. Additional qualifications for staff positions are available upon request.

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

As a charter school company, Mosaica has many years of experience in recruiting students. The majority of our schools are in urban environments, and we have been successful in recruiting and retaining students in challenging socio-economic environments. We will recruit aggressively, targeting places where potential students and their parents eat, worship and live. Specifically, our recruiting efforts will include (but will not be limited to): attending community meetings; advertising in local newspapers and on local radio and television stations; and recruiting at churches, schools and restaurants in the area. To recruit students and educate parents, community members, and businesses, we plan to implement the following marketing strategies:

- Hold regular open houses to provide information to interested families, answer questions, and develop relationships in the community
- Publicizing in the community (including ethnic and foreign-language) newspapers and area newsletters, and taking advantage of public notice opportunities and low-cost airtime from local radio and television stations (including cable);
- Widely distributing informational flyers at locales such as libraries; coffee shops; public announcement boards in apartment complexes; social clubs; houses of worship; and area businesses (e.g., supermarkets, hair salons, laundromats, etc.);
- Sending announcements to local support organizations;
- Contacting the families and other individuals who expressed interest and provided us with contact information;
- Mailing letters of introduction to local publicly elected officials, government agencies with area offices, and local social services and cultural arts organizations and asking them to post an informational flyer; and
- Making announcements at community meetings

ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	
Year 1: 2013-2014	50	50	50	50	50	25	0	0	0	275
Year 2: 2014-2015	50	50	50	50	50	50	25	0	0	325
Year 3: 2014-2015	50	50	50	50	50	50	50	25	0	375
Year 4: 2015-2016	50	50	50	50	50	50	50	50	25	425
Year 5: 2016-2017	50	50	50	50	50	50	50	50	50	450

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Enrollment beginning in year one is assuming two full classes in each grade K-4 with one class in fifth grade. In the following years, the two classes will progress to the following grade until the fifth year goal of 50 students per class for grades K-8 is achieved. This follows traditional enrollment trends for new schools that Mosaica has managed. If these budgeted enrollment levels are not achieved, several expenditures will be lowered accordingly. The largest expenditure being labor, staff is based off the number of students. Most notable teachers which we have budgeted at 12.5 for year one will be scaled down to meet the needs of the students, lower expenditure without exceeding goal student-to-teacher ratios. The break-even point will be 200 students to ensure no net loss for year one. As the number of students decreases, labor expenditure will be lowered by a combination of fewer full-time teachers and specialty teachers will be contracted on a part-time basis. Per student expenses such as textbooks, assessment materials, and software will also be reduced accordingly. Facility expense will be lowered as a basement level will not be rented if the 200 student threshold is not exceeded.

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

The budget is constructed using the Mosaica educational program. This includes but is not limited to student access to computer workshops, the latest technology and software available, interactive Smartboards in every classroom, and teachers provided with laptops. Professional Development funds are available to ensure the teachers and staff have the training needed to keep us competitive with all educational organizations. Additional investment will be made on tools to enhance parent-teacher involvement with Powerschool from Pearson.

**PROJECTED
ENROLLMENT
2013-14 through 2017-
2018**

List LEA #1 – 320

List LEA #2 – _____

List LEA #3 – _____

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

<u>GRADES</u>		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3												
Kindergarten	K	<u>50</u>	_____	_____												
First	1	<u>50</u>	_____	_____												
Second	2	<u>50</u>	_____	_____												
Third	3	<u>50</u>	_____	_____												
Fourth	4	<u>50</u>	_____	_____												
Fifth	5	<u>25</u>	_____	_____	<u>50</u>	_____	_____									
Sixth	6	_____	_____	_____	<u>25</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	—	—	—	—	—	—	25	—	—	50	—	—	50	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	25	—	—	50	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	LEA Totals	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Overall Total Enrollment	<u>275</u>			<u>325</u>			<u>375</u>			<u>425</u>			<u>450</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>--State ADM Funds</i>	<u>\$1,480,632.18</u>	<u>\$1,749,838.03</u>	<u>\$2,019,043.88</u>	<u>\$2,288,249.73</u>	<u>\$2,422,852.65</u>
<i>--Local Per Pupil Funds</i>	<u>\$792,473</u>	<u>\$936,559</u>	<u>\$1,080,645</u>	<u>\$1,224,731</u>	<u>\$1,296,774</u>
<i>--Federal Funds</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<i>--Grants*</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<i>--Foundations*</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<i>--Private Funds*</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<i>--Other Funds*</i>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$2,273,105.18</u>	<u>\$2,686,397.03</u>	<u>\$3,099,688.88</u>	<u>\$3,512,980.73</u>	<u>\$3,719,626.65</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

**SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

The formula for figuring these allotments can be found in the Resource Guide.

2013-2014

\$ 4,532.77 x 275 = \$ 1,246,511.75 State Operating Income
\$ 3,649.02 x 41.25 = \$ 150,522.08 Special Learning Issues (IEPs)
\$ 357.64 x 233.75 = \$ 83,598.35 Low Income Family
\$ 2,881.72 x 275 = \$ 792,473 Local Operating Income

\$ 2,273,105 Total Operating Income

2014-2015

\$ 4,532.77 x 325 = \$ 1,473,150.25 State Operating Income
\$ 3,649.02 x 48.75 = \$ 177,889.73 Special Learning Issues (IEPs)
\$ 357.64 x 276.25 = \$ 98,798.05 Low Income Family
\$ 2,881.72 x 325 = \$ 936,559 Local Operating Income

\$ 2,686,397.03 Total Operating Income

2015-2016

\$ 4,532.77 x 375 = \$ 1,699,788.75 State Operating Income
\$ 3,649.02 x 56.25 = \$ 205,257.38 Special Learning Issues (IEPs)
\$ 357.64 x 318.75 = \$ 113,997.75 Low Income Family
\$ 2,881.72 x 375 = \$ 1,080,645 Local Operating Income

\$ 3,099,688.88 Total Operating Income

2016-2017

\$ 4,532.77 x 425 = \$ 1,926,427.25 State Operating Income
\$ 3,649.02 x 63.75 = \$ 232,625.03 Special Learning Issues (IEPs)
\$ 357.64 x 361.25 = \$ 129,197.45 Low Income Family
\$ 2,881.72 x 425 = \$ 1,224,731 Local Operating Income

\$ 3,512,980.73 Total Operating Income

2017-2018

\$ 4,532.77 x 450 = \$ 2,039,746.50 State Operating Income
\$ 3,649.02 x 67.50 = \$ 246,308.85 Special Learning Issues (IEPs)
\$ 357.64 x 382.50 = \$ 136,797.30 Low Income Family
\$ 2,881.72 x 450 = \$ 1,296,774 Local Operating Income

\$ 3,719,626.65 Total Operating Income

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
<i>PERSONNEL</i>										
<i>Total # of staff and Projected Costs</i>	<u>#21.5</u>	<u>\$779,910</u>	<u>#25</u>	<u>\$999,416</u>	<u>#28</u>	<u>\$1,157,571</u>	<u>#30</u>	<u>\$1,274,048</u>	<u>#32</u>	<u>\$1,396,091</u>
<i>--Administrator(s)</i>	<u># 3</u>	<u>\$161,500</u>	<u>#3</u>	<u>\$170,130</u>	<u>#3</u>	<u>\$173,425</u>	<u>#3</u>	<u>\$176,785</u>	<u>#3</u>	<u>\$180,212</u>
<i>--Clerical</i>	<u>#1</u>	<u>\$25,000</u>	<u>#1</u>	<u>\$27,300</u>	<u>#1</u>	<u>\$27,810</u>	<u>#1</u>	<u>\$28,330</u>	<u>#1</u>	<u>\$28,861</u>
<i>--Teachers</i>	<u>#12.5</u>	<u>\$502,450</u>	<u>#16</u>	<u>\$701,796</u>	<u>#19</u>	<u>\$855,910</u>	<u>#21</u>	<u>\$968,267</u>	<u>#23</u>	<u>\$1,085,727</u>
<i>--Librarians</i>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>
<i>--Guidance</i>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>
<i>--Teacher Assistants</i>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>
<i>--Custodian</i>	<u>#1</u>	<u>\$23,520</u>	<u>#1</u>	<u>\$25,320</u>	<u>#1</u>	<u>\$25,320</u>	<u>#1</u>	<u>\$25,320</u>	<u>#1</u>	<u>\$25,320</u>
<i>--Maintenance</i>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>	<u>#0</u>	<u>\$</u>
<i>--Food Service</i>	<u>#3</u>	<u>\$22,440</u>	<u>#3</u>	<u>\$28,070</u>	<u>#3</u>	<u>\$28,306</u>	<u>#3</u>	<u>\$28,546</u>	<u>#3</u>	<u>\$29,171</u>
<i>--Bus Driver</i>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$0</u>	<u>#0</u>	<u>\$ 0</u>
<i>--Other - Nursing</i>	<u>#1</u>	<u>\$45,000</u>	<u>#1</u>	<u>\$46,800</u>	<u>#1</u>	<u>\$46,800</u>	<u>#1</u>	<u>\$46,800</u>	<u>#1</u>	<u>\$46,800</u>
<i>EMPLOYEE BENEFITS</i>		<u>\$330,803</u>		<u>\$432,169</u>		<u>\$495,536</u>		<u>\$540,890</u>		<u>\$587,688</u>
<i>STAFF DEVELOPMENT</i>		<u>\$9,000</u>		<u>\$10,000</u>		<u>\$10,000</u>		<u>\$10,000</u>		<u>\$10,000</u>
<i>MATERIALS AND SUPPLIES</i>		<u>\$223,374</u>		<u>\$272,446</u>		<u>\$297,446</u>		<u>\$342,609</u>		<u>\$360,271</u>
<i>OFFICE SUPPLIES</i>		<u>\$7,000</u>		<u>\$10,000</u>		<u>\$15,000</u>		<u>\$25,000</u>		<u>\$25,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>		<u>\$55,484</u>		<u>\$68,001</u>		<u>\$72,270</u>		<u>\$82,724</u>		<u>\$85,187</u>
<i>OFFICE EQUIPMENT</i>		<u>\$219,329</u>		<u>\$282,682</u>		<u>\$313,567</u>		<u>\$358,073</u>		<u>\$369,477</u>

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$4,331</u>	<u>\$5,190</u>	<u>\$5,970</u>	<u>\$6,754</u>	<u>\$7,149</u>
<i>INSURANCE</i>	<u>\$68,926</u>	<u>\$76,517</u>	<u>\$83,162</u>	<u>\$88,072</u>	<u>\$93,208</u>
<i>UTILITIES</i>	<u>\$52,500</u>	<u>\$52,600</u>	<u>\$65,202</u>	<u>\$65,306</u>	<u>\$65,412</u>
<i>RENT</i>	<u>\$304,000</u>	<u>\$304,000</u>	<u>\$384,000</u>	<u>\$384,000</u>	<u>\$384,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$40,000</u>	<u>\$40,700</u>	<u>\$41,414</u>	<u>\$47,754</u>	<u>\$48,709</u>
<i>TRANSPORTATION</i>	<u>\$10,000</u>	<u>\$10,200</u>	<u>\$10,404</u>	<u>\$10,612</u>	<u>\$10,824</u>
<i>MARKETING</i>	<u>\$25,000</u>	<u>\$10,200</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>PROFESSIONAL DEVELOPMENT</i>	<u>\$50,066</u>	<u>\$87,578</u>	<u>\$89,273</u>	<u>\$91,002</u>	<u>\$92,766</u>
TOTALS	2,179,723	2,661,699	3,065,815	3,351,844	3,560,782

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

The instructional staffing portion of the budget is designed to maintain a student-to-teacher ratio below 25:1. As enrollment increases, so will the number of instructors. In addition to adding teachers to accommodate the increased technology, the instructional staff will change as more grades are added. Dedicated subject specific teachers will be hired for grades 6-8 as enrollment allows. We want to provide as much individual attention to the students while keeping the school fiscally solvent.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</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>
TOTAL	\$ <u>0</u>

ADDITIONAL NOTES:

At this time, Successful Start Academy does not have working capital or any assets on hand.

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

Successful Start Academy will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations. The school will implement a range of measurements – both quantitative and qualitative – to track to annual student achievement. These measurements will be used to make adjustments to our educational program.

The school will incorporate results analyses, from both longitudinal school-wide performance and comparisons with similar schools tested, into its School Improvement Plan for school-wide shifts in curriculum and instruction on a yearly basis. This will set the tone for teacher training.

Curriculum and accountability staff from Mosaica Education will work with school leadership and teachers in training to focus instruction, further align standards in weak areas, shift pedagogical practices and analyze class and student groupings.

The school will also utilize the services of an independent evaluator to gain an additional perspective on areas for improvement and growth. The evaluator's findings will be incorporated into the annual School Improvement Plan.

Parent feedback will be gathered annually through an independent survey. This feedback will be considered in the development of the annual School Improvement Plans as well.

In addition to the publication of an annual School Report Card, the Successful Start Academy will compile and provide to the Department of Instruction an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student and school progress toward the goals and outcomes discussed above. This data will be displayed on both a Successful Start Academy wide basis and disaggregated by grade level subject area and reportable subgroup categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Successful Start Academy Board during the year.
- Data on the level of parent involvement in the Successful Start Academy's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.

- Data regarding the number of staff working at the Successful Start Academy and their qualifications, proof of required credentialing, background clearance, and tuberculosis clearance.
- A copy of the Successful Start Academy's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the Successful Start Academy implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of the Successful Start Academy's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the Successful Start Academy's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of the Successful Start Academy relative to compliance with the terms of the charter generally.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

When selecting a firm to perform the audit, in addition to the requirement that the firm be approved by the GCC, the Board reviews qualifications and experience with auditing other charter schools, fine reputation, and the cost of the audit. The Board and the appointed auditor will enter into a contract approved by the GCC and will submit it to the GCC for review and approval. The annual audit will be completed and filed with the GCC and North Carolina Department of Public Instruction by October 31, after the first year of operations. The audit will be conducted in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by the State of North Carolina.

After the Board has an approved charter contract, the Board will likely appoint Petway, Mills & Pearson, PA, which is approved by the North Carolina Local Government Commission. Their contact information is as follows:

5116 Bur Oak Cr.
Raleigh, NC 27612
919-781-1047 Ph 919-781-1052 Fax

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

State the proposed coverage for:

Comprehensive General Liability	1,000,000
Officers and Directors/Errors and Omissions	1,000,000
Property Insurance	1,000,000
Motor Vehicle Liability	1,000,000
Bonding	250,000
Minimum amount:	250,000
Maximum amount:	500,000
Other Workers Compensation	1,000,000

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.



Mathew R. Burt
Executive Vice President

P: (856) 552-3014
F: (856) 494-1932
mburt@bbdvins.com

April 12, 2012

North Carolina Department of Public Instruction
NCDPI / Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825

As requested by Mosaica Education, please find below an outline of the coverages we would provide for the Successful Start Academy, 1107 Holloway Street, Durham, NC. A certificate of insurance of Mosaica's corporate coverages is also attached.

Hanover Insurance Company (A.M. Best Rated "A (Excellent)" – Hanover Insurance Company offers a comprehensive program. I have attached several descriptive brochures outlining the various aspects of this program. The following lines would be included in a program for Successful Start Academy:

General Liability with special educational institution coverage extensions
Educators Legal Liability including D&O and Employment Practices insurance
Crime
Property with special educational institution coverage extensions including Boiler & Machinery
Automobile
Inland Marine
Umbrella /Excess Liability
Workers Compensation
*Student Accident Coverage (May be offered via multiple "A" rated carriers such as Maksin Group or Hartford)

Hanover Insurance Company is prepared to bind coverage on behalf of the Successful Start Academy subject to the receipt of appropriate applications and final underwriting review of those applications.

A comprehensive Risk Management program is offered by Hanover Insurance Company. Hanover works with Mosaica Education to provide professional development to staff and assist in the development of appropriate Risk Management policies, procedures and regular training programs.

Sample forms for coverages listed above are available upon request.

Most Sincerely,

Matthew R. Burt
Executive Vice President

1000 Bishops Gate Boulevard Suite 100 | Mt. Laurel, NJ 08054



CERTIFICATE OF LIABILITY INSURANCE

MOSAICA OP ID: GS

DATE (MM/DD/YYYY)
04/12/12

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Brown & Brown Insurance 1000 Bishops Gate Blvd #100 Mount Laurel, NJ 08054 Mathew Burt	856-552-6330	CONTACT NAME:	
	856-494-7993	PHONE (A/C, No, Ext):	FAX (A/C, No):
		E-MAIL ADDRESS:	
		INSURER(S) AFFORDING COVERAGE	
		INSURER A : Hartford Property & Casualty	NAIC #
		INSURER B : Twin City Fire Ins Co	
		INSURER C : Hartford Fire Ins Co.	
		INSURER D :	
		INSURER E :	
		INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL/SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR		13UENJY5082 OCCURRENCE	05/01/11	05/01/12	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/PO/ AGG \$ 2,000,000 ELL \$ 1/3,000,000
A	<input checked="" type="checkbox"/> Educators Legal GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC		13UENJY5082 CLAIMS MADE	05/01/11	05/01/12	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		13UENJY5082	05/01/10	05/01/11	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$
A	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> RETENTION \$		13RHUJY5031	05/01/11	05/01/12	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	13WBH0111	04/15/11	04/15/12	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
 For insureds bid on Successful Start Academy 1107 Holloway Street, Durham, NC

CERTIFICATE HOLDER North Carolina Department of Public Instruction Office of Charter Schools 301 N. Wilmington Street Raleigh, NC 27601-2825	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE <i>Mathew Burt</i>

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

At this time, Successful Start Academy does not plan to offer transportation. Parents will provide transportation for their child. We have however allocated funds to provide transportation for students who would be unable to attend due to their lack of transportation.

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your structural program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Successful Start Academy will occupy a building built in 1928 in East Durham that housed a school up until the mid 1990's and then found new life supporting various non-profit organizations. The building is two stories with a renovated basement which houses three levels of classrooms, administrative offices, a multipurpose room/gym/stage, cafeteria, and an open field which would be a prime location for a playground. The gymnasium is a separate building that is 5,000 square feet. The school will be ADA compliant and additional renovations apart from superficial updates (paint and flooring) will not be needed. Due to the fact that the facility once operated as a school, it is a good match for our school. A certificate of occupancy will be obtained according to the requirements of DPI. A MOU can be found in Appendix C.



Name of the facility (if known): Old Holloway Street School

Address: 1107 Holloway Street

City/State/Zip: Durham, North Carolina

Description of the Facility:

Total square feet:	<u>48,000</u>
Number of Classrooms:	<u>19</u>
Number of Restrooms:	
Other Rooms:	<u>0</u>
Auditorium:	<u>1</u>
Gymnasium:	<u>1</u>
Music Room:	<u>0</u>
Art Room:	<u>1</u>

Laboratory: 0

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

(a) Term of the Lease: 5 years

(b) Type of Lease: Triple Net if entire building leased.

(c) Rent: \$ 25,333 per month

Name of Landlord: B. J. Karkouki at Frank Ward Realtors

Address: 518 South Duke Street

City/State/Zip: Durham, NC 27701

Phone: 919-210-1422

Fax: 919-688-2094

Document inspections for the following:

(a) Fire: TBD

(b) Safety: TBD

(c) Handicapped accessibility? Yes

Describe how the maintenance will be provided for the facility. **There will be a CAM cost of \$1.50 psf to cover maintenance costs.**

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Contingency Plan is a facility located at 1305 Club Boulevard, Durham, NC. This location is the old Carter Community School.

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- **Safety** - Each Successful Start Academy employee, volunteer, contractor, board member, or any other individual deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K. The Board will assure that policies for responses to emergencies and natural disasters, including fires, hurricanes, and tornados are established. The Academy will not tolerate bullying or harassing behavior, however subtle or overt, and will comply with the state's policy against bullying or harassing behavior as set forth in G.S. 115C-07.15. The Academy will strictly will function as a tobacco free institution in accordance with GS 115C-407. Further any use of drug or alcohol will be strictly prohibited.
- **Immunization of Students** – Successful Start Academy will adhere to public school law on the Immunization of Students. At enrollment, parents/guardians will be provided to submit the required written verification of immunization before the student can attend. If necessary, upon proper permissions, the Academy will assist students in obtaining proper immunizations and records. The Academy will provide parents and guardians with information on meningococcal and influenza its vaccines, in accordance with GS 115C-238.29F.
- **Fire and Safety Regulations** - Successful Start Academy will adhere to the regulations set forth in G.S. 115C-525. The school CAO will be responsible for ensuring that all fire prevention precautions are met, including conducting monthly fire drills for students and staff in accordance with G.S. 115C-288. The school facility will have an operational fire alarm system in accordance with G.S. 115C-288, G.S. 115C-166, and G.S. 115C-525. The school will cooperate with local fire marshals and other personnel in conducting fire inspections in order to create a safe environment as set forth in G.S. 115C-525(b). Emergency plans will be drafted, posted, and implemented for each room or area in the school facility. Further, our facility will comply with North Carolina Building Code standards.
- **Food Inspections** – Successful Start Academy will satisfy the regulations and guidelines of the local board of health and the Child Nutrition Division of the United States Department of Agriculture. When requested, food handling areas will be available for inspection by appropriate governing bodies. All vendors will be required to display FDA and health department approvals.

- **Hazardous Chemicals** - Hazardous chemicals will be clearly labeled and safely stored in a locked cabinet. Successful Start Academy will employ procedures of use, storage, and disposal in accordance with established state statutes. Science and computer labs will have special laboratory safety handouts. Policies will be developed for each lab based on its special requirements, such as the proper use of eye protection devices described in 115C-166.
- **Bloodborne Pathogens** - In accordance with state law, current and future staff and faculty members will attend training and be provided with written materials concerning bloodborne pathogens at no cost to the employees. Gloves will be given to staff and faculty in the event they must deal with any bodily fluids. A written plan will be developed exposure assessment will be conducted, and training with all employees.
- **Diabetes care plans** will follow the guidelines for the development and implementation of individual diabetes care plans in accordance with G.S. 115C-12(31). The also school shall make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans. The CAO shall report to the State Board of Education annually, on or before August 15, whether it has students with diabetes enrolled and provide information showing compliance with the guidelines adopted by the State Board of Education under G.S. 115C-12(31). These reports shall be in compliance with the federal Family Educational Rights and Privacy Act.
- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn**
N/A - Successful Start Academy is a K-8 school.
- **Providing parents and guardians with information** about:
 - Meningococcal meningitis and influenza and their vaccines at the beginning of each year - Successful Start Academy will follow all appropriate procedures as suggested by DPI and health authorities to insure that all students receive and understand this information.
 - Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases - Successful Start Academy will follow all appropriate procedures as suggested by DPI and health authorities to insure that all students receive and understand this information.

VII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

VIII. APPENDICES (OPTIONAL)

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of Successful Start Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Lori E. Kirkling

Position: President

Signature:  Date: 4-9-2012

Sworn to and subscribed before me this
9th day of APRIL, 20 12.

Notary Public Official Seal
My commission expires: 4-21, 20 15.

Appendix A Management Agreement

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into on February 10, 2012, by and between **Mosaica Education, Inc.**, a Delaware corporation ("MEI"), and the Board of Directors of **Successful Start Academy** (the "Charter School"), a North Carolina corporation.

RECITALS

- A. The Charter School is a private, non-profit corporation which expects to operate under the authority of a charter (the "Charter") from the North Carolina State Board of Education (the "Authorizer"), as defined in applicable state and local laws (the "Code").
- B. MEI was established, among other things, to manage public schools and to provide invaluable assistance and expertise, including regulatory, financial, facilities, and other advice, in connection with the organization and development of the Charter School.
- C. The Charter School and MEI desire to create an enduring educational relationship whereby they will develop educational excellence at the Charter School based on MEI's school design, comprehensive educational program and management principles.
- D. Subject to the terms of this Agreement, the Charter School, acting through the Charter School Board (the "Board") has approved the MEI curriculum and the Charter School budget for the upcoming school year, and agrees that it is in the best interests of the Charter School to enter into this Agreement with MEI.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) For the Term (as defined in ARTICLE II below), and subject to the approval of the Board (which approval shall not be unreasonably withheld), MEI will provide to the Charter School and its students the following educational services (the "Educational Services"):
 - (i) Curriculum. The development and implementation of the curriculum used at the Charter School, including a license for the use of MEI's Paragon™ Curriculum and a loan of such lesson plan materials ("Paragon™ Lesson Materials"), as MEI may provide in printed or other format for implementation of the Paragon™ Curriculum;
 - (ii) Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the Chief Administrative Officer and the rest of the Charter School's Leadership Team and its teachers and support staff, all in accordance with ARTICLE VI below;
 - (iii) Instructional Tools. The selection of instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education;

- (iv) Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs (but not Supplemental Programs as defined in ARTICLE V below); and
 - (v) Additional Educational Services. Such other services as are necessary or expedient for the provision of teaching and learning at the Charter School as may be agreed to in writing between MEI and the Charter School.
- (b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the Charter School (the "Educational Program") as adopted by the Board of Directors of the Charter School (the "Board") and as provided for in the Charter.
 - (c) Subject to this Agreement, the Charter, and the Code, MEI may modify the Educational Services, provided that any substantial modification of the Educational Services will be subject to the prior approval of the Board and of any other person as may be specifically required by the Charter or the Code.
 - (d) MEI will be responsible and accountable to the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Charter School Budget established pursuant to Section 1.02(a)(iii)(D) below, and MEI will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.
- 1.02 Administrative Services.
- (a) For the Term (as defined in ARTICLE II below), and subject to the approval of the Board (which approval shall not be unreasonably withheld), MEI will provide to the Charter School the following administrative services (the "Administrative Services"):
 - (i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with ARTICLE VI below;
 - (ii) Facility Operation and Maintenance. Operation and maintenance of the Charter School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
 - (iii) Business Administration. Administration of the following business aspects of the Charter School:
 - (A) Payroll. MEI will manage the Charter School's payroll using ADP or such other suitable alternative payroll provider as MEI may select from time to time. MEI will be responsible for all data input. The Charter School will be responsible for providing all necessary employee personal and salary information at the time of hire and/or dismissal; all employee time records to MEI in a timely manner at the conclusion of each pay period; and for establishing appropriate banking arrangements to enable ADP to make direct charges of payroll against the Charter School's payroll account each pay period.

- (B) Transportation and Food Services. Coordination with entities with which the Charter School contracts for the provision of transportation and food services for the students enrolled at the Charter School, management and assessment of the services provided under such contracts, and supervision of employees involved providing such services, all as required by the Board;
- (C) Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld;
- (D) Budgeting and Financial Reporting.
 - 1) Beginning with respect to the first school year governed by this Agreement, a proposed annual budget (the "Charter School Budget"). Future annual budgets will be prepared by MEI in the same general manner as the first year's annual budget (unless a different format is required by the Code, the Charter or the Board) and will be subject to the approval of the Board, which approval will not be unreasonably withheld. If approval is reasonably withheld, MEI shall amend the budget accordingly and resubmit same for approval within fourteen (14) days. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.
 - 2) The preparation of detailed statements of all revenues received, from whatever source, with respect to the Charter School, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Charter School by MEI, whether incurred on-site or off-site.
 - 3) The preparation of other financial statements as required by and in compliance with the Charter, the Code and other applicable laws and regulations, including such documentation as may be required by the independent certified public accountants retained by the Board to perform annual audits of the Charter School's financial statements. The cost for preparation of the financial statements will be the responsibility of MEI. The cost of the audit will be the responsibility of the Charter School, and will be provided for in the budget.
 - 4) The preparation of such other reports on the finances and operation of the Charter School as requested or required by the state department of education (the "Department of Education"), the Board or the Authorizer to ensure compliance with the terms of the Charter. Monthly un-audited financial statements for the months August through May will be provided to the Board within 25 days after the end of the month. Year-end un-audited financial statements will be provided within 45 days of the end of the fiscal year. Financial statements for the month of July will be

provided to the Board with the August financial statements no later than September 25, unless the Charter School and MEI shall otherwise agree.

- 5) Other information on a periodic basis or requested with reasonable notice as may be reasonably necessary to enable the Board to monitor MEI's performance under this and related agreements including the effectiveness and efficiency of its operations at the Charter School.
- (E) Maintenance of Financial and Student Records.
- 1) MEI will maintain accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by MEI and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the Charter School financial records retained by MEI pertaining to the Charter School will be available to the Charter School, the Authorizer, and to all other appropriate regulatory authorities for inspection and copying upon reasonable request, it being understood that in most cases such copies will be made available within thirty (30) business days.
 - 2) MEI will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter, the Code and applicable laws and regulations, together with all additional Charter School student records prepared by or in the possession of MEI, and retain such records permanently on behalf of the Charter School, until this Agreement or its successor (if any) is terminated, at which time such records will be delivered to the Charter School who shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such student records are and shall be at all times the property of the Charter School). MEI and the Charter School will maintain the proper confidentiality of such records as required by law and the Charter.
 - 3) MEI will maintain accurate employment, business and other records pertaining to the operation of the Charter School as is required and in the manner provided by the Charter, the Code and applicable laws and regulations, together with all additional Charter School employment, business and other records prepared by or in the possession of MEI, and retain such records permanently on behalf of the Charter School until this Agreement or its successor agreement (if any) is terminated, at which time such records will be delivered to the Charter School, who shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such employment, business, and other records are and shall be at all times the property of the Charter School). MEI and the Charter School will maintain the proper confidentiality of such records as required by law and the Charter.

- 4) The Board shall be entitled at any time upon reasonable notice to MEI to audit the books and records of MEI pertaining to its operation of the Charter School pursuant to this Agreement (including, without limitation, the financial records relating thereto).
- (iv) Admissions. Implementation of the Charter School's admission policy in accordance with the Charter, the Code, and applicable laws and regulations;
- (v) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code, the procedures established by the Board, and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Charter School's duties and obligations under the Code and other applicable laws and regulations;
- (vi) Academic Progress Reports. MEI will provide to the Board on an annual basis (or more often if necessary for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing (A) the Charter School's students' academic performance, and (B) MEI's performance of the Educational Services and Administrative Services;
- (vii) Rules and Procedures. MEI will recommend rules, regulations and procedures applicable to the Charter School and its students and will enforce such rules, regulations and procedures adopted by the Board that are not in direct conflict with this Agreement, the Charter, the Code and other applicable laws and regulations; and
- (viii) Parent Satisfaction Forms. MEI will provide to the Board copies of Parent Satisfaction Forms to be completed by parents of Charter School Students, with copies or summaries thereof promptly provided to the Charter School on an annual basis.
- (ix) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter School as agreed to in writing from time to time by MEI and the Board.
- (b) The Administrative Services will be provided in accordance with the Educational Program, the Code, and the Charter.
- (c) Subject to this Agreement, the Charter, the Code, other applicable laws and regulations, MEI may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that MEI supplies the Board with written notice of such modifications.
- (d) MEI will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Charter School Budget established in Section 1.02(a)(iii)(D) above, 1.02(a)(iii)(D) above and MEI will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.

- 1.03 Place of Performance; Provision of Offices. The Charter School will provide MEI with necessary and reasonable classroom and office space at the Facility to perform all services described in this Agreement. MEI will provide instructional, extra-curricular and co-curricular at the Facility. MEI may provide other services elsewhere, unless prohibited by the Charter, the Code and other applicable laws and regulations.
- 1.04 Authority. By this Agreement, the Charter School provides MEI all authority and power necessary and proper for MEI to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated under the provisions of the Code, any other applicable laws and regulations, or the Charter.

**ARTICLE II.
TERM**

- 2.01 Term. Subject to ARTICLE VII below and Section 2.02 below, this Agreement will become effective on July 1, 2013 and end on June 30, 2018 school year (the "Termination Date").
- 2.02 Renewal. Upon the expiration of the term defined in Section 2.01 above or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for a period of ten years, each renewal term to run from July 1 to June 30 of the tenth succeeding year (a "Renewal Term") unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to ARTICLE VII below.

**ARTICLE III.
RELATIONSHIP OF THE PARTIES**

- 3.01 Status of the Parties. MEI is not a division or any part of the Charter School. The Charter School is a body corporate and governmental entity authorized under the Code and is not a division or a part of MEI. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between the Charter School and MEI or to make one the agent of the other. Neither the Charter School nor MEI will hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the Charter School nor MEI has, and neither will represent that it has, the power to bind or legally obligate the other. No employee of MEI will be considered an employee of the Charter School by either party for any purpose whatsoever.
- 3.02 MEI Attendance at Board Meetings. MEI shall receive notice from the Board of any regular, special, or executive session meeting of the Board and shall have the right to have its Vice-President for Operations or his or her designee present at any such meeting, except during the Board's annual evaluation of MEI's performance under the contract.

- 3.03 No Related Parties or Common Control. MEI will not have any role or relationship with the Charter School that, in effect, substantially limits the Charter School's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of MEI. None of the voting power of the Board will be vested in MEI or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board of Directors or Shareholders of MEI will be vested in the Charter School or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the Charter School and MEI will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).
- 3.04 Other Schools. The parties acknowledge that this arrangement is not exclusive and that MEI will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). MEI will maintain separate accounts for reimbursable expenses incurred on behalf of the Charter School and Other Schools and only charge the Charter School for expenses incurred or consideration earned on behalf of the Charter School. All grants or donations received by the Charter School, or by MEI for the specific benefit of the Charter School, will be maintained in separate accounts and used solely for the Charter School. If MEI incurs authorized reimbursable expenses on behalf of the Charter School and Other Schools which are incapable of precise allocation between the Charter School and Other Schools, then MEI will allocate such expenses among all such Other Schools and the Charter School on a *pro rata* basis based upon the number of students enrolled at the Charter School and the Other Schools, or upon such other equitable basis as it shall elect.

ARTICLE IV. CONSIDERATION

- 4.01 Compensation for Services.
- (a) For the term of this Agreement, including each and every Renewal Term, the Board will pay MEI an annual fee of (i) 12.5% of the state and local school funds (the "State Aid") that the Charter School receives, directly or indirectly, pursuant to the Code, for the particular students enrolled in the Charter School (the "State Allocation"), plus (ii) subject to federal law and regulations, an amount equal to 12.5% of the funds (the "Federal Funds") that the Charter School receives, directly or indirectly, from the federal government, exclusive of Free and Reduced Lunch Revenues (the "Federal Allocation") (the Federal Allocation together with the State Allocation, the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or in other agreements between the parties.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. MEI's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Charter School. In the event that MEI's Management Fee is

determined to be an excess benefit transaction under the Internal Revenue Code, the parties agree that this Section 4.01 shall be deemed to be amended to avoid designation as an excess benefit transaction and MEI agrees to reimburse the Charter School for any liability, costs or expenses associated with such determination.

- 4.02 Payment of Costs. In addition to the Management Fee described in Section 4.01 above, the Charter School will reimburse MEI for all costs incurred and paid by MEI in providing the Educational Services and Administrative Services, provided that these, and any other, costs are contained in the Charter School Budget, or otherwise approved by the Board. Such costs include, but are not limited to, rent and/or lease payments (including costs pursuant to any Equipment Lease or Facility Lease that the parties may enter into), facility maintenance and utility costs, salaries of MEI employees assigned to the staff of the Charter School, costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services and medical services. Except as may be provided in any Equipment Lease or Facility Lease, in charging for such costs to the Charter School and paying for such costs, MEI will not charge an added fee unless such fee is approved in advance by the Board.
- 4.03 Time and Priority of Payments.
- (a) MEI will receive its Management Fee in the same number of installments and in the same proportion that the Charter School receives its revenues. Each installment of the Management Fee will be due and payable within ten (10) business days of receipt by the Charter School of the revenues related thereto, and shall be payable without any further notice or invoice from MEI.
 - (b) MEI will notify the Charter School of any payments due and owing to MEI pursuant to Section 4.02 above as soon as possible after the end of each month and the Charter School will make such payments to MEI within fifteen (15) days thereafter.
 - (c) The Charter School will satisfy its payment obligations under this Article to MEI in the following order of priority: (i) payments due and owing under Section 4.02 above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 4.01 above with the oldest amounts due first.
 - (d) Any payment due under Section 4.01 or Section 4.02 above not paid when due will be subject to a late fee calculated as interest on the amount in arrears calculated at Prime plus 2% from the due date, where "Prime" shall be the interest rate charged by Bank of America as its "Prime Rate".
- 4.04 Other Revenue Sources.
- (a) The Charter School and MEI may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the Charter School, in the name of either MEI or the Charter School; provided, however, that any solicitation of such grants by MEI in the name of the Charter School or which identifies the Charter School shall be subject to the prior approval of the Charter School.

- (b) All funds received by MEI or the Charter School for the benefit of the Charter School from such other revenue sources and programs pursuant to this Section 4.04 shall be deemed Charter School funds. MEI shall receive no compensation from the Charter School upon receipt or expenditure of such funds and shall have no responsibility for management of the programs funded donations contemplated in the first sentence of Section 4.04 (a), unless the parties shall expressly agree otherwise, and then only to the extent allowable by the donor or grantor of such funds.
 - (c) Nothing in this Section 4.04 will be construed to prohibit MEI from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.
- 4.05 Start-Up Note. The Charter School acknowledges that officers and employees of MEI have provided invaluable assistance and expertise, including regulatory, financial, facilities and other advice and services, in connection with the organization, chartering, development and opening of the Charter School (the "Start-Up Services") and that the compensation provided for in sections 4.01 through 4.04, above, are for operational services and do not compensate MEI for the Start-Up Services. To compensate MEI for the Start-up Services, the Charter School agrees to pay MEI a Start-Up Fee of \$350,000. The Charter School acknowledges that the amount of the Start-Up Fee is reasonable compensation for the Start-Up Services provided by MEI. The Charter School and MEI agree that the full amount of the Start-Up Fee is earned upon the effective date of this Agreement. In lieu of immediately reimbursing MEI for the Start-Up Fee, however, the Charter School and MEI agree that the Start-Up Fee may be repaid quarterly over time at the rate of 7.0 percent per annum over a self-amortizing term of five years. The parties may separately memorialize this obligation as a note due to MEI, but failure to memorialize the note would not alter the Charter School's obligation to pay the Start-Up Fee as described in this paragraph. Upon any termination of this Agreement by either party for any reason whatsoever, including section 7.01(b), the entire outstanding balance of the Start-Up Fee together with all accrued but unpaid interest relating to the Start-Up Fee shall become immediately due and payable by the Charter School to MEI. There shall be no penalty for prepayment in whole or in part.

**ARTICLE V.
SUPPLEMENTAL PROGRAMS**

- 5.01 Supplemental Programs. In addition to the Educational Services and Administrative Services provided by MEI to the Charter School, MEI may, subject to Board approval (which approval shall not be unreasonably withheld), provide additional services, including, but not limited to, pre-kindergarten, summer school, academic camps, before and after school programs, vocational training, and latch-key programs to students and non-students of the Charter School (the "Supplemental Programs"), provided that nothing herein shall require MEI to provide any such Supplemental Program. MEI may retain the full amount of any and all revenues collected from or for such Supplemental Programs; and MEI will be responsible for the full cost of providing such Supplemental Programs. The Board will permit MEI to operate such Supplemental Programs at the Facility without charge to MEI; provided, however, that MEI shall provide to the Charter School

a fee equal to 12.5% of the profits (if any) derived by MEI from such Supplemental Programs.

**ARTICLE VI.
PERSONNEL AND TRAINING**

6.01 Personnel Responsibility.

- (a) Subject to Sections 1.01 and 1.02 above, the Charter, the Code and other applicable laws and regulations, as well as Board approval (which approval shall not be unreasonably withheld), MEI will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by the Code or the Charter, the CAO (as defined in Section 6.02 below), teachers and support staff recommended by MEI pursuant to this Agreement will be employees of the School. MEI will be responsible for conducting reference, employment checks, criminal background checks and unprofessional conduct checks on such employees to the extent required under the Code and other applicable laws and regulations. Upon request, MEI will provide the Charter School documentary evidence of such background checks.

6.02 CAO. The Chief Administrative Officer of the school ("CAO") will be an employee of the School. The CAO will be the academic and administrative head of the Charter School, shall have full responsibility for its operation and shall be required to implement the Paragon™ Curriculum and MEI's Educational Program. MEI will have the authority, consistent with the Code and other applicable laws and regulations, and subject to final decision-making authority of the Board to supervise the CAO and to hold him or her accountable for the success of the Charter School. The CAO shall be a non-voting member, ex-officio, of the Board of the Charter School.

6.03 Teachers. MEI will select for the Charter School, subject to the approval of the Board (which approval shall not be unreasonably withheld), such teachers that in MEI's judgment are required to provide the Educational Services and Administrative Services. Subject to the approval of the Board (which approval shall not be unreasonably withheld), MEI will determine the number and assignments of such teachers. Such teachers may work at the Charter School on a full or part time basis. Each teacher assigned to the Charter School will be qualified in his or her grade levels and subjects, will hold a valid teaching certificate to the extent required under applicable laws and regulations, and will have undergone a criminal background check and unprofessional conduct to the extent required under applicable laws and regulations. The Board of Directors of the Charter School shall employ the teachers.

6.04 Support Staff. MEI will select for the Charter School, subject to the approval of the Board (which approval shall not be unreasonably withheld), such support staff as required to provide the Educational Services, Administrative Services and Supplementary

Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the CAO, bookkeepers and maintenance personnel. Such support staff may work at the Charter School on a full or part time basis.

- 6.05 Training. MEI will provide training in its instructional methods, curriculum, educational program and support technology to instructional personnel on a regular and continuous basis. Such training will enable the Charter School's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as MEI determines to be reasonable and necessary under the circumstances.

ARTICLE VII. TERMINATION OF AGREEMENT

7.01 Termination.

- (a) By MEI. MEI may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that the Charter School fails to remedy a material breach within 30 days after written notice from MEI. A material breach includes, but is not limited to (i) the Charter School's failure to pay any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the Charter School of an Educational Program in substantial variance from the Paragon™ Curriculum or the material recommendations of MEI, or (iii) an act or omission that causes MEI to be unable to perform its material obligations under this Agreement. Termination by MEI will not relieve the Charter School of any obligations for payments outstanding to MEI as of the date of termination or liability for financial damages suffered by MEI as a consequence of the Charter School's breach (or of MEI's termination as a result thereof) of this Agreement.
- (b) By Charter School. The Charter School may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that MEI fails to remedy a material breach of this Agreement within 30 days after written notice from the Board. A material breach by MEI includes, but is not limited to: (i) a material failure to account for its expenditures of Charter School funds or for other expenses incurred by the Charter School at MEI's direction, (ii) MEI's failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with the Charter, this Agreement, the Code, the Paragon™ Curriculum and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter such that the Charter will be terminated, (iv) the employment of teachers in violation of the Code or this Agreement, (v) any act or omission of gross negligence that causes the Charter School to materially breach the Charter or any of the Charter School's other material contractual obligations in anyway, or (vi) filing of bankruptcy by MEI. Termination by the Charter School will not relieve the Charter School of any obligations for payments outstanding to MEI as of the date of the termination, nor will it relieve MEI for liability for financial damages suffered by the Charter School as a consequence of MEI's breach (or of the Charter School's termination as a result thereof) of this Agreement.

- (c) By the Charter School Without Cause. Notwithstanding the provisions of the foregoing subparagraph (b), the Charter School shall have the right (assuming that MEI otherwise has no continuing liability, contingent or otherwise, to third parties under contracts entered into by Charter School) to terminate this Agreement without cause provided, however, that upon such termination, MEI shall be entitled to an award of damages on account of such early termination as may be awarded by a Court of competent jurisdiction.
 - (d) Termination of the Charter. This Agreement will terminate upon the Board voting to permanently close the Charter School or the Charter School's ceasing to be a party to a valid and binding charter, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable) if (i) the Charter School has entered into a Subsequent Charter, and (ii) this Agreement has not been terminated pursuant to this ARTICLE VII. Termination pursuant to this paragraph will not relieve the Charter School of any obligations for payments outstanding to MEI as of the date of termination.
- 7.02 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and will include the use of a third party arbitrator for alternative dispute resolution pursuant to ARTICLE XII. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is earlier.
- 7.03 Real and Personal Property. Upon termination, all real and personal property leased by MEI to the Charter School will remain the real and personal property and leases of MEI, and all other personal property purchased by MEI with the funds provided to MEI by the Charter School pursuant to Section 4.02 above will be the personal property of the Charter School.
- 7.04 Future Advances/Out-of-Pocket Expenses. Prior to (and in the case of the Charter School as a condition of) the delivery of any notice of termination in accordance with Section 7.01(b) above, or upon the termination or expiration of this Agreement for any other reason, the Charter School shall (i) reimburse MEI for all expenses owed pursuant to Section 4.02 above, (ii) repay all advances or loans from MEI, whether or not then due, and (iii) post a letter of credit or bond in favor of MEI guaranteeing (A) any future payments due under any equipment or facilities lease from, guaranteed, cosigned, or collateralized by MEI or an affiliate thereof and (B) the Charter School's performance of any other obligations guaranteed, cosigned, or collateralized in whole or part by MEI or an affiliate thereof.
- 7.05 Termination of Paragon™ License. Upon termination or expiration of this Agreement by either party for any reason, including without limitation Section 7.01(b), the license to use the Paragon™ curriculum shall automatically terminate, and the Charter School shall immediately cease any use of the Paragon™ curriculum. If the Charter School shall be

delinquent by 30 days or more in making any payments due to MEI pursuant to this Agreement, MEI shall have the right to suspend the license of the Charter School to use the Paragon™ curriculum until such amounts have been paid in full, and the Charter School shall not use the Paragon™ curriculum during any such period of suspension.

- 7.06 Return of MEI Materials. Within five business days of any termination or expiration of the Management Agreement by either party for any reason, including without limitation Section 7.01(b) the Charter School shall (i) assemble in a safe place (a) all materials relating to the Paragon™ Curriculum, including the Paragon™ Lesson Materials and the Paragon™ Resource Materials, whether in hard copy or electronic format or otherwise, and any copies thereof, (b) all professional development and training materials, guides, and models, prepared and provided by MEI in connection with training of instructional or administrative personnel, and (c) all operational, systems and other administrative manuals and material, and copies thereof, and (ii) the President of the Charter School shall certify to MEI in writing that the Charter School has ceased to use the Paragon™ Curriculum, such Paragon™ Lesson Materials, Paragon™ Resource Materials, all professional development and training materials, guides, and models, and all such administrative manuals and materials. At MEI's direction, the charter School will promptly send at its expense all such materials to MEI or permit representatives of MEI to pick up all such materials at the Charter School

ARTICLE VIII.

PROPRIETARY INFORMATION AND OWNERSHIP

- 8.01 Ownership. Curriculum or other educational materials purchased by MEI with funds MEI receives pursuant to this Agreement will be the property of the Charter School. Notwithstanding the foregoing, the Charter School acknowledges that MEI owns the intellectual property rights and interests in the Paragon™ Curriculum, and the Paragon™ Lesson Materials licensed to the Charter School during the term of this Agreement and to the names "Mosaica" and "Paragon" (such names being registered marks of MEI). The Charter School acknowledges and agrees that it has no intellectual or property interest or claims in the Paragon™ Curriculum, the Paragon™ Lesson Materials or such names and has no right to use the Paragon™ Curriculum, the Paragon™ Lesson Materials, or such names unless expressly agreed to in writing by MEI. MEI shall have the right to install signs on the Charter School facilities, including under the name of the Charter School, describing the services provided by MEI including "Managed by Mosaica Education, Inc." or "Educational Services Provided by Mosaica Education, Inc." Upon any expiration or termination of this Agreement, those signs shall be promptly removed.

ARTICLE IX.

INDEMNIFICATION

- 9.01 Indemnification of MEI. The Charter School will indemnify, defend and save and hold MEI and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by the Charter School with any agreements, covenants,

warranties or undertakings of the Charter School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter School contained in or made pursuant to this Agreement. In addition, the Charter School will reimburse MEI for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.01 may be met by the purchase of insurance pursuant to ARTICLE X below.

- 9.02 Indemnification of the Charter School. MEI will indemnify, defend and save and hold the Charter School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by MEI with any agreements, covenants, warranties or undertakings of MEI contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the MEI contained in or made pursuant to this Agreement. In addition, MEI will reimburse the Charter School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.02 may be met by the purchase of insurance pursuant to ARTICLE X below.
- 9.03 Defense. A party entitled to indemnification under this ARTICLE IX (the "Indemnitee") shall give notice to the indemnifying party (the "Indemnitor") of a claim or other circumstances likely to give rise to a request for indemnification, promptly after the Indemnitee becomes aware of the same. The Indemnitor shall be afforded the opportunity to undertake the defense of and to settle by compromise or otherwise any claim for which indemnification is available under this ARTICLE IX. The Indemnitor's selection of legal counsel is subject to the Indemnitee's approval (which approval shall not be unreasonably withheld). If an Indemnitor so assumes the defense of any claim, the Indemnitee may participate in such defense with legal counsel of the Indemnitee's selection and at the expense of the Indemnitee. If the Indemnitor, prior to the expiration of the fifteen (15) days after receipt of notice of a claim by the Indemnitee under this ARTICLE IX, has not assumed the expense of the defense thereof, the Indemnitee may thereupon undertake the defense thereof on behalf of, and at the risk and expense of, the Indemnitor, with all reasonable costs and expenses of such defense to be paid by the Indemnitor.
- 9.04 Limitations of Liabilities. The Charter School will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of MEI. Notwithstanding this ARTICLE IX, to the fullest extent permitted by law, the Charter School will waive the defense of governmental immunity in any dispute between the parties.
- 9.05 Right of Set-Off. Either party may, but shall not be obligated to, set off against any and all payments due the other party under this Agreement, any amount to which the party is entitled to be indemnified hereunder, provided that the parties have agreed to the

indemnification obligation under this ARTICLE IX or there has been a final judicial determination thereof.

**ARTICLE X.
INSURANCE**

- 10.01 Insurance Coverage. The Charter School will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Charter or otherwise required by sound business practices. Such policies shall name MEI and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. The Charter School will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.
- 10.02 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.
- 10.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this ARTICLE X. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

**ARTICLE XI.
WARRANTIES AND REPRESENTATIONS**

- 11.01 Representations and Warranties of MEI. MEI hereby represents and warrants to the Charter School:
- (a) MEI is a duly organized corporation in good standing and is authorized to conduct business in the State in which the Charter School is located.
 - (b) To the best of its knowledge, MEI has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
 - (c) MEI's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.
- 11.02 Representations and Warranties of the Charter School. The Charter School hereby represents and warrants to MEI:
- (a) The Charter to be received by the Charter School (i) authorizes the Charter School to operate and receive the State, Federal and Local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the Charter School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
 - (b) The Charter School has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this

Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

- (c) The Charter School's actions and those of the Board have been duly and validly authorized, and the Charter School and Board will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the Charter School and the Charter School has sufficient funds in the Budget to pay for such expenditures.
 - (d) The Charter School has provided and will provide MEI all authority and power necessary and proper for MEI to undertake its responsibilities, duties, and obligations provided for in this Agreement.
 - (e) The Charter School is not in breach of the terms of the Charter and will not breach the Charter once fully issued.
 - (f) The Charter School is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter School's required performance under this Agreement.
 - (g) The Educational Program has been reviewed and approved by unanimous resolution by the Board.
 - (h) The Educational Program complies with and will continue to comply with the Charter, the Code and other applicable laws and regulations.
 - (i) The Charter School has no intellectual or property rights or claims in the Paragon™ Curriculum or in the names "Mosaica™" or "Paragon™" and will make no such claims in the future.
- 11.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XII. DISPUTE RESOLUTION

- 12.01 Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution to a court of competent jurisdiction in the State. Pending the resolution of the dispute, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The court will make its decision in accordance with the laws of the State in which the Charter School is located and of the United States.

- 12.02 Damages Upon Termination. The parties agree that in the event of the wrongful termination of this Agreement by the Charter School, the Charter School will owe MEI existing obligations such as unpaid Management Fees through the date of the wrongful termination of this Agreement, un-reimbursed expenses, and other amounts owed to MEI under ARTICLE IV, ARTICLE VIII and ARTICLE IX, and further the parties agree that the Charter School will owe to MEI damages equal to the present value (calculated using a five [5] percent discount rate) of the estimated Management Fees specified in ARTICLE IV through the end of the term specified in ARTICLE II because such Management Fees are used to offset MEI's fixed costs, corporate overhead and profit.

**ARTICLE XIII.
MISCELLANEOUS**

- 13.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and MEI.
- 13.02 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.
- 13.03 Governing Law. The laws of the State in which the Charter School is located will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.
- 13.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.
- 13.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.
- 13.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mails, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:
Successful Start Academy
4812 Swanns Mill Drive
Durham, NC 27704
Attn: Chair of the Board

To:
Mosaica Education, Inc.
42 Broadway, Suite 1039
New York, NY 10004
Attn: CEO
Fax: (212) 232-0309

With a copy to:

With a copy to:

Mosaica Education, Inc.
42 Broadway, Suite 1039
New York, NY 10004

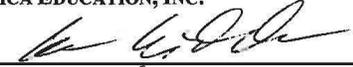
Attn: General Counsel
Fax: (212) 232-0309

- 13.07 **Assignment.** This Agreement will not be assigned by MEI without the prior consent in writing of the Charter School (which consent will not be unreasonably withheld) or by the Charter School without the prior consent in writing of MEI (which consent will not be unreasonably withheld), provided that MEI may assign this Agreement to an affiliated entity and may without the consent of the Charter School, delegate the performance of but not responsibility for any duties and obligations of MEI hereunder to any independent contractors, experts or professional advisors.
- 13.08 **Amendment.** This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President or other authorized officer of the Charter School and an authorized officer of MEI.
- 13.09 **Waiver.** No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.
- 13.10 **Severability.** The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by MEI are found to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.
- 13.11 **Successors and Assigns.** Except as limited by Section 13.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 13.12 **No Third Party Rights.** This Agreement is made for the sole benefit of the Charter School and MEI. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 13.13 **Indebtedness.** No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

13.14 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

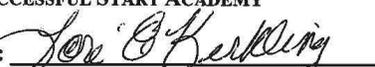
IN WITNESS WHEREOF, THE UNDERSIGNED HAVE EXECUTED THIS AGREEMENT AS OF THE DATE AND YEAR FIRST ABOVE WRITTEN.

MOSAICA EDUCATION, INC.

By: 

Its: President

SUCCESSFUL START ACADEMY

By: 

Its: Board Chair

Appendix B Letters of Recommendation



IMMANUEL
TEMPLE
A SEVENTH-DAY ADVENTIST CONGREGATION
Over 100 Years in Ministry

April 5, 2012

To Whom It May Concern:

The purpose of this letter is to support the establishment of the Successful Start Academy charter school in East Durham. As the husband of a third grade teacher who works in the Durham Public school system, I am acutely aware of the scholastic deficiencies that our current educational system exhibits. The constant pressure from the school district to get high test scores encourages teachers to instruct towards the test rather than teaching for true comprehension and learning. This phenomenon leaves the students scarcely prepared for college readiness. High quality education seems to elude the public school system. However, the primary alternative of private school is not a viable option for many low-income families in the East Durham area.

This is why I support the push to introduce a top-notch charter school in our area to benefit the citizens of East Durham. As the pastor of an 800-member church in East Durham I can see the blessing that a charter school would be to many of my parishioners and their children. The prospect of getting a top-level education at a public school price is an appealing option.

Please consider bringing the Successful Start Academy charter school to the East Durham area for the benefit of our community.

Sincerely,



Pastor John S. Nixon, II
Immanuel Temple SDA

*From Generation to Generation... Forever Centered in Christ
Loving. Learning. Experiencing Christ*

2102 S. Alston Ave. * Durham, NC 27707 * Church Office/Fax: 919.957.0032 * Immanueltemple.net



April 1, 2012

Star Foundation Inc.
360 Child Mentoring & Talent Program
600 Elmira Avenue
Durham, North Carolina 27707

To Whom It May Concern,

The Star Foundation Inc. is an at-risk youth mentoring program that provides youth mentoring services to local communities. Our local office provides services to Durham, Orange, and Wake Counties.

At this location, at-risk children, ages 5-17, get support through educational and individual development afterschool, evenings, weekends, and all day summer programs. We currently have 50 kids enrolled in our programs and would like the opportunity to collaborate with Successful Start Charter School.

We support the Successful Start Charter School and believe that this charter school will be a great asset to the citizens of Durham, North Carolina. The Old Holloway Street School site that Successful Start Charter School will occupy is only five miles from our current services location. We are excited to see that the children in this region will maintain this level of academic preparation offered to them.

Yours Truly,

Joyce Horne Waller

Joyce Horne Waller
Founder CEO

Appendix C Facility MOU

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between B. J. Karkouki with Frank Ward Realtors and Lori Kirkling with Successful Start Academy. The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the founding of Successful Start Academy as a charter school in Durham, North Carolina.

I. PROPERTY SPECIFICATIONS

The property at **1107 Holloway Street, Durham, North Carolina** has been identified as a potential site for the new K-8 charter school serving the East Durham School District, subject to petition approval by North Carolina Department of Public Instruction according to all applicable local and state requirements. The Holloway facility has a total of 48,000 square feet which includes 2 floors and a basement totaling 19 classrooms averaging 700 square feet per classroom. There is also an additional 5,000 square foot gym building. Successful Start will consider leasing the basement and main floor for Year 1 through possibly Year 2 and then the entire facility thereon. The asking price is \$8.00 psf which is a negotiable price.

II. OWNER RESPONSIBILITIES

The property owner agrees to:

- 1) Provide information in a timely fashion about the property as requested by Successful Start Academy.
- 2) Provide information in a timely fashion about the status of the property as it relates to potential buyers or leasers other than Successful Start, and give Successful Start a reasonable opportunity to respond.
- 3) Participate in meetings and telephone conference calls with representatives of Successful Start Academy as needed.

B. SUCCESSFUL START ACADEMY RESPONSIBILITIES

Successful Start Academy agrees to:

- 1) Provide information in a timely fashion to the property owner about the status of the school's charter application with North Carolina Department of Public Instruction.

- 2) Respond in a timely fashion to all reasonable requests for additional information from the property owner.
- 3) Identify a knowledgeable representative to represent the Successful Start Board in property-related discussions with the property owner.

III. MUTUAL ASSURANCES

Successful Start Academy and the property owner both agree that each party has all requisite power and authority to execute this MOU within applicable local and state guidelines.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if the charter application for Successful Start is approved by North Carolina Department of Public Instruction, ending upon the expiration of the lease or purchase period, or upon mutual agreement of the parties, whichever occurs first. This Memorandum of Understanding terminates automatically if the 2013 charter application for Successful Start Academy is not approved by North Carolina Department of Public Instruction.

VI. SIGNATURES

Successful Start Academy Board Chair – required:


Signature/Date

Lori Kirkling, President
Print Name/Title

Property Representative – required:

Bjorn Karkouki 

4/11/2012

Signature/Date

B. J. Karkouki, Broker, Frank Ward Realtors

Print Name/Title



Successful Start Academy



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Kangwei Au
Signature

Stonesthrow Ln Durham 27713
Address (street, city & zip code)

Kangwei Au
Print Name

guk2721@durhamtech.connect.edu
Email address

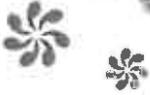
East Durham
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Sallie J Edwards
Signature

805 N Hyde park Ave Durham NC
Address (street, city & zip code) 27703

Sallie J Edwards
Print Name

Email address

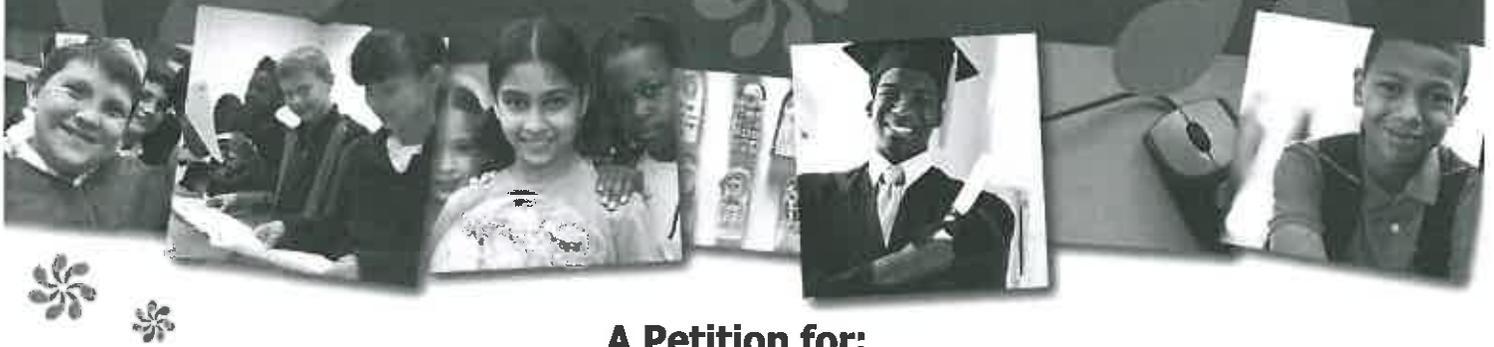
School district of residence

Relationship with the charter school (please check one)

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Paul Green

Signature

Paul Green

Print Name

North Durham

School district of residence

Address (street, city & zip code)

GreenPaul0704@gmail.com

Email address

Relationship with the charter school (please check one)

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 Business or Organization _____
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Darren Jones

Signature

Homelless

Address (street, city & zip code)

Darren Jones

Print Name

Email address

Durham

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
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Quaneisha Paemer

Signature

Quaneisha Paemer

Print Name

DPD

School district of residence

4922 Old Page Road. Apt 203

Address (street, city & zip code)

Durham, NC 27703.

quaneisha.paemer@ymail.com

Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization
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Signature

Nekia Brannon

Print Name

Durham Public School

School district of residence

.Dowd st, durham NC

Address (street, city & zip code)

nekia101@msn.com

Email address

Relationship with the charter school (please check one)

Parent or Guardian of Student interested in Enrolling

Business or Organization

Supportive Individual

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Hollie J Bock
Signature

Hollie J Bock
Print Name

Durham Public Schools
School district of residence

1334 Welkome St.
Address (street, city & zip code)

hollie.bock@
Email address

yebood.com

Relationship with the charter school (please check one)

Parent or Guardian of Student interested in Enrolling

Business or Organization _____

Supportive Individual

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Will Sinclair

Signature

5521 LOCKRIDGE DR
DURHAM

Address (street, city & zip code)

NC 27713

WILLIE SINCLAIR

Print Name

Email address

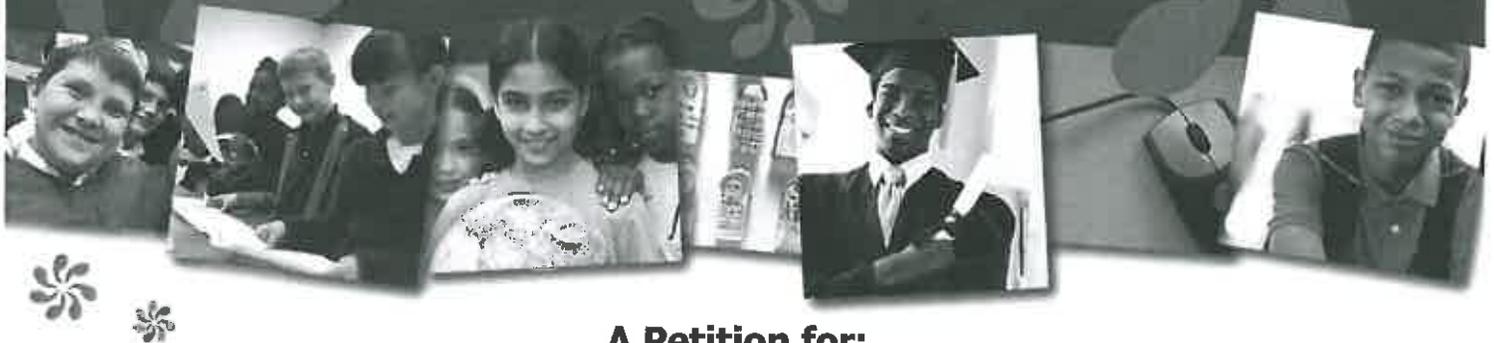
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Signature

2214 Dallas st.

Address (street, city & zip code)

Robert Tyson

Print Name

Robert.Tyson15@yaphoc.com

Email address

School district of residence

Relationship with the charter school (please check one)

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Tiffany Green
Signature

104 E. Corporation St.
Address (street, city & zip code)

Tiffany Green
Print Name

mstip@gmail.com
Email address

Hillsboro
School district of residence

Relationship with the charter school (please check one)

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Deniro Wilson
Signature

Deniro Wilson
Print Name

508 Carlton Ave 27701
Address (street, city & zip code)

Wilson04D+C@Yahoo.Com
Email address 919-201-5753

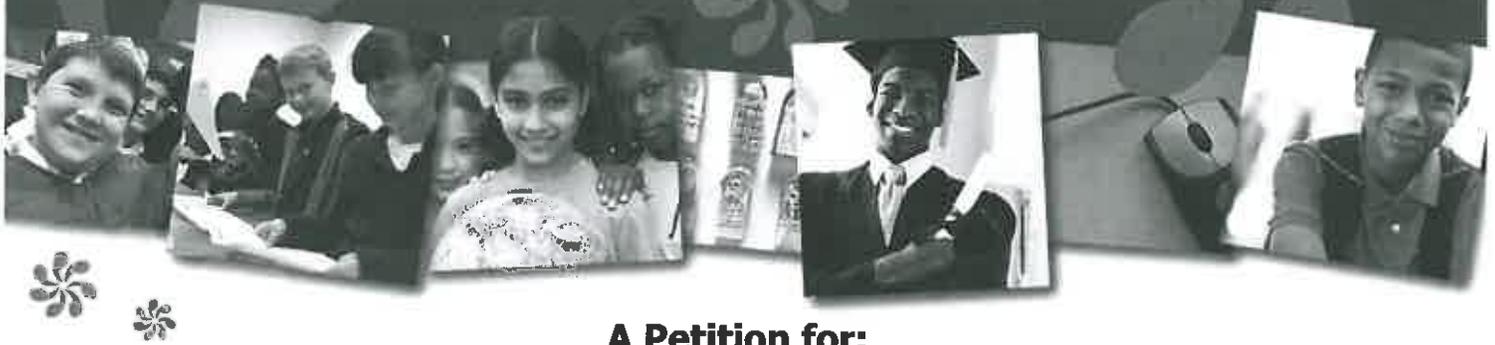
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Erick Sharpe
Signature

143 S Commerce st Durham NC 27703
Address (street, city & zip code)

Erick Sharpe
Print Name

erou143@yahoo.com
Email address
Coach Basketball

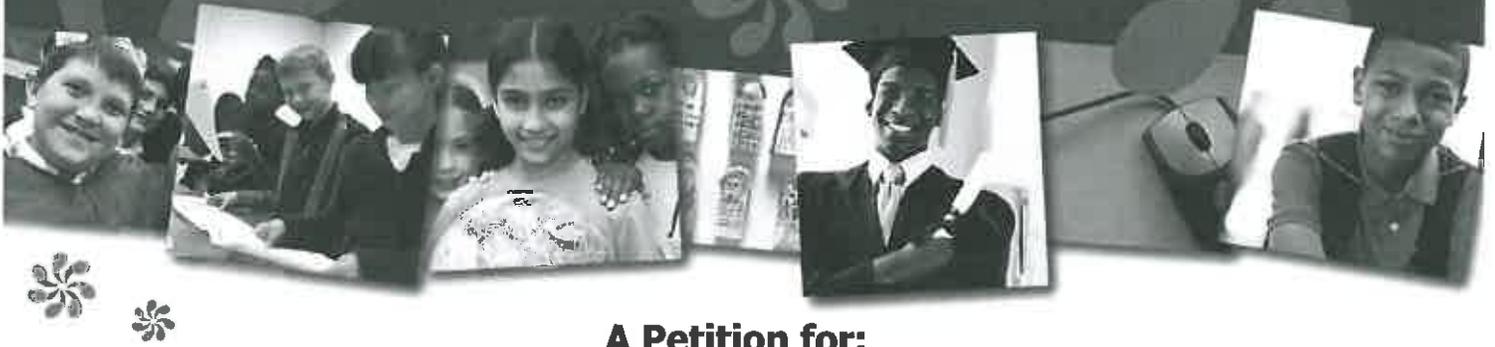
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Ernest Simpson

Signature

1208 N. Elizabeth St. Durham N.C. 27701

Address (street, city & zip code)

Ernest Simpson

Print Name

Email address

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
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Supportive Individual

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Ronald Evans Jr.

Signature

703 Piper Street 27704

Address (street, city & zip code)

Ronald Evans Jr.

Print Name

evans-ronald09@yahoo.com

Email address

School district of residence

Relationship with the charter school (please check one)

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 Business or Organization _____
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Evelyn Brewer
Signature

3206th Glasson St
Address (street, city & zip code)

EVELYN BREWER
Print Name

Email address

School district of residence

Relationship with the charter school (please check one)

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David Thornton

Signature

609 Dowd St

Address (street, city & zip code)

David Thornton

Print Name

Email address

School district of residence

Relationship with the charter school (please check one)

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Milayo Price

Signature

7100 Snodgrass Hill Court

Address (street, city & zip code)

Milayo Price

Print Name

milayo@icloud.com

Email address

Wake County

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization
 Supportive Individual

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Successful Start Academy



A Petition for:

Successful Start Academy Charter School

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Larry Carter
Signature

2920 Chapel Hill Rd, Apt-78-10
Address (street, city & zip code)

Larry Carter
Print Name

n/a
Email address

Durham Tech Public Schools
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
- Business or Organization
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Jasmine Joriel
Signature

3306 Gibbs Ln Hillsborough NC
Address (street, city & zip code) 27278

Jasmine Torian
Print Name

Jazzeephna24@gmail.com
Email address

Durham Public Schools
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
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Calina Hobson

Signature

Calina Hobson

Print Name

Oak Grove

School district of residence

3 Reed Court Durham NC, 27703

Address (street, city & zip code)

Calinahobson@gmail.com

Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization
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Chanelle Henderson

Signature

1835 Cheek Rd Apt 13F

Address (street, city & zip code)

Chanelle Henderson

Print Name

bcwe08@gmail.com

Email address

Merrick Moore

School district of residence

Relationship with the charter school (please check one)

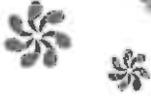
Parent or Guardian of Student interested in Enrolling

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Mildred A Cates

Signature

2533 Atlantic Street

Address (street, city & zip code)

Mildred A Cates

Print Name

Email address

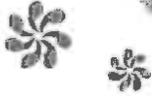
School district of residence

Relationship with the charter school (please check one)

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Joanne Mason
Signature

803 N. Hyde Park Ave
Address (street, city & zip code)

JOANNE MASON
Print Name

Email address

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
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Signature

Michelle L. MacAdam

Print Name

Carrboro/Chapel Hill

School district of residence

306 Estes Drive Carrboro, NC

Address (street, city & zip code)

MickeyMacAdam@hotmail.com

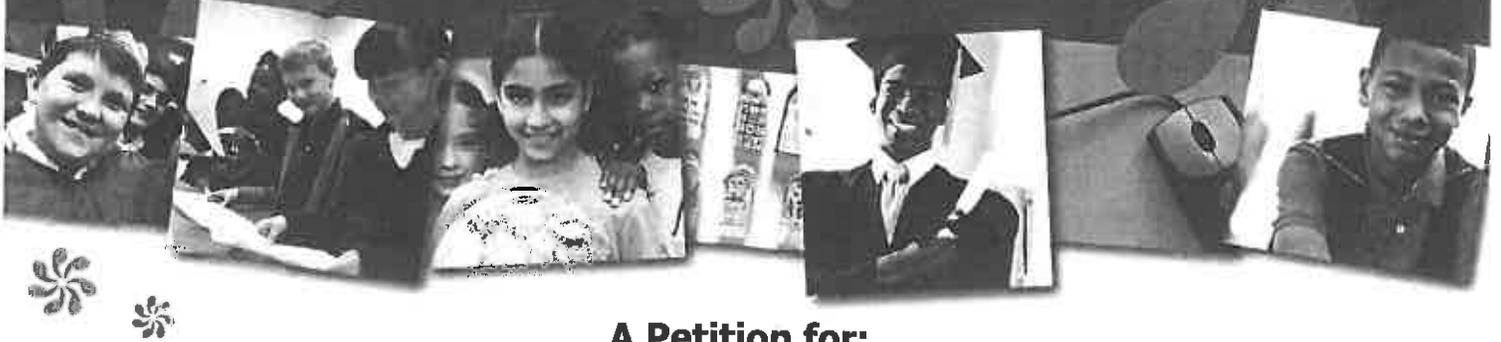
Email address

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Shama Ghanayem
Signature

Shama Ghanayem
Print Name

Durham Public Schools
School district of residence

Address (street, city & zip code)

fastlane1000@live.com
Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
- Business or Organization _____
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Adriana Price
Signature

Adriana Price
Print Name

Wake Tech
School district of residence

5809 Magellan Way
Address (street, city & zip code)

pricechangechanging
Email address
@yahoo.com

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
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~~Matthew~~ Matthew Chavis

Signature

Matthew Chavis

Print Name

Durham Tech

School district of residence

5419 Stanley Rd Durham, NC, ~~27708~~ 27703

Address (street, city & zip code)

matthewchavis@me.com

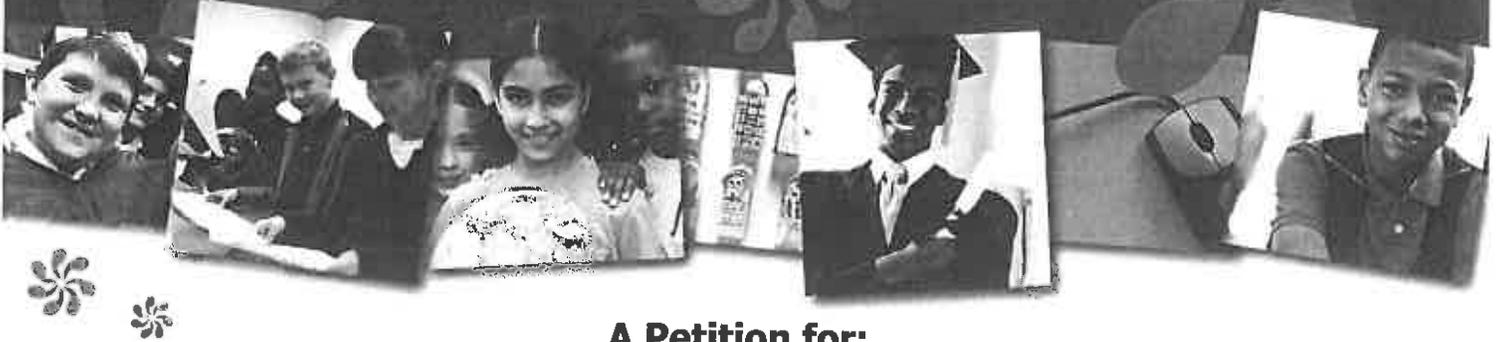
Email address

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James Lunsford

Signature

1014 Concord Cepo rd

Address (street, city & zip code)

Pobox, N.C. 27574

Lilbro-70@yahoo.com

Email address

James Lunsford

Print Name

School district of residence

Relationship with the charter school (please check one)

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 Business or Organization _____
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Valcetta Herron

Signature

1749 Dobbins Hills 27514 Chapel Hill

Address (street, city & zip code)

Valcetta Herron

Print Name

nherron

Email address

Durham Tech

School district of residence

Relationship with the charter school (please check one)

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Ray Nolan
Signature

Ray Nolan
Print Name

4302 Princeton Ave
Address (street, city & zip code)

cryanol@gmail.com
Email address

School district of residence

Relationship with the charter school (please check one)

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 Supportive Individual

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Elantra Dupree
Signature

835 Berywn Street
Address (street, city & zip code)

Elantra Dupree
Print Name

elantradupree@gmail.com
Email address

dps
School district of residence

Relationship with the charter school (please check one)

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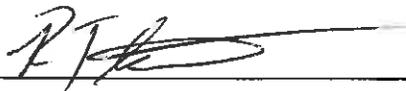
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Signature

2624 E Camellia St Durham NC 27705
Address (street, city & zip code)

Rica Thomas

Print Name

Email address

DPS

School district of residence

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Braxton Mitchell

Signature

316 Trappers Run Dr

Address (street, city & zip code)

Braxton Mitchell

Print Name

Mitchell-braxton@dsps.org

Email address

DPS

School district of residence

Relationship with the charter school (please check one)

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Gregory M. Pass
Signature

Gregory M. Pass
Print Name

111 N. Elizabeth St Apt 4
Address (street, city & zip code) Durham, 27701

gregoryPass40@yahoo.com
Email address

School district of residence

Relationship with the charter school (please check one)

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C. King

Signature

1208 Hazard St Durham, NC 27701

Address (street, city & zip code)

Christopher C. King

Print Name

Supdinger@gmail.com

Email address

School district of residence

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Kunan Logan
Signature

1707 drew street
Address (street, city & zip code)

Keenan Logan
Print Name

Kunan Logan 9@yahoo.com
Email address

Durham
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student Interested in Enrolling
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Signature

Eddie Wallace

Print Name

Durham

School district of residence

1117 Spruce Street 27701

Address (street, city & zip code)

Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
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Antonio Logan

Signature

1207 Drew Street Durham NC

Address (street, city & zip code)

27701

Antonio Logan

Print Name

Email address

Durham

School district of residence

Relationship with the charter school (please check one)

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Successful Start Academy



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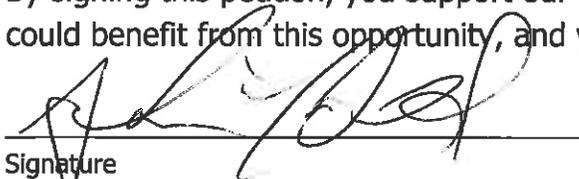
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Signature

Au'Sherria McDonald
Print Name

601 N Elm St Durham NC 27701
Address (street, city & zip code)

mcdonaldausherria@yahoo.com
Email address

Riverside
School district of residence

Relationship with the charter school (please check one)

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Our goal is to provide a safe environment in which East Durham children can achieve academic success through an education focused on Science, Technology, Engineering and Mathematics (also known as STEM instruction) with an added 'A' to include the Arts. By adding the Arts to this typical STEM education, our students will also learn by using their creativity.

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By signing this petition, you support our efforts as an interested community resident or parent who could benefit from this opportunity, and you support the concept for the Successful Start Academy.

Terrell Cole

Signature

Terrell Cole

Print Name

Hillside High

School district of residence

1305 Wiley rd.

Address (street, city & zip code)

coleterrell27@yahoo.com

Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Successful Start Academy



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Rogelio Hernandez

Signature

561 Liberty St

Address (street, city & zip code)

Rogelio Hernandez

Print Name

Email address

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Carolyn Morales

Signature

561 Liberty Durham

Address (street, city & zip code)

Carolyn Morales

Print Name

Email address

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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William A. Gant

Signature

1330 ELMIRA AVE

Address (street, city & zip code)

WILLIAM A. GANT

Print Name

WMANATTIE@MSN.COM

Email address

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian
 Business or Organization
 Supportive Individual

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Sara Jordan Ebron
Signature

62 Candyuff Ln. 27713
Address (street, city & zip code)

SARA JORDAN EBRON
Print Name

Email address

Parkwood
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian
 Business or Organization
 Supportive Individual

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Felix Q. Eleazer Jr.
Signature

1528 Sedwick Rd.
Durham, NC 27713
Address (street, city & zip code)

Felix Eleazer
Print Name

feleazer@psystems.us
Email address

Parkwood
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian
 Business or Organization
 Supportive Individual

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Norma Jean Collins
Signature

7904 Morning Dove Rd Raleigh NC 27615
Address (street, city & zip code)

NORMA JEAN COLLINS
Print Name

Email address

School district of residence

Relationship with the charter school (please check one)

Parent or Guardian

Business or Organization

Supportive Individual

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Carishyn Holland
Signature

Carishyn Holland
Print Name

211 A Bridgefield Pl Durham, NC 27705
Address (street, city & zip code)

goldengrt2011@yahoo.com
Email address

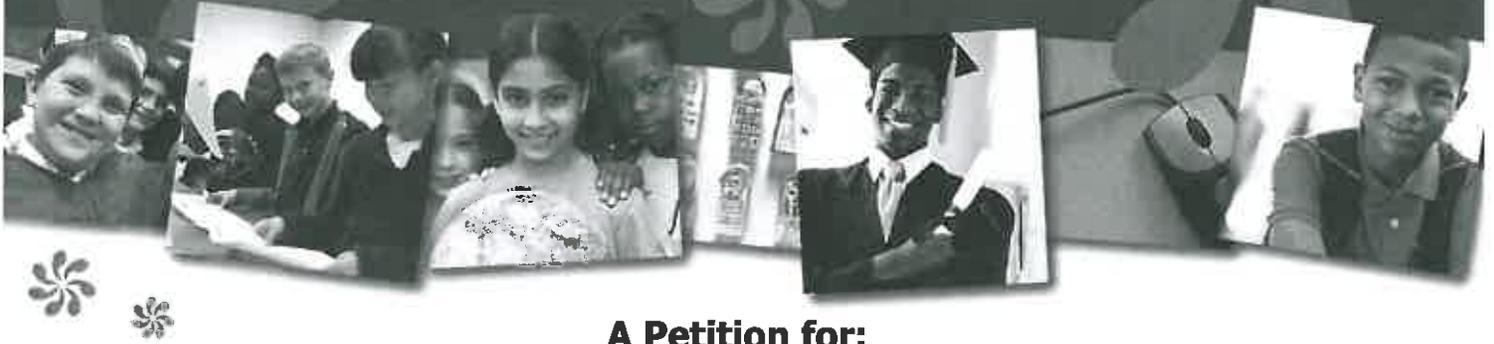
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian
 Business or Organization
 Supportive Individual

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Chamare Quick

Signature

1402 N Alston Ave

Address (street, city & zip code) Durham NC

Chamare Quick

Print Name

ChamareQuick@ymail.com

Email address

Spring Village-Durham

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Elin Brandon

Signature

3707 Birm Drive

Address (street, city & zip code)

Erin Brandon

Print Name

brandnew12@gmail.com

Email address

Durham Public Schools

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Charles Ngeve
Signature

4230 Garrett rd 27707
Address (street, city & zip code)

Charles Ngeve
Print Name

Cngeve@yahoo.com
Email address

Durham public schools
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
- Business or Organization _____
- Supportive Individual

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Felicia Kirkling
Signature

4812 Swans Mill dr.
Address (street, city & zip code)

Felicia Kirkling
Print Name

Felicia - Kirkling@hotmail.com
Email address

Durham Public Schools
School district of residence

Relationship with the charter school (please check one)

Parent or Guardian

Business or Organization

Supportive Individual

You can also go online at: <http://www.petitiononline.com/petition/onlinestart-academy/> to sign the iPetition.

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Antonio Baker

Signature

Antonio Baker

Print Name

622 E. Knox St apt N 27704

Address (street, city & zip code)

Bakerantonio40@yahoo.com

Email address

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Breanne Williams

Signature

Breanne Williams

Print Name

East Durham

School district of residence

400 Famosa Ave Durham, NC 27701

Address (street, city & zip code)

wbreanne66@yahoo.com

Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Aswan
Signature

12 Forest Court 27703
Address (street, city & zip code)

Angelique Swan
Print Name

angelique.swan1@yahoo.com
Email address

Durham public Schools
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization
 Supportive Individual

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Rayonna Hall
Signature

2532 S. Roxboro St Apt 4 ^{Durham}
Address (street, city & zip code) ^{NC}
²⁷⁷⁰⁷

Rayonna Hall
Print Name

RayonnaHall112@gmail.com
Email address

DPS
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
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Chris Webb

Signature

6315 greens hollow ln

Address (street, city & zip code)

Christopher Webb

Print Name

ChrisWebb.Crw@gmail.com

Email address

Durham public Schools

School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Successful Start Academy



A Petition for:

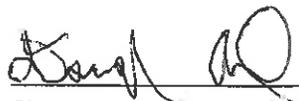
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Signature

DOUGLAS ALSTON
Print Name

DPS
School district of residence

201 Commons Blvd Apt 102
Address (street, city & zip code)

Durham, NC 27704
Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Eric S. Gorington
Signature

9308 Auburn Village Dr -
Address (street, city & zip code)

Eric S. Gorington
Print Name

Ericgorington@yahoo
Email address

DES
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
- Business or Organization _____
- Supportive Individual

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Mu. Hassan
Signature

3003 STANFORD DR. Durham^{NC} 27707
Address (street, city & zip code)

MUTWAKIL HASSAN
Print Name

mutwakil64@gmail.com
Email address

DPS
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Signature

Kevin Laney
Print Name

DPS
School district of residence

508 E carver st Durham 27704
Address (street, city & zip code)

Laney_Kevin@yahoo.com
Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

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Successful Start Academy



A Petition for:

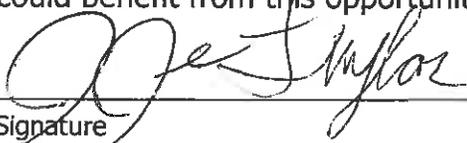
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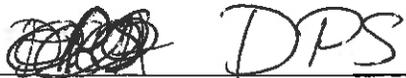
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Signature

JAMES TAYLOR
Print Name


School district of residence

819 CLEVELAND
Address (street, city & zip code)

j.g5.0@gmail.com
Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
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K. Hamm
Signature

2216 Midway road, Raleigh NC 27610
Address (street, city & zip code)

Katung'e Mutua
Print Name

Ktuma@yahoo.com
Email address

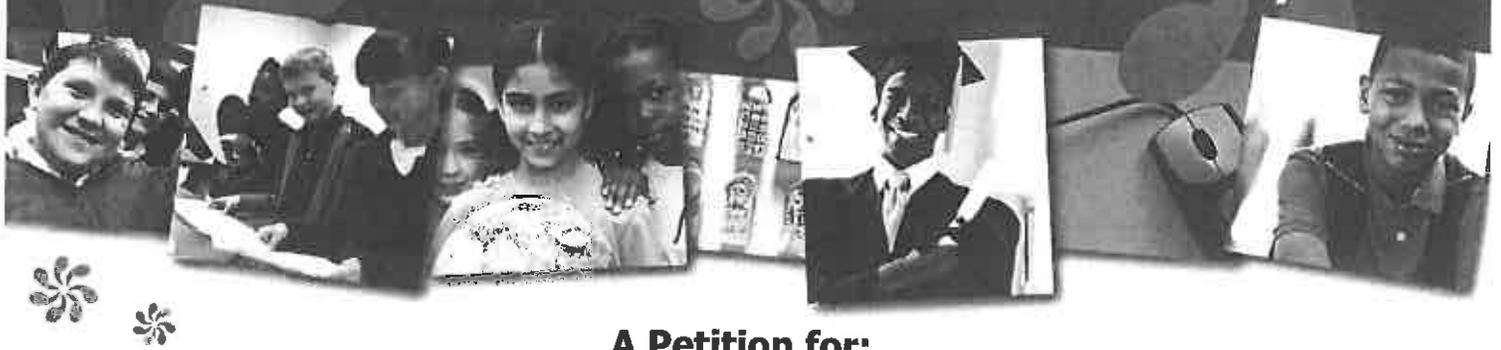
Durham
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
 Supportive Individual

You can also go online at: <http://www.ipetitions.com/petition/successful-start-academy/> to sign the iPetition.

Successful Start Academy



A Petition for:

Successful Start Academy Charter School

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Jasmine S. Hunt
Signature

Jasmine S. Hunt
Print Name

PO. Box 5744 Durham, NC,
Address (street, city & zip code) 27717

liljazzy_pnea09@yahoo.com
Email address

Durham Public Schools
School district of residence

Relationship with the charter school (please check one)

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Andres Villegas
Signature

Andres Villegas
Print Name

Durham Public Schools
School district of residence

11 Strawberry Ridge Lane
Address (street, city & zip code)

AEVRodriguez91@gmail.com
Email address

Relationship with the charter school (please check one)

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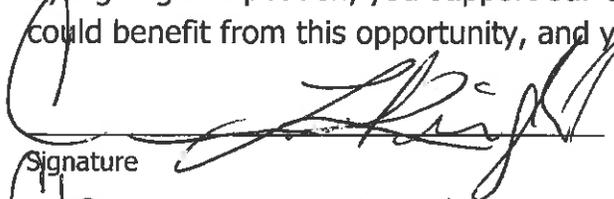
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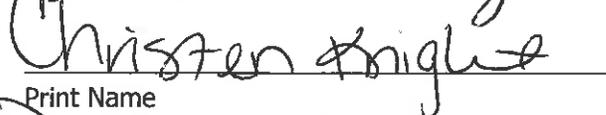
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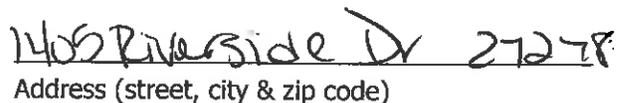
Signature



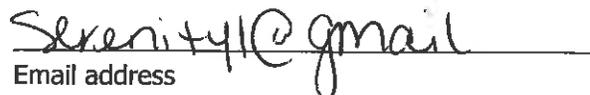
Print Name



School district of residence



Address (street, city & zip code)



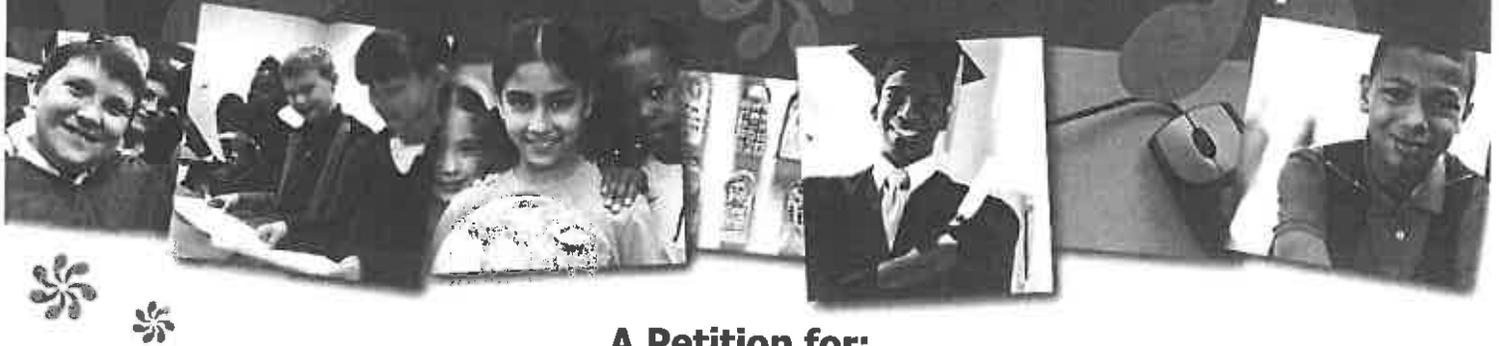
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John Beyene

Signature

John Beyene

Print Name

Raleigh, NC 27540

Address (street, city & zip code)

alebey@Yahoo.com

Email address

Durham Public School

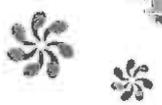
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William May
Signature

4900 N Roxboro St.
Address (street, city & zip code)

Debbie Maye
Print Name

Email address

Durham Public Schools
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
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Aaron Wingard
Signature

7212 Karen Hurst Dr.
Address (street, city & zip code)

Aaron Wingard
Print Name

ttwingard@yahoo.com
Email address

DPS
School district of residence

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
- Business or Organization
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Marketh Herbina-Caul 10 Saxford place
Signature Address (street, city & zip code)

Marketh Herbina-Caul Marketh.HerbinaCaul@gmail.com
Print Name Email address

DPS
School district of residence

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Cierra Tyler

Signature

CIERRA TYLER

Print Name

Durham Public Schools

School district of residence

1503 A LATROP ST 27403

Address (street, city & zip code)

swagoo43@gmail.com

Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
 Business or Organization _____
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Jose Olayo
Signature

Address (street, city & zip code)

Jose Olayo
Print Name

pse.colayo@abl.com
Email address

DPS
School district of residence

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Signature

1107 ~~Edge~~ Beginning St.

Address (street, city & zip code)

Justin Laidlaw

Print Name

justin.laidlaw@gmail.com

Email address

DPS

School district of residence

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Inez McDonald
Signature

INEZ MCDONALD
Print Name

WAKE
School district of residence

1015 Takeaway Pl. Morrisville NC, 27562
Address (street, city & zip code)

inezmcdonald@mail.com
Email address

Relationship with the charter school (please check one)

Parent or Guardian

Business or Organization

Supportive Individual

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Signature

Ramata Barry

Print Name

Durham Public School

School district of residence

60 Scottish Lane Durham NC

Address (street, city & zip code)

Ramatouti@gmail.com

Email address

Relationship with the charter school (please check one)

- Parent or Guardian of Student interested in Enrolling
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Margaret Jeh
Signature

Address (street, city & zip code)

Margaret
Print Name

mjhouson@yahoo.com
Email address

Durham Public Schools
School district of residence

Relationship with the charter school (please check one)

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Leslie Martinez
Signature

Leslie Martinez
Print Name

401 Pearson Dr. Durham, NC
Address (street, city & zip code) ²⁷⁷¹³

lesliemartinez@hotmail.com
Email address

Durham Public School
School district of residence

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Emily Mercado
Signature

Emily Mercado
Print Name

Durham
School district of residence

1026 Jerome Road, Durham, NC
Address (street, city & zip code) 27713

emilymerca@yahoo.com
Email address

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Emma Gilmore-Cronin

Signature

1622 Shawnee St, Durham NC, 27701

Address (street, city & zip code)

Emma Gilmore-Cronin

Print Name

emm-a.sgc@gmail.com

Email address

DPS

School district of residence

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Oneil Kirkling
Signature

4812 Swann's Mill Dr
Address (street, city & zip code)

Oneil Kirkling
Print Name

Email address

School district of residence

- Relationship with the charter school (please check one)
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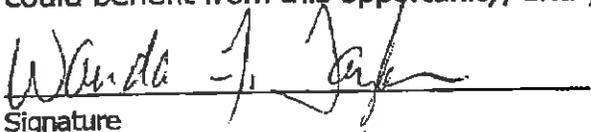
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Signature

Wanda Faye Taylor
Print Name

Address (street, city & zip code)


Email address

School district of residence

Relationship with the charter school (please check one)

Parent or Guardian

Business or Organization

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Charlie W. Thomas

Signature

1102 ORCHARD WAY
DURHAM N.C. 27704

Address (street, city & zip code)

CHARLIE W. THOMAS

Print Name

CHARLIEWTHOMAS38@YAHOO.COM

Email address

School district of residence

Relationship with the charter school (please check one)

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Business or Organization _____

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