

EDUCATIONAL PLAN

A. Mission

- 1. Describe the vision for your proposed charter school. Provide a clear statement that defines the purposes and nature of the school. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree.*

Atlanta Preparatory Academy (APA) will prepare students to excel in core subjects, develop strong critical thinking and problem solving skills and acquire an arts, humanities and technology background. The school will be led by visionary teachers and leaders who are committed to individualized education and a school-wide belief that all children will learn and succeed.

- 2. Identify how the school will accomplish its purpose and what makes it uniquely suited to do so.*

APA is seeking a five-year charter from Atlanta Public Schools and the Georgia Department of Education. APA will be led by a diverse governing board experienced in development and implementation of comprehensive education reform. APA's board members have vast experience in the start-up of charter schools and in providing services to diverse schools across the country with a majority of the schools servicing urban, at-risk student populations. Board members have extensive management experience and background in providing intensive pre-service and in-service training to all school staff. Academy staff will be trained in all curriculum materials with Small Learning Community goals set for students within subject areas and across subjects to meet state standards. All teachers will work with the school's experienced curriculum implementation specialists to align daily lessons to meet state sequencing standards. A varied set of measures will be used to monitor ongoing individual and school wide student achievement. All staff will also be trained in designing Personalized Student Achievement Plans (PSAPs), which are developed on the basis of pre-testing, observations, parent and student input. These plans are then modified throughout the year to reflect gains or newly identified weak areas. Please see Appendix A for the PSAP template.

Achievement of the Academy's mission is also supported by the school's daily schedule, which consists of a core morning program and the afternoon humanities program. The daily schedule permits uninterrupted instruction in a 90-60-60-90 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 significant more time-on-task for students to master content and improve skills. APA 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.

- 3. Describe how the charter school will fulfill the Georgia legislative intent for charter schools to "increase student achievement through academic and organizational innovation."*

The Academy's academic and organizational innovation is evidenced by:

- A unique subject delivery sequence and curriculum;
- Individualized education plans for all students;
- A diverse set of measures that provide a holistic assessment of student progress and permit specific diagnoses of effective instructional practices or areas that require restructuring;
- Implementation of a Small Learning Communities model whereby students are divided into groups of 75 students from varying grade levels. These communities provide students with leadership from 4 teachers and the opportunity for multi-age learning situations;
- A school-wide, cross-curricular literacy initiative;
- Professional development that encourages both school-wide staff commitment to mission and curriculum in addition to personal development goals;
- Implementation of the unique Paragon curriculum;
- Parent involvement framework that brings parents to the school: Paragon Performance Nights; Monthly Training opportunities (Parents as Tutors/Teachers); Participation in school governance through the Board of Directors or Committees; Participation in extra-curricular leadership; Parents-as-Experts (parents recruited to conduct seminars for students on careers and skills);
- Integrative arts in Core disciplines, the Paragon curriculum and explicit arts instruction in visual, music and the performing arts three times per week. All teachers undergo integrative arts training;
- Diverse instructional strategies that reflect best practices in accordance with Howard Gardner's Theory of Multiple Intelligences;
- High expectations for all students and staff with a commitment to meeting growth goals.

B. Educational Need for this School

1. Explain the need for this particular school in the immediate community it will serve. Who is the target student population to be served, student ages, and grade levels?

The City of Atlanta is experiencing tremendous growth. This growth, which is occurring right in the heart of historically underserved areas, brings the need for new, quality schools. Our purpose is for APA to serve as a model that can be replicated in partnership with Atlanta Public Schools; a model for the implementation of high-quality school programs serving areas of real need.

APA will serve a predominantly at-risk population of students. The school facility will be located in an area with high numbers of academically and economically disadvantaged students. APA's operational plan is to initially serve 490 students in grades K – 4 (ages 5 – 11) and then to expand each year to serve grades K-8 ultimately (ages 5-15) with a total population of 842 students. Our plan is to serve a student population reflective of the community, and to match the closest APS schools' student demographics for race, income, and special education.

APA will primarily serve students and families in the Adamsville, Bankhead/Bolton and Fairburn Heights areas, all communities that lack the unifying presence of strong neighborhood schools, and an area that is targeted for extensive urban development over the next few years. APA will serve as a uniting force in the community, bringing together longtime neighborhood residents and involving them in the education of Atlanta's children and providing stability during this period of change and

growth. APA will also serve as a strong draw for families seeking the best for their children. A strong school is the heart of its community; it is therefore, our hope that APA will serve as a beacon of pride and a purveyor of hope in its community, teaching its children the values of the past and cultivating the skills and knowledge they will need in order to have a purposeful hand in creating the world of the future. We will hold community meetings in NPU H, speak out at community centers, housing projects, churches, and other local meeting places in order to reach a diverse and representative student body. We also plan to do several targeted mailings to parents and students throughout the zone.

Comparative student performance data for schools in NPU H reported on School Matters for 2006 in addition to population trends in this area suggest the immediate need to expand school options to accommodate population growth and to offer varied educational options to the needs of students and parents. An analysis of surrounding elementary schools shows that schools are serving between 80% - 100% economically disadvantage student populations. A majority of students in this area are African American alongside a growing Hispanic population. Data available for 2006 shows several schools meeting AYP growth targets, while others are struggling to test out of "Needs Improvement." Middle schools in particular are struggling to maintain proficiency rates. Concerted efforts by APS to reduce class sizes in lower performing schools seem to be making incremental differences in student outcomes. APA will continue this effort of personalized learning and small classes in a K – 8 environment to promote consistent learning behavior trends.

We plan to work together closely with neighborhood organizations and the local NPU to create a true neighborhood school that offers opportunities for the community to become involved in the school and will offer students the chance to learn about and to become involved in their community.

2. Describe the areas of concentration on which this school intends to focus?

APA will focus on the areas of rigorous core skill development with the goal of preparing all students for a college preparatory middle and high school career. Students will be immersed in the integrative arts and humanities and will achieve mastery of navigational technology skills as a critical means of investigation and presentation. Students will also learn the elements of leadership and public speaking and the importance of community involvement and good citizenship through community-based learning.

C. Accountability

1. Summarize five to seven important school specific goals and associated measures in relation to educational performance and organizational viability to be used as a measure of success following the first two years of the charter term.

- Atlanta Preparatory Academy students in grades three, four and five will show at least a 2% increase in the percentage of students meeting CRCT standards in all areas designated by APS as Instructional Priority Areas (reading, language arts, mathematics, science, social studies), as measured annually.
- Atlanta Preparatory Academy students in grades three, four and five will show at least a 2% decrease in the percentage of students not meeting CRCT standards in all areas designated by

APS as Instructional Priority Areas (reading, language arts, mathematics, science, social studies), as measured annually.

- APA will meet or exceed annual growth standards established by the Georgia Department of Education thereby making adequate yearly progress on an annual basis as established under NCLB.
- The average percentile rank in reading, language and mathematics on the ITBS or another mutually agreed upon norm-referenced assessment test will increase by three percentile points from the pre- to the post-testing period for all students. The projected goal is a gain of 2.5 NCE points in Language Arts, Reading and Mathematics scores.

Additional Goals:

- Eighty-five (85%) of parents shall attend parent-teacher conferences at least once per academic year.
- The Academy shall 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 and a rating of 8.5 by year three.
- Within three years, the student attendance rate shall exceed the current Atlanta Public School District average.

APA believes that these goals will be effective in measuring student achievement and performance gains over time and will provide a firm basis by which to judge the efficacy of APA's academic program. These goals are designed both to chart students' academic progress and areas of weakness as well as gauging parent and student satisfaction with the program. Ultimately, our goal is to involve parents and students in the school mission and to build a stronger community. This can only be in the public interest.

II. ACADEMIC DESIGN

A. Academic Standards and Curriculum

- 1. Provide a general description of the curriculum that will be used by the school including the objectives, content, and skills to be taught in the main subject areas at each grade level in your school. What will be the focus of the curriculum? Explain how the curriculum is aligned with the Georgia Quality Core Curriculum and Georgia Performance Standards.*
- 2. Describe instructional methods and materials that will be used to provide high quality instruction. Explain the research that demonstrates that this approach will work with your anticipated student population.*

Responses to both questions above are included in the following narrative.

I. Curriculum and instructional design.

Overview

The proposed educational program at APA pairs a Core morning program devoted to intensive study of basic skills, and an afternoon Paragon® curriculum focused on the arts and humanities. Both sessions focus on a school-wide literacy initiative and will incorporate service- and community- based learning activities for applied learning experiences. The proposed curricula are aligned with ASCD National Content Standards and the Core Curriculum is aligned with Mosaica’s model content standards. Outcomes follow the curricula presentation.

In the elementary Core morning program, APA will use Open Court Reading, Phonics, and Language Arts and the SRA Real Mathematics curriculum published by SRA/McGraw-Hill, as well as *Science 2005*, published by Harcourt Brace. The middle school Core Morning program will use the following:

- Language Arts: *Prentice Hall Literature Timeless Voices, Timeless Themes* - 2005 and *Prentice Hall Writing and Grammar* - 2004
- Math: *Impact Mathematics* – McGraw Hill/Roscoe
- Science: *Science Plus* – Holt, Rinehart and Winston, 2002

The Academy has chosen these curricula for the Core morning program because of their compatibility with the afternoon Paragon® curriculum, as well as state and national standards. The proposed curricula are interdisciplinary, which will allow APA staff to design programming with clear connections between the Core morning program and afternoon Paragon® sessions.

Paragon® is an interdisciplinary world history curriculum that follows a student-centered, personalized approach to learning that combines constructivism with rich content. Paragon® 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 Georgia’s model content standards by highlighting the areas that students are expected to master at a specific grade level and by aligning daily lessons plans 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 Georgia social studies/history/economics/civics content standards.

The curriculum and teaching strategies at APA will accommodate the needs of a diverse set of learners – those students who are eager to stretch their horizons on a challenging path of individual-based inquiry and those students who require more time-on-task and personalized courses that spark their interest and open a world of engagement.

The daily experiential, technology and art-based opportunities at APA will encourage many “fringe” learners to participate actively in the learning environment. Experiential-based learning is all-encompassing and draws students to the excitement of the activity. Paragon’s hands-on, cooperative learning helps to build confidence and problem-solving skills by immersing students in active, fun decision-making environments. For many students, the transition from desk-work

to active, real-life learning simulations is all that is needed to stimulate a curiosity and excitement for learning and an avenue for students to absorb content then synthesize and evaluate concepts.

At APA the arts and humanities and cross-curricular literacy initiative will pay significant dividends as young students travel through the elementary and middle school program and move on to high school. Research shows that including the arts in middle school study contributes to higher grades, higher rates of retention in high school, higher test scores, and increased college enrollment. For example, SAT test scores show that students with four or more years of arts education scored 59 points higher on the verbal portion of the test and 44 points higher on the math portion of the test¹. A UCLA study revealed that students studying and practicing the arts have grade point averages that are on average 10% higher than students who do not have had an arts education².

Research has further suggested that arts education reduces the high school drop out rate among at-risk students. In a survey of at-risk adolescents, 50% stated that arts courses were a strong positive influence to stay in school³. Additionally, through his research (1993) Elliot Eisner, Professor of Art and Education at Stanford University, has demonstrated the interdependencies of arts education, the sciences, and economic growth.

A testament to MEI's arts integrated Paragon curriculum, MEI was awarded a prestigious federal multi-year dissemination grant to concentrate on true cross-curricular arts integration and pedagogies and to track student achievement. Five MEI-partnered schools are currently participating in this grant. MEI is incorporating new and effective methods from this study and others in its professional development plans.

Curricula

APA will implement the Core and Paragon® curricula outlined below.

Reading

APA 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 will feature the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, students will 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 will develop phonetic awareness and will feature a CD-ROM extension to engage students further in spelling and proofreading practice.

The literature program will use Socratic discussion, as well as the multicultural reading selections

¹ College Entrance Examination Board, 1995.

² UCLA School of Education, 1997.

³ Florida State University, 1990.

that will be compatible with the afternoon social studies/humanities program. Both the reading program in the morning session and the humanities program in the afternoon will employ an integrated interpretive reading and discussion program that will cover all disciplines across the curriculum. Interpretive activities will 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 will often tie-in with the historical period featured in the afternoon program.

Phonics

APA will use the acclaimed Open Court Reading 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. MEI 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 will further enable students to understand parts of speech and other linguistic principles.

Writing

In conjunction with Mosaica's literacy initiative (see Appendix B), students will write across the curriculum and for a variety of purposes and projects. Some are daily assignments such as in journals; some are short-term assignments involving very few drafts such as letter writing and project proposals. Still other writing assignments will be longer term and will be 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 English/language arts applications throughout.

Long-term thematic writing assignments will be either narrative or expository in nature. 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 will be organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students will 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.

Mathematics

APA will teach mathematics as a discrete subject in the morning session that is free from interruptions of any kind. We plan to use SRA/McGraw-Hill *SRA Real Math 2006*, a highly regarded new edition of the acclaimed program that now features a higher degree of connectivity with Open Court Reading (including, for instance, OCR's Concept Question Boards). A recent review of SRA Math by Mathematically Correct gave it the highest overall rating for elementary

programs. SRA is fully aligned with Georgia and national content standards. The varied applications of math will be integrated into the humanities program in the afternoon session for additional practice and application.

Science: 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 Harcourt Brace *Science 2005* for our science texts and hands-on kits. The school's science program is completely aligned with Georgia and national Standards.

Rather than rely exclusively on textbooks and classroom activities, the school will offer special field trips and nature studies. APA'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.

Second Language

APA will treat Second language as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Foreign language instruction will start in kindergarten and build toward proficiency with each successive grade level. We will provide instruction in Spanish. Communication will be 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 will convey to students the cultural experiences of their peers in Spanish-speaking countries. The school will cultivate the natural facility of younger students for second language acquisition by beginning at an early age with an immersive program. Students will learn the basic distinctions between alphabets, numbers and sounds of various languages.

Native Spanish speaking students at APA will be an essential component of Spanish class. Native speakers will work with non-Spanish speaking students as "teachers". This instructional 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 PARAGON® VISION

A World of Ideas That Makes a World of Difference

Afternoon Program

II. The Integrated Humanities Program—"Paragon® Curriculum"

Paragon® is an interdisciplinary world history curriculum that follows a student-centered,

personalized, approach to learning that combines constructivism (the constructivist model is based on helping students take responsibility for their own learning, to be autonomous thinkers, to develop integrated understandings of concepts, and to pose--and seek to answer--important questions) with rich content. 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 (digital images, transparencies, videos, CDs, CD-ROMs, Internet sites and student handouts). The Paragon® Curriculum "spirals" meaning that students are first introduced to concepts and cultures in early grades 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 beginning 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. These areas of study align with Georgia and ASCD content standards and will be assessed by the ITBS Social Studies test and CRCTs. Each Paragon® 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.

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 Paragon® unit contains the rationale, teacher background information, lesson plans, materials lists and assessment tools needed to implement the curriculum. A Program Facilitator will provide ongoing professional development, pedagogical training and classroom support. In weekly grade group meetings for Paragon®, teachers will engage in collaborative planning with colleagues that tailors the curriculum to the specific needs of students and that draws effectively on the talents, passions and resources of teachers, parents and community members.

The Paragon® Curriculum

A World of Ideas That Make a World of Difference

Elementary

Mosaica's unique Paragon® Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills that will 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:

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

Aligning Paragon® with Local and State Standards

Although all Paragon® students will immerse themselves in the historical, cultural and scientific worldview of the **Human Era** under study with other grade levels, each grade level will also focus 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 Georgia 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. Paragon® 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, *Science 2006* and *SRA Real Mathematics 2006*.

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 isolated visits to a computer lab. APA will be equipped with a computer for every two to three children and we will provide laptops for each teacher and administrator. Personal desktop computers will be linked to the Internet, affording access to curriculum and resources available in cyberspace or on CD. Paragon® Lesson Plans direct students to specific Internet sites on a regular basis.

The APA library will be designed as a Media and Resource Center, supplying a library of excellent books and CD-ROMs. The library holdings will contain the books prescribed by the Core Knowledge Foundation and those that support the content-rich Paragon® Curriculum, as well as TV/VCRs, and overhead and slide projectors for pedagogy. The Multimedia Center will also feature a Multimedia Arts and Sciences Studio for student radio and video portfolio productions.

Each classroom will be equipped with a TV/VCR 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. Overhead projectors in every classroom will further enable teachers to engage students with the captivating transparencies that support the Paragon® Curriculum.

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, APA will train 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.

Exciting opportunities for students to participate in the performing and visual arts will be a strong component of APA's program. An arts committee will be formed at the start of the school year that will report to the school governing board on the status of arts programming at the Academy. This committee will be composed of board members, parent representatives, students and local community artists. The goal will be to recruit local artisans as student mentors and as workshop guides. Students will be engaged in the production of plays based on thematic Paragon® units

and as student interest and knowledge of staging progresses, theater groups will be formed to encourage independent staging of plays and other performances. Technology will be 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, will receive a Paragon® cassette to accompany each of the eight five-week units and will be trained to integrate their respective fields to Paragon’s school-wide program.

The music specialist will also conduct choral and instrumental instruction. The music specialist will consult 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.

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. Paragon® 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 will 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 will identify that 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 will also examine indigenous cultural groups for character education. They will learn that tribal cultures value the whole group rather than place emphasis on individuality. Students will 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 will learn about indigenous peoples through their stories, music, myth, art and customs.

Paragon Arts Odyssey: Grades 6 – 8

A Journey with Dual Paths

As with the K-5 Paragon® program, the visual and performing arts will play a vital role in the Middle School Humanities program. The Middle School program will provide 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).

The Path of Specialization

The second track will be a biweekly class on a specific art discipline taught by a Professional Artist-Educator. While the art discipline in each trimester correlates thematically to the social studies topic, the focus is on acquiring the skills, vocabulary, and knowledge of the art discipline itself. The regular classroom teacher and the Artist-Educator will work together to enable students to make connections between the arts and social studies in a way that goes beyond thematic connections. Students will understand the cognitive connections, the affective connections, the conceptual connections, the perceptual connections, and the critical connections.

The Path of Integration

The first track will be fully integrated into the Paragon® Humanities program. It will include art lessons and activities in all four arts disciplines. These activities will relate directly to the topics studied. It will be taught by the regular classroom teacher, fully integrated into the interdisciplinary curriculum, and aligned. Although an art discipline is outlined for each trimester, e.g., African Music and Dance will be taught in the first trimester of the seventh grade, the specific discipline content will vary according to the talents of Artist-Educators available in the community.

- Students are exposed to the rigors of learning an artistic discipline over time, as taught by a practicing artist-educator.
- The regular classroom teacher understands the connections and correlations between the arts and other subjects.
- Pedagogy is developmentally appropriate.

In order to ensure quality, Atlanta Preparatory Academy will utilize the resources of state and local arts councils and nearby universities to secure the best artist-educators. Regular classroom teachers will have a Paragon® Design Team Guide, “Creative Collaborations,” that outlines how teachers and artist-educators effectively work together. There will also be in-service

trainings conducted by the Program Facilitators at the school.

This two-pronged approach to the arts at Atlanta Preparatory Academy will provide both breadth and depth. It will challenge students and help them to succeed as creative thinkers, life-long learners, and culturally literate communicators.

Strong Arts, Strong Schools

APA is committed to the visual and performing arts in the middle school curriculum. As demonstrated earlier, intensive arts integration has proven to improve academic achievement and helps to encourage students who might otherwise remain in the margins of the school social setting to join the mainstream setting by establishing a comfortable “niche.”

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 relationships, 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 mind⁴”.

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.

⁴ Howard Gardner, 1988.

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. Paragon® calls upon the student to work individually and in groups.

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. Paragon® 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 following aspects of the best teaching and learning practices worldwide:

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 Paragon® 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.

Paragon® 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 will 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, Paragon® 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;
- Paragon® provides both content and methodology. Moreover, APA will provide 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.

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

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

- Powerful Paragon® 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, Paragon® 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.

Paragon® 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 at APA will be 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.)

Orchestrating the Paragon® Curriculum

Consider the metaphor of a musical ensemble such as an orchestra (the Paragon® Curriculum) as it performs a specific musical composition (a grade level or specific course within the curriculum). At certain times one instrument (a discipline such as history) takes the lead while others (such as geography and economics) play supporting roles. At other times, several instruments (history, fine arts, literature, etc.) or the full ensemble play together to fully address the composer’s thematic aims. The quality of the performance derives from the composer’s creation of the music (design of the Paragon® Curriculum with the animated spark of creativity derived from exemplary teaching). Accompanying features include the unique qualities of individual instruments (the contribution of individual disciplines), the acoustics of the setting (expertise of curriculum designers and teachers, school site facilities and instructional resources). Crucial to the success of the performance are the skills of musicians and the conductor (students, teachers, curriculum design team and onsite curriculum coordinator). All must work collaboratively and synergistically to know when and how to express the meaning of the composition (curriculum).

Innovative & Effective Instructional Methods

Effective Teaching Strategies are research-based methods or techniques a teacher can use to deliver a lesson or a part of a lesson that will help his or her students succeed. Some of the effective methods to be used at APA include:

- 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, analysis 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.

Almost every Paragon® lesson makes use of the Socratic method. Teachers are trained how to ask these chains of questions, guiding students toward discovery, and students become very familiar with it.

Other effective instructional and structural practices:

1. Experiential Learning. MEI 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.” (“About the LX”). Experiential activities will range from simulated “life” experiences in the subject areas of history and governance to math and the sciences. APA will feature both in-school experiences-based learning units that are connected with field trips and community-based learning experiences.

2. Extended day and year. APA’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 will enable APA students to graduate with significant more schooling than other children.

3. 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 children⁵. Each APA class will contain no more than 25 students. Because performance improves in small school settings, we will divide the larger school into smaller “Small Learning Communities” of 75 to 150 students from all grade levels. A team of seven teachers and tutors will work in each Small Learning Community. Supplemental instructors and learning specialists – including curriculum specialists focusing on teacher development – will “float” among the Small Learning Communities.

Along with small class sizes, teachers and students will 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 parents⁶

⁵ Smith, Mary Lee, and Gene V. Glass. “Meta-Analysis of Research on Class Size and Its Relationship to Attitudes and Instruction”, American Educational Research Journal 1, Winter 1980, and Filby, Nikola, and others. “What Happens in Smaller Classes? A Summary Report of a Field Study.” Class Size and Instruction Project. San Francisco, CA: Far West Laboratory for Educational Research and Development, 1980.

⁶ Grant, J., Johnson, B., Richardson, I., & Fredenburg, A.Ed.1996. The Looping Handbook. Peterborough, NH: Crystal Springs.

4. Rigorous Morning Curriculum Devoted to Basics. According to the report “America’s Challenge”, continuous and challenging instruction in core subjects improves student performance⁷. 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 at APA will instruct students in reading (including phonics for K-2), writing, arithmetic and science everyday in the morning without exception. The reading will be literature-based and drawn from classical and multi-cultural works. Students will be immersed in an experiential-based math and science program.

5. 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).

6. Teaching to Multiple Intelligences. APA recognizes different domains of ability, or “intelligences”, as described by Dr. Howard Gardner⁸. 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.

7. No Tracking by Ability. APA 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 able⁹. We realize that children have varying abilities and will accommodate their differences through personalized learning plans, use of tutorials, adaptive curriculum-based software and constructivist teaching practices.

8. Use of Technology. The national average student-to-computer ratio ranges from 8:1 in low-economic districts to 5:1 in affluent districts; APA will 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 will be networked and have Internet access. APA will use feature-rich multimedia to supplement all facets of learning - Math, Science, Language Arts and the Paragon® 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.

⁷ America’s Challenge: Accelerating Academic Achievement, National Assessment of Educational Progress, 1990a.

⁸ Gardner, H. The unschooled mind: how children think and how schools should teach (1991); Gardner, H., & Hatch, T., Multiple intelligences go to school: Educational implications of the theory of multiple intelligences (1989) at 18(8), 4-9.

⁹ Oakes, J. 1990a. “Multiplying inequalities: The effects of race, social class, and tracking on opportunities to learn mathematics and sciences,” Santa Monica, CA: Rand Corporation. ED 329 615; Oakes, J., 1985. “Keeping track: How schools structure inequality,” New Haven, CT: Yale University Press.

APA will use the *A+Learning* software program to supplement teacher instruction and track student progress in math and language arts. *A+Learning* aligns with Georgia standards and national standardized tests including the ITBS and Terra Nova. 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.

9. Personalized Student Achievement Plans (PSAPs). In a coordinated analysis of initial baseline test results, teacher assessments of student learning styles and current learning levels, parent input, student self-analysis, and any requirements delineated in existing IEPs, staff at the Academy will design 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 *A+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.

10. Other innovations include:

Reciprocal Teaching: Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. APA will use the Mosaica model, which is predicated on the Paragon Curriculum's yearly passage through the eight ages of history, to daily lessons that are integrated across multiple disciplines.

Constructivist Teaching Practices: According to the Association of Supervision and Curriculum Development's *The Language of Learning*, "many researchers say that each individual 'constructs' knowledge instead of receiving it from others." This paradigm encourages teachers to value students' points of view, structure lessons to challenge students' suppositions, recognize that students must see relevance in the curriculum, plan lessons around big ideas, and assess student learning in the context of daily classroom investigations.

11. Enriching After-School Experience

We plan to offer the OASIS Before and After School Program at the Academy. The OASIS Program, an acronym for "Opportunities After School for Intellectual Success," is committed to providing children with various enriching and rewarding experiences that will enhance their childhood memories about school and learning. We believe that by being actively involved in our program, each child will have 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 *A+Learning* software program will be used during OASIS as an academic tutorial.

A sample of grade specific learning expectations are attached as Appendix C. All expectations

are available upon request. In addition, an Academic program implementation plan is attached as Appendix D.

Alignment to Georgia Performance Standards

All core subjects are currently aligned to the Georgia Quality Core Curriculum, and the Language Arts curriculum, grades K-4 has been aligned to the Georgia Performance Standards. APA's science curriculum alignment will follow the state phase-in plan, with all grades, K-4 having been fully aligned before the school opening in Fall of 2008. Grade 4 of Paragon has been aligned to the Georgia Performance Standards and a sample of this is included as Appendix K. The remaining grades of Paragon will be aligned to the Georgia Performance Standards according to the state phase-in plan, with all grades on-line in time for school opening in August of 2008.

- 3. Discuss how your school will address the needs of those students who do not perform at grade level either upon enrollment or shortly after enrolling in the proposed school. What actions, after school hours and during the regular school day, will the school take to help students make the kinds of progress that will enable them to achieve at grade level or higher? What long-range interventions will be established to address these needs?*

APA 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 designing 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 ways¹⁰. The APA 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.

¹⁰ Druian, Greg. "Effective Schooling and At-Risk Youth: What the Research Shows." Portland, OR: Northwest Regional Educational Laboratory, Goal Based Education Program, September, 1986. ED 275 926.
Green, Brenda Z. "Lower the Risk for 'At-Risk' Students." Alexandria, VA: National School Boards Association, Educational Policies Service.

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 poverty¹¹ and often score lower on academic tests than do children living in two-parent homes¹². Students who are both low income and minority status are at an even higher risk.

Another advantage to the APA’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 Academy 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.

Each year APA’s School Improvement Plan will account for strategies to ensure that each student can perform at acceptable levels of proficiency on the state assessments and at grade level as determined by ITBS in order to be promoted to the next grade. The plan will include working with tutors before the school day, in after-school tutorial sessions and in summer school. Teachers will nominate students for the after-school tutorial program. If a parent feels their child needs extra assistance, they will discuss this with teaching staff and an appropriate determination will be made. We will also offer an after-school fee-based enrichment program open to all students.

APA will have a no social promotion policy, which means that we use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The diagnostic and prescriptive computer software *A+Learning* will enable APA to custom-tailor curricular materials to individual student needs and monitor their progress. The program will generate instructional assignments to promote proficiency in areas of weakness.

If necessary, APA will provide remediation to qualified students supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and 160-4-5-.01. Our plan will be to contract with a state-approved provider to offer SES in either math, language arts, or both after school. The tutoring would take place at the academy in order to ensure student safety and effective monitoring of the tutoring.

4. Address instructional technology issues including ensuring that all students are prepared to use technology as a tool for learning and a critical component of today’s society.

¹¹ Ellwood, D.T. “Poor support: Poverty in the American family.” New York: Basic Books, 1988.

¹² Natriello, McDill, & Pallas, “Schooling disadvantaged children: Racing against catastrophe.” New York: Teachers College Press.

Innovative technology integration will be a hallmark of the APA program. As mentioned previously, APA will feature one computer for every three students at school. All school staff will receive daily technology support and annual training on Paragon technology components. Students will learn to use technology as an investigative and presentation tool in cross-curricular areas and the integrated arts curricula uses multi-media technology. Students will create websites for project learning, use digital and videography for documentation and presentation purposes and learn the “backstage” arts of staging technology for Paragon Performances.

5. *Describe the school’s approach to educating children with special needs. Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress.*
6. *Pursuant to federal and state special education regulations (including LRE and FAPE), describe how the charter school will provide the continuum of special education services (including related services) to eligible students. Explain who will carry out these responsibilities- the school’s staff or outside providers.*

Responses to both questions (5) and (6) above are below.

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, APA will have a comprehensive special needs program which operates within an immersion environment.

Policy Overview

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.

Special Education

Child Find and Communication

APA 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.

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 2006) 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 (revised 2004) and the administrative rules for special education for the state of Georgia (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 transition 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.

Atlanta Preparatory 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 can not be reached within thirty (30) days of the complaint, a due process hearing will take place in accordance with IDEA, state regulations and APS guidelines.

Family Educational Rights and Privacy Act

APA 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>Parent 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 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 Academy 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

APA 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 or another individual to contact them to discuss their comments.

School Site Procedures

APA 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 Georgia governing special education. Ancillary services will be provided to students based on need as outlined on their Individualized Education Plan (IEP). APA understands APS guidelines regarding the following: *“Atlanta Public Schools shall provide itinerant services to students identified and eligible for 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.”*

At APA, 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 CRCTs or GAA 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 ITBS. 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.

7. Describe how the school's educational program will serve students with limited English proficiency.

All students at APA will be held to high standards.

Students with Limited English Proficiency: Non-native English-speaking students at the 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®.

Identifying LEP Students: 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.

Implementation: The CAO will have a master list of all students identified as LEP. The CAO and teaching staff will monitor the progress of all LEP students over the course of the school year and make modifications and adjustments to the "Portal Program" and individual personalized learning plans as needed.

Compliance: *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, APA 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 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.

Resources: At least two professional staff members at the Academy will be ESL certified. Fluency in a second language will be considered a strong asset when hiring all teaching, professional, and support staff members. Specific facility space will be designated for providing ESL instruction. This facility space will be comfortable and flow with the natural environment of the school building.

Program Completion: Students will exit the Portal program when students' evaluations demonstrate sufficient English language skills for successful performance in the mainstream program. LEP students scoring above the 40th percentile on the annual English language assessment will be eligible to transition out of the Portal Program, subject to instructor recommendation. If a student does not reach this level of achievement at the end of the first year, he/she may continue in the Portal program for one additional year, subject to instructor recommendation and parental approval. It is expected that after no more than two years of instruction in the Portal Program, students will meet the exit criteria and transition to full-time mainstream instruction. All LEP students will be expected to meet high standards and attain mastery through diligent study. The *A+Learning* software will be a supplemental tool to boost

English Language Skills in addition to student comprehension in students' native languages. All students will encounter multi-media tools to reinforce and build skills.

8. Describe accommodations that will be made to provide ancillary services such as diagnostic and psychological testing and health-related support to students.

APA will contract with local service providers for any diagnostic and psychological testing not done onsite. The Academy will employ a FT school nurse.

B. Student Assessment

Charter Schools are mandated by Georgia state statute to participate in the administration of state assessments. Materials for these assessments are provided by the state. The Charter School, as part of the local education agency, will administer all state assessments during the APS system testing window. Charter Schools, at their expense, may implement additional assessments.

1. Describe plans to diagnose educational strengths and needs of students and plans to use data for instructional planning.

As previously described, APA will implement numerous diagnostic strategies to determine student educational needs. All incoming students will be screened for learning readiness; all students will undergo pre and post tests using the ITBS; the *A+Learning* software permits ongoing individual student and cohort group assessment; and CRCT results will provide specific data on instructional targets for the Georgia Performance Standards.

APA will implement a range of measurements – both quantitative and qualitative – to track to annual student achievement and make adjustments to our educational program. These assessments are aligned with our proposed curriculum and goals and results from a cross-section of measurements will be documented in students' PSAPs. Results of standardized testing, including pre- and post-test results, will be shared with parents during parent/teacher conferences. Additionally, individual test results will be mailed to parents or guardians with appropriate explanation. APA will not share student performance information and student records with unauthorized persons.

APA 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. Mosaica curriculum and accountability staff will work with Academy leadership and teachers in trainings to focus instruction, further align standards in weak areas, shift pedagogical practices and analyze class and student groupings. On an individual level, PSAPs will document the history of students' performances along with indicators of goals met and areas of continued or new weakness.

II. Data management.

Academy leaders will use both the Riverside (ITBS) RADARS program, which allows school leaders to disaggregate and group students by strengths, weaknesses, or special program

enrollments (Title I, Special Education, etc.). This allows both teachers and administrators to begin to analyze patterns of student strengths and weaknesses and to use the data to make classroom grouping decisions to further differentiate and personalize instruction within the classroom. APA will also have access to the TestWiz program. TestWiz allows teachers and administrators to disaggregate data from state tests and provides item analysis reports. These reports identify the types of questions and skill areas where individual students and class cohorts are doing well and those where students/groups are struggling. These programs, along with the longitudinal tracking of ITBS and CRCTs and writing assessment data at the student level, assist teachers to prepare a Student Academic Learning Plan for each student. APA *may* also use other ongoing assessments such as Open Court Reading Online Assessment, MLPP, DIBELS, DRA, and the EdPerformance series to provide additional ongoing data for use by teachers to ensure that students are receiving instruction modified to meet their individual needs.

APA will use *PowerSchool* to track longitudinal data from ITBS and CRCT results alongside RADRS and TestWiz software for results analysis. Additional forms for data collection are being developed for DIBELS, DRA, and MLPP which will allow the entry of student assessment data onto the schools network for further analysis and review by teachers and school leaders.

The Academy CAO and Program Facilitator (PF) will be responsible for conducting and monitoring site-based data collection, entry and disaggregation. The PF will be responsible for data interpretation and delivery for teachers as well as integration with professional development trainings. Academy staff will also take advantage of assessment and evaluation trainings offered by the district or state in using state assessment data to gauge program delivery.

APA leaders will receive ongoing instruction and assistance with these assessment tools from Mosaica Education's Regional Vice Presidents and from the Regional Directors of Curriculum Implementation. School leaders are trained in regional CAO and PF meetings and through on-site seminars with leadership members and teachers.

- 2. Describe plans to formally and informally assess student performance in the core academic areas and other areas of interest to the community.*

Methods of Pupil Assessment

- 1) The academy will participate in all state required assessments for applicable grade levels in assessing core subjects: the GKAP-R, CRCTs, writing assessments, NAEP assessments, ITBS and ACCESS for ELLs.

In addition, the use of computer adaptive assessments has the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire classes and the whole school. Thus, the most frequent assessment will be the weekly reports of student performance generated by the *A+Learning* software. Other assessments include:

- 2) Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies—specifically for detailed information about how well a student has performed on each of the educational goals of the curriculum.

- 3) Authentic assessments using portfolios—print and videotape.

4) Portfolios: APA will rely heavily on student portfolios. These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These portfolios will include a variety of student work samples along with observations and evaluations of student learning and performance by the student, peers, school staff and parents.

5) Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. Each Human Era curricular unit will culminate in a collaborative production. Children can elect to perform a dramatic production with a group of students on-stage, another group in costumes and set design, yet another in sound effects and lighting. Still another group of students can work together in promotions and marketing, designing a program with web site images and flyers with their own computer-generated designs. The possibilities are endless. Paragon® serves as an invitation to teachers and students alike to identify and actualize the possibilities best suited to their unique talents and collaborative efforts.

6) Documentary assessments: These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction. These methods of assessment are connected to students' lives and learning experiences and represent the real-world challenges they will face.

Existing performance data will be obtained from each student upon enrollment. Data from ongoing assessments, annual tests, pre- and post-testing and the other forms of assessment mentioned above will be logged and kept in each student's individual file and as part of each student's PSAP.

3. Describe how students will, at a minimum, participate in statewide assessment programs. If students will participate in charter assessment programs, describe those details.

As stated above, all APA students will participate in applicable grade level required state assessments annually, taking the CRCTs in the required grades. The ITBS will also be taken as a pre and post test (twice annually) by all students. Baselines will be established within the first three months of the school year. Once a baseline has been established, performance will be measured annually (CRCT) and from the beginning to the end of each term (ITBS). Other assessments will be performed as needed.

APA will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 nor any federal accountability requirements.

4. For charter schools at the high school level, describe the method for determining that a student has satisfied the requirements for graduation required by the State Board of Education.

Number (4) is not applicable to this application.

C. School Achievement Goals and Nonacademic Performance Goals

1. *Provide a discussion of the proposed school's goals- those objectives you expect individual students and the school to achieve if the school succeeds, and how the goals you have set for the school will be used as a basis for measuring performance and progress.*

The proposed Academy goals include mission-specific goals that align with cross-curricular objectives; organizational viability goals and specific student expectations that correlate with quantitative assessment indicators on state and national assessments. We expect APA to achieve all of its goals within aggressive yet realistic timeframes. All goals will be evaluated on an annual basis and goals will be added and modified as needed.

2. *In defining goals for your school, please list student academic goals separately. Include nonacademic performance goals, management effectiveness goals, and goals related to the school's unique mission.*
3. *For each goal listed, list and discuss the performance indicators you propose to use to determine how well the students and the school have performed.*

Questions (2) and (3) are addressed in the response below.

Atlanta Preparatory Academy's overall goals and objectives are a direct outgrowth of the school's mission: to maximize student success through varied instruction in a pre-college preparatory education based on Paragon, core disciplines and the arts. The broad academic goals and objectives of APA that will promote high student achievement are listed below. The goals and objectives of the Academy align with the stated purposes of Georgia's state model content standards and Adequate Yearly progress requirements (AYP). This will be accomplished by: 1) all student performance data and school business records will be tracked and monitored by highly-qualified staff in order to meet and exceed district and state standards; 2) our proposed core curriculum is fully aligned with state content standards (grade four of Paragon has been aligned to Georgia standards, the remaining grades will be aligned to the Georgia Performance Standards in line with the state phase-in plan) and as such our goals provide guidance towards outcomes; and 3) our specific student expectations meet requirements for annual growth, growth of student subgroups, attendance requirements and measure all students using a statistically valid assessment approved under the state's accountability plan. APA is committed to working with Atlanta Public Schools towards high-standing and meeting all achievement goals.

Goal 1: *To increase independent thinking skills in order to maximize overall student academic and social success.*

Objectives to realize Goal 1:

- APA will implement an academically rigorous curriculum based on individualized learning plans with high expectations for every student.
- Students will actively engage independent problem solving through experienced-based instruction.
- The Paragon® curriculum challenges students to explore, formulate, and apply independent ideas through the investigation of grand ideas and chronological developments throughout history.
- MEI's literacy initiative brings writing across the curriculum to the forefront of instruction and engenders independent thinking through both personal and public writing.

- Students will become increasingly self-sufficient at setting and monitoring independent goals based on individualized learning plans.
- APA will provide a range of learning and instructional methods that meet the diverse learning needs of all students, including ELL, Bilingual, and Special Needs students.

Measurements: individual and school-wide performance on ITBS and the CRCT; Experiential journal and assessments; Language Battery assessments; teacher-created assessments based on curriculum; documented success towards meeting individual goals set in PSAPs.

Goal 2: To increase student academic and social success across the disciplines by assigning students to solve problems both individually and collaboratively using teamwork and critical thinking skills.

Objectives to realize Goal 2:

- Atlanta Preparatory Academy will use comparative and interdisciplinary study, requiring students to synthesize information across the disciplines.
- Students will be engaged in a host of experiential learning simulations that require collaborative problem-solving.
- Learning will occur through daily collaborative teamwork via our multi-age “Small Learning Communities” model and learning partnerships.
- Students will have extensive access to learning tools within the classroom and school library to augment critical thinking skills. Tools include research materials, both computer-based and library periodicals, computer software programs, and Paragon® materials including video and CD resources.
- Teachers will implement both individual and group learning strategies that permit students to learn from each other’s strengths while building individual capacity for goal-setting and independent problem solving. This includes a computer-based, adaptive software program.
- Teachers at Atlanta Preparatory Academy will be “Learning Facilitators.” Teachers will facilitate the learning process by encouraging independent thinking and learning paths and balancing team learning situations.

Measurements: ITBS, CRCTs, results of assigned independent versus team projects, and teacher-created curriculum-based assessments

Goal 3: *To enable student academic success by facilitating each student’s learning style.*

Objectives to realize Goal 3:

- Individual student learning styles will be identified and documented in personalized learning plans and compatible learning and instructional methodologies will be implemented to meet individual student needs.
- Atlanta Preparatory Academy will use varied assessments to measure student learning to allow staff to further analyze student strengths and weaknesses and modify learning style opportunities.
- Each student will have an individualized learning plan. This will be a living document that adapts to student growth and achievement.

- The school will use computer technology and adaptive software to customize learning plans.
- Students will be immersed in experiential activities that allow students to explore and identify roles and positions that encourage individual strengths.

Measurements: teacher-generated assessments, authentic assessments, experiential simulations, and A+LS.

Goal 4. *To increase student academic and social success by involving parents in the education of their children.*

Objectives to realize Goal 4:

- Parent Orientation sessions, literature and continuing workshops will provide examples of how parent involvement leads to increased academic achievement.
- Opportunities for volunteer work and school governance participation will be well publicized at all school functions, orientations, and workshops. All parents/guardians will be contacted by school leadership with a personal invitation to participate.
- Parents will be an integral component to the education opportunities at the school. Atlanta Preparatory Academy will seek parents to undergo training along with teachers for specific community-based activities.
- APA will provide curriculum information and notices in parents' native languages
- Parents will be required to participate in student/teacher conferences. The Academy will provide seminars to parents and teachers on how to facilitate effective parent/teacher conferences.
- APA will offer workshops on helping children study at home and on test preparation.

Measurements: Parent participation documented by staff; rate of student/parent participation in school sponsored activities; comparative disciplinary incidences, etc; longitudinal increases in standardized assessments.

Goal 5: To offer support systems to facilitate academic success.

Objectives to realize Goal 5:

- Atlanta Preparatory Academy will offer a high-quality, full-day kindergarten program. Giving students the best possible academic start sets the tone for a positive educational career. For students that come to the school not ready for the basic curriculum, the full day allows teaching staff to intervene in positive ways to ensure students are acclimating and reaching grade level as rapidly as possible.
- The school will host learning activities that foster building positive relationships and involvement with parents that model learning to their children.
- Atlanta Preparatory Academy will offer before and after-school tutorials.
- There will be more "time on task", with a longer school day and school year.
- The school will be divided into smaller school groups called "Small Learning Communities" to promote learning partnerships and to enhance a sense of community.

- APA will host school-sponsored activities that encourage student/parent involvement and increase student investment in learning and social opportunities as a whole.
- Middle school students that are transitioning from neighboring middle schools will receive focused instruction and tutorials that help students adapt to a new structure and schooling content basis. The basis for this “teach-out” method will be introducing and reinforcing the sequential patterns in Paragon and adjusting to block scheduling. We are confident students will enjoy the transition, especially with the arts and technology as a central teaching tool.

Measurements: Documentation and tracking of parent participation in learning activities; tracking student achievement for students participating in tutorial programs through standardized test scores and school-based assessments; and on-going internal and external evaluations of the Small Learning Communities model.

Non-academic goals include:

- Eighty-five (85%) of parents shall attend parent-teacher conferences at least once per academic year.
- The Academy shall 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 and a rating of 8.5 by year three.

Specific Student Expectations:

- Atlanta Preparatory Academy students in grades three, four and five will show at least a 2% increase in the percentage of students meeting CRCT standards in all areas designated by APS as Instructional Priority Areas (reading, language arts, mathematics, science, social studies), as measured annually.
- Atlanta Preparatory Academy students in grades three, four and five will show at least a 2% decrease in the percentage of students not meeting CRCT standards in all areas designated by APS as Instructional Priority Areas (reading, language arts, mathematics, science, social studies), as measured annually.
- APA will meet or exceed annual growth standards established by the Georgia Department of Education thereby making adequate yearly progress on an annual basis as established under NCLB.
- All students will demonstrate competency and participation in a performance or visual art medium as evaluated by Small Learning Community Teams.
- The average percentile rank in reading, language and mathematics on the ITBS or another mutually agreed upon norm-referenced assessment test will increase by three percentile points from the pre- to the post-testing period for all students. The projected goal is a gain of 2.5 NCE points in Language Arts, Reading and Mathematics scores.

Organizational Goals

- The Academy will operate with a balanced budget throughout the life of its charter.
- By opening year of operations the Board will have developed a set of Board policies that meet Georgia state requirements and reflects the operational goals of the school.

4. Describe how and when a baseline for measuring performance and progress will be established, including how state assessments can be used for this purpose.

All goals will be documented in students PSAPs with measured indicators reflecting growth. Within these larger goal frameworks, students will have individualized goals that align with results of multiple measures from both pre and post assessments. Students will be assessed using the ITBS in the fall and spring annually, with the fall test serving as a baseline. The *A+Learning* computer adaptive assessment also provides teachers and leadership with real-time measures of student performance. *A+Learning* also has a diagnostic module that allows staff to cater individualized instruction.

Baselines will be set for all students based on their incoming CRCT scores. Baselines for students in grades K and 1 will be set by the initial ITBS test taken while enrolled at APA. If a student transfers from out-of-state or has no existing prior CRCT score, the baseline will be set by the first CRCT taken while enrolled at APA.

These goals are projections formulated before initial student baselines have been set. APA would like the opportunity to adjust them after the initial baseline scores for students are known.

5. Describe the process and timetable through which performance and progress will be reported to parents, the community, the Atlanta Board, and the State Board.

MEI will work with Academy leadership to develop annual progress reports which will be submitted to all interested parties and available on the school's website. In addition, monthly reports will be prepared and presented at monthly board meetings. Reports will be prepared in accordance with the negotiated schedule with APS. Parents will receive quarterly reports on various indicators of student performance.

Please see the chart on page 30 for a listing of reporting intervals and reporting types for parents.

6. Describe your goals for the school during the school year, at each year-end, and at the end of your charter, including compliance with No Child Left Behind. Include your understanding of Adequate Yearly Progress and your plans to meet and/or exceed the state's target for performance levels on state assessments.

The school year goals consist of the successful execution of the activities outlined above to meet annual mission specific goals and the successful implementation of the full education program to meet individual student needs. End of charter goals will likely be redefined as the school moves successfully through its first charter term. Example goals might be: 1) APA's goal is to meet and exceed, on an annual basis, state growth targets under NCLB for AYP; 2) Average daily attendance will exceed the district average; 3) All students will participate in two art performances or presentations per year; 4) at least 85% of parents/guardians will attend parent teacher conferences; or 5) 50% of parents will devote a minimum of 20 hours per year to school service; 6) By the end of year five, the screening process will reduce the number of long-term special needs placements by 25%.

7. *How will your school evaluate its progress towards these goals over time and what procedures will be utilized for taking corrective actions in the event that your school is not achieving its goals?*

As discussed above, APA will employ numerous data gathering tools for systemic comparison and site-based evaluation. From the outset APA will have these tools in place for specific indicators that allow the school to track participation and performance by students, parents, teachers and staff, board members and community inputs.

D. Support for Learning

1. *Describe the type of culture the school aims to develop. Explain the strategies the school will employ to develop a positive culture that is supportive of students, faculty, and families.*

Students and parents will encounter a welcoming environment with immediate attention to the individual student in the application and enrollment process. Teachers and school leaders will be visible in the community from the outset – making home visits, scheduling question and answers sessions and hosting school open houses. All school policies will be available to parents upon enrollment and notices to monthly board meetings will be available to parents with a welcoming invitation for participation.

The school culture will align with the premise of the school mission: attention and celebration of individual students with common goals of achievement. The Academy will employ a positive discipline model which will help set the stage for a positive environment. Teachers will be afforded a great deal of autonomy in class design with ample time for faculty collaboration and daily support from school leadership and technology staff; APA will be an environment where students and teachers can both thrive and parents are welcomed through an open-door policy.

2. *Discuss procedures for establishing a student code of conduct, disciplinary actions, if necessary, and an appeals process. Summarize the school's discipline policy or code of conduct for the general student population and special needs students.*

Culture and Discipline

APA will adapt Mosaica's comprehensive behavior management system and discipline plan. Creating a school culture and an environment conducive to learning is paramount to the Mosaica design. The Code of Civility is a crucial tool in achieving the desired culture and environment. The Code delineates the rights and responsibilities of all the members of the school community—students, parents, teachers, administrators, and trustees—to ensure school integrity and to foster an environment conducive to learning.

The Code of Civility will be distributed to parents and students at the beginning of each school year. The parent, student, and teacher will be required to sign the acknowledgment page, stating that the parent understands the Code of Civility, including the consequences of unacceptable behavior by the student. The acknowledgement page also states that the parent has reviewed and discussed the Code of Civility with the child, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

Like the academic curriculum, this behavior management system is based on a large and varied body of research literature. CHAMPs, a program developed by Randall Sprick, Mickey Garrison, and Lisa Howard, has been derived from that literature, and serves as the basis for Mosaica's behavior management strategies. The program is centered on the following principles or beliefs

- Classroom organization has a huge impact on student behavior; therefore teachers should carefully structure their classrooms in ways that prompt responsible student behavior
- Teachers should overtly teach students how to behave responsibly (i.e., be successful) in every classroom setting

Process for Managing Student Misbehavior

Since school culture is inextricably linked to school safety and order, the descriptions above also contain important information regarding discipline. This section touches upon school climate, culture, as well as discipline.

The Code of Civility is designed its to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The Code, which clearly states all school-wide rules governing student behavior as well as the consequences for breaking the rules, serves as a contract among parents, students, and staff.

As mentioned above, the Code of Civility identifies ten character virtues that are at the center of the character education curriculum. These character virtues are cultivated with care and consistency. In addition, the Code of Civility describes the roles and responsibilities of students, parents, teachers, and faculty and the ways in which students are encouraged to make appropriate choices. Embracing the principles outlined in the Code of Civility is a first and vital step towards the creation of an environment in which all children can thrive. It not only minimizes physical harm and disruption among students, it helps establish - among all members of the school community - the habits that characterize a civil society. As the name implies, Mosaica's Code of Civility goes beyond simply laying out rules and consequences to the explanation of the character virtues embedded in the Paragon curriculum. Most codes of conduct are documents that serve as a guide to reactions. The Code of Civility was developed as a blueprint for the creation of a specific environment and culture that inherently establishes preventative measures for inappropriate behavior.

The primary focus of the behavior management program is positive reinforcement—students are praised when “caught” doing the right thing, and in this way, they learn the most appropriate ways to earn attention. At the heart of this philosophy concerning behavior management is the belief that many students behave inappropriately as a means of attracting attention, having learned at some point that misbehavior typically generates attention. Generally, where ten children are together and nine are behaving appropriately, the one whose behavior falls short of expectations will draw the comment, the reprimand, the precious attention.

As much as possible in Mosaica-managed schools, the opposite takes place. Expectations for student conduct are explicitly defined and modeled for students at the outset, and faculty and staff regularly recognize students for doing the right thing. For example, if a class were filing down the hall and one student in the back were trailing his hand along the wall, the teacher might say, “Look at what a great job the front of the line is doing! Everyone is moving forward and keeping his hands to himself. Way to go!” By calling attention to those who are meeting expectations, the

teacher encourages the wayward child to emulate their behavior.

Faculty and staff are trained to make four such positive comments for every one correction to maintain a positive and productive learning environment. It is expected that such techniques will prove effective in most circumstances. Occasionally, of course, misconduct will occur, and in such circumstances, consistency and clarity of consequences are key. Teachers are rigorously trained in the company's proactive behavior management techniques and all members of the faculty are thoroughly versed in disciplinary procedures described in the Code of Civility.

Students at APA 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 or replacing any damage. For example, a student who has marked on a desk or the school walls may be required to clean walls and desks for a week. Likewise, if a student teases or calls another child names, he or she may be required to make ten compliments per day for a week and do three good deeds for the week. By holding students accountable and applying rules in a consistent manner, schools teach them a powerful two-fold lesson: that their claims and actions matter, and that their words and deeds—intentional and unintentional—have consequences.

Escalation processes are also an important feature of the implementation of the Code and all school rules. An example of such processes is found in Mosaica's "Green Team." At the beginning of each day, teachers issue all students green cards, indicating a clean slate for student conduct. These cards are placed in a pocket wall chart in the front of the classroom. If entire classrooms maintain their green cards for several days in a row, they are rewarded with a special treat, e.g., a lunch-time pizza party.

The first time a student violates a classroom rule, however, the teacher replaces the green card with a yellow card as a warning. Upon the second violation, the student is issued a blue card, and he or she loses five minutes of valued time (i.e. recess or non-structured activities). Upon the third violation, the student receives a red card, and he or she loses fifteen minutes of valued time. The student is also required to write a note to his or her parents describing the nature of the conduct violation. Parents are asked to sign such notes and return them the next day. Failure to return the note with the parent's signature on the next day is regarded as a fourth violation. Upon a fourth conduct infraction, the teacher issues the student an orange slip, refers the student immediately to the office, and contacts the parent directly.

(A) Behaviors Warranting Disciplinary Action

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary forces from outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

APA, as in the community at large, will establish rules and procedures to guide students through constructive growth and into mature adulthood. Parents, teachers, and others responsible for the welfare and education of these students cooperate to interpret and enforce these rules.

- Students guilty of any of the following offenses shall be subject to appropriate disciplinary action, including suspension and expulsion:
- Absenteeism (including cutting of class), unexcused or excessive;
- Aggressive behaviors, including but not limited to hitting, pushing and shoving;
- Alcoholic beverages, possession, delivery, use or being under the influence of;
- Arson or attempted arson;
- Assault or attempted assault;
- Beeper and/or other telecommunications devices, possession of, except as considered necessary by the CAO;
- Cheating and/or plagiarism;
- Dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, look-alike weapons, ammunition, etc., possession of;
- Defacing or destruction of school property or property of another (includes writing on walls, etc.);
- Detention, failure to report to;
- Detention, refusal of;
- Dice shooting (whether or not gambling);
- Disobedience to teacher or other staff member;
- Disrespectful behavior toward teacher or other staff member;
- Disruption of class, study or instruction;
- Dress guidelines, violation of;
- Drugs and controlled substances, possession, use, distribution, or being under the influence of;
- Extortion or attempted extortion, harassment, or intimidation;
- Failure to report to office as directed;
- Fighting;
- Fireworks, stink bombs, or other explosives, possession, distribution, use, or lighting of;
- Forgery of notes or passes, etc.;
- Gambling or present at scene of gambling;
- Leaving class without teacher's permission;
- Leaving school ground without proper authorization;
- Loitering on school property, including halls and classrooms;
- Loitering in vehicles, in parking lots, or on streets;
- Lying/falsehood:
- Misuse of school property or property of others;
- Molesting others;
- Obscene language or gestures, use of;
- Obscene writing, pictures or articles, or possession of;
- Participating in and/or instigating a riot;
- Presentation of forged notes or passes;

- Profane language, use of;
 - Refusal to follow directions of teacher or other staff member;
 - Refusal to identify self properly;
 - Removal of food from cafeteria;
 - Rude behavior to others;
 - Sexual harassment;
 - Sleeping in class;
 - Tardiness, unexcused or excessive;
 - Tobacco products, possession or use of;
 - Trespassing while suspended;
 - Theft or attempted theft;
 - Threatening bodily harm or property damage;
 - Threatening language or gestures, use of;
 - Truancy from school;
 - Unauthorized entry into restricted areas;
 - Violence, acts of;
 - Walkouts;
 - Any violation of this code, policies of the Board of Trustees, or local, state or federal law;
 - Any other conduct considered by the CAO to be disruptive, disrespectful or disobedient.
- (The items in this list are grouped for purposes of easy reading only. This list is not exhaustive of behaviors that may result in disciplinary action.)

(B) Disciplinary Authority of Teachers, Staff, and Administrators

The community judges a school by the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, any teacher’s authority extends to all students, whether or not the student is in that teacher’s class. The school’s behavior management system is designed to create a culture where students are praised for good behavior, and are not unduly rewarded with “negative attention” due to misbehavior.

Disruptive student behavior is subject to disciplinary action by the teacher and/or CAO. Action taken by teachers toward students who are disruptive may include but is not limited to: time out in the classroom or other secure, supervised area;

- a conference with the student;
- a reprimand;
- detention; and
- a conference with a parent.

It is expected that most disciplinary activity will occur within the confines of the classroom, and that office referrals will be limited so as not to reward misbehavior with time outside of the classroom. However, teachers will have the option of referring students to the main office in instances where misbehavior warrants administrative attention. A discipline referral should be sent to the CAO when the teacher feels that the student’s improper behavior cannot be corrected through

the teacher's classroom management practices. In the following six cases, discipline referrals must be made immediately to the CAO:

- Fighting;
- Abusive language directed toward a teacher or another student;
- Student actions that disrupt the class to the extent that the teacher's authority is being challenged;
- Student actions which indicate the use of drugs, alcoholic beverages, or other behavior altering substances;
- Student actions that present a danger to the safety and well-being of themselves or others;

Other criminal acts in violation of local, state, or federal laws.

After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure learning environment. Action taken by an administrator toward students who are disruptive may include but is not limited to:

- a conference with the student and/or the parents;
- a reprimand;
- entering into a behavioral contract between student, parent, and administrator;
- detention;
- in-school suspension (ISS) (up to three days)
- out-of-school suspension (OSS) (up to ten days)
- recommendation for long-term suspension (more than ten days); and
- recommendation for expulsion.

For a student who has been suspended for three or more days, the CAO will require the parent to meet with him/her to develop a corrective action plan which is signed by the parent, child, teacher, and CAO.

(C) Appeal Procedures

In-school Disciplinary Actions: Should a parent disagree with disciplinary action of the school other than out-of-school suspensions or expulsions, the parent may appeal the decision. Appeals should be made to the CAO by arranging an appointment or by writing the CAO. If the parent is dissatisfied with the result of the appeal to the CAO, the parent may appeal to the designee of the Board of Trustees. Appeals must be filed in writing, within three school days of receipt by the parent of the CAO's notice of disciplinary action.

Out-of-School Suspension (ten days or fewer): Should the parent disagree with a suspension of ten days or fewer, the parent may appeal the decision of the CAO. Appeal requests must be made in writing by the parent to the designee of the Board of Trustees. Such written request must be filed with the CAO within three school days of the notice of suspension, or the right to review and appeal is waived. If the parent is dissatisfied with the designee's decision, he or she may appeal the decision to the Board of Trustees by filing a written request of appeal within five school days or the right to further appeal is waived.

In cases of immediate appeal, if the CAO determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student

may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the CAO will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make up assignments.

Long-Term Suspension (more than ten days): Following a hearing, should the parent disagree with the Board of Trustees designee's decision to suspend a student for more than ten school days, the parent may appeal the decision to the Board of Trustees. Appeal requests must be made in writing to the CAO. Such requests must be filed with the CAO within five calendar days of the suspension decision, or the right to appeal is waived. If the parent is dissatisfied with the decision of the Board's designee, he or she may appeal the decision to the full Board. The appeal must be in writing and must be filed with the CAO within five calendar days of the designee's decision or receipt of the decision by the parent of a student or the right to further appeal is forfeited.

(D) Suspension and Expulsion

Suspension may also be used when necessary to ensure a safe, orderly environment. Students may be suspended for the following reasons:

- Chronic insubordination, e.g., disrespect toward staff members and peers, refusal to follow directions
- Physically dangerous behavior, e.g., fighting, assault, physical intimidation
- Illegal acts, e.g., theft, vandalism, use of illegal substances

As described in the Code of Civility, when a child is referred to the CAO's office for a second offense of insubordinate behavior, or first-time offense for physically dangerous or illegal behavior, he or she is automatically suspended for one-to-three days. If the child is referred a second time for physically dangerous or illegal behavior, the Director can impose a three-to-five-day suspension. If the child is referred a third time for insubordinate, physically dangerous, or illegal behavior, the Director may impose a suspension of up to ten days. The child and the parent are then notified regarding the specifics of the actions and how long the suspensions will be, and a re-entry meeting is planned. Prior to the student's return to school, an Intervention Planning Team meeting is conducted to determine the function of the behavior and plan for decreasing the inappropriate behavior and increasing appropriate conduct.

A suspended student must make-up missed work, and is not 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. A letter from the CAO or his or her designee will be sent to the student's parent(s) when the student is subject to suspension or is recommended for expulsion. The Board will serve as the ultimate appeals body for any suspensions.

Out-of-school suspensions are classified as:

- Short-Term: The CAO can suspend a student for up to ten days.
- Long-Term: A student can be suspended for more than ten days following approval of the CAO's recommendation by the Board of Trustees or its appointed representative.
- Expulsion: A student can be expelled only by action by the Board of Trustees based upon

recommendation of the CAO or her designee. Expulsion from school excludes the student from regular school attendance until readmitted by the Board.

Notification. A letter from the CAO or his or her designee will be sent to the student's parent(s) when the student is assigned in-school suspension or out-of school suspension or is recommended for long-term suspension or expulsion.

The suspension notice for in-school suspension shall include at least the following information: Reason(s) for the suspension and date(s) of suspension are to be clearly stated;

- A parent is expected to participate in a conference with the CAO in order for the student to be readmitted to the regular classroom;
- The student will not be allowed to participate in classroom and school activities during the suspension period; and
- Appeal procedures shall be clearly stated in detail.

If a student is assigned in-school suspension, a parent will be expected to enter an agreement with the CAO that outlines the guidelines of the in-school suspension program.

The suspension notice for out-of-school suspension (fewer than ten days) shall include at least the following information:

- Reason(s) for the suspension and the date(s) of suspension are to be clearly stated;
- A parent must come to school for a conference with the CAO in order for the student to be readmitted to school;
- The student will not be allowed to participate in classroom and school activities during the suspension period;
- The student is not permitted on school property;

Appeal procedures shall be clearly stated in detail.

The suspension notice for long-term suspension/expulsion (greater than ten days) shall include at least the following information:

First Notice

The reason(s) for a suspension are to be clearly stated;

- A parent should be told that an investigation is being conducted by the administrators and what the most severe recommendation might be;
- A date and time for a conference is given when a parent, accompanied by the student, must come to school for a conference with the CAO or designee to present and hear information;
- The student will not be allowed to participate in classroom and school activities during the suspension; and
- The student is not permitted on school property.

Following the conference, the CAO will make a decision about whether to move forward with a recommendation to the Board of Trustees for long-term suspension or expulsion and inform the parent(s) and student. If the CAO moves forward with the recommendation, the CAO will write to the Chairperson of the Board and send a copy of the notice to the parent(s) including at least the following information:

- Second Notice

- The proposed action and reason(s) for the recommendation are to be clearly stated;
- The right of the student and his/her parent(s) or guardian to a hearing before the Board of Trustees or its designee(s) for long-term suspension and for expulsion recommendations; and
- The right to inspect the student's school records.

Subsequently, the CAO will notify the student and his/her parent or guardian of the time and place of the hearing with the Board of Trustees or its designee and the rights parents have in the process. A student will be expelled for violation of the statute concerning a weapon on school property and will be excluded from attending the school. Additional reasons for expulsion may include drug-related violations, arson, assault and battery, and other serious crimes.

A student can be expelled only by action by the Board of Trustees based upon recommendation of the CAO or his or her designee. Expulsion from school excludes the student from regular school attendance until readmitted by the Board. The CAO is expected to recommend expulsion and prosecution for the following first-time offenses occurring on school property, at school-sponsored activities, or for school-related reasons:

- Arson or attempted arson;
- Assault and/or battery of an employee or student;
- Possession, use, or sale of a firearm or dangerous weapon;
- Manufacturing, growing, distribution, and/or sale of drugs and/or paraphernalia;
- Extortion, attempted extortion, robbery, and/or larceny;
- Immoral conduct;
- Hazing;
- Unlawful assembly and/or riot;
- Possession, use, distribution, sale, lighting, or discharge of explosive devices;

(E) Students with Disabilities

Students with disabilities may be suspended, in accordance with Federal legislation, for inappropriate behavior. The CAO may suspend a student with disabilities for short-term suspension. The CAO may suspend a disabled student from school for a total of ten days in a school year.

The CAO may recommend a student with disabilities for long-term suspension or expulsion (greater than 10 days) by following these procedures:

The CAO will follow regular procedures for long-term suspension or expulsion as described above.

- Once the CAO has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine whether there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
- The parent will be notified in writing of the time and place of the committee meeting and its purpose.
- The school shall notify the district prior to the expulsion or suspension of a student with disabilities.

3. *Describe provisions for providing schools with counseling services and health services.*

APA will employ a FT social worker to provide counseling services to students. As stated earlier, the Academy will also have a FT school nurse on staff.

4. *Describe plans for providing extracurricular activities and interscholastic competitions.*

APA will ask teachers to make a commitment to the community of the school upon hiring to supervise/coach an extra-curricular activity. A full range of extra curricular activities will be offered, including arts, sport, and science-based activities.

E. Community Partnerships

1. *Provide a list of organizations that may partner with your school and the potential nature of those partnerships, and include letters of support, if any. Describe the steps you have taken to develop partnerships and your plans to further develop additional community partnerships.*

APA has been actively seeking potential partnerships and gauging interest of community neighborhood associations and community businesses and associations. Board members have contacted or begun discussions with the following organizations:

- Central Atlanta Progress
- Georgia Aquarium
- NPU H Neighborhood Association
- Bankhead/Bolton Tenants Association

APA is actively seeking partnerships with area neighborhood associations in order to recruit volunteers, seek input on school development issues and create an information dissemination network amongst area parents. The board's efforts at forming partnerships with organizations such as the Georgia Aquarium and Central Atlanta Progress will assist the Academy with longer-term fundraising strategies. Lastly, the board plans to seek partnerships with area education and recreation organizations such as the YMCA and Boys and Girls Clubs to develop opportunities for experiential learning opportunities for Academy students.

2. *Describe how parents, members of the community and other interested parties were directly and substantially involved in developing the petition.*

APA board members and developers continue to meet with parent groups, neighborhood associations, and developers to gauge interest in reestablishing a vital community school in this area. Founding board members have noted strong support for a school choice option in this neighborhood from community members who see the need for a neighborhood school as the area continues to redevelop. As a historic neighborhood community, residents are seeking options to revitalize the local economy and maintain a community network, which decidedly includes a vibrant, neighborhood school based on excellence. Please see attached list of student enrollments from neighborhood residents, support letters from local residents, educators, and community leaders, and the signed petition of support.

3. Describe how parents, members of the community and other interested parties will be involved in the school.

Parental Involvement: The founding board and Mosaica Education share common goals towards the involvement of parents in their students' education. As stated earlier, research has clearly demonstrated that increased parental involvement in a child's education directly impacts student achievement rates¹. At the Academy we are interested in increasing 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 Academy's operation. Below is a sampling of our plan.

- There will be two positions for parent representation on the Academy Board of Directors. Openings will be widely posted and parents will receive information about the school's governance opportunities during early enrollment meetings, school informational brochures, and through ongoing newsletters throughout the school's operation.
- The Academy will establish a local-school community organization (LSCO) that will steer partnerships with local businesses and access resources to increase arts and experiential based opportunities for our students; offer parents information on outside resources on a variety of continuing education options and parenting issues; and effect the overall educational program and policies at the school by continually providing current information on topical issues.
- There will be numerous opportunities for parents to volunteer at the school through tutoring, office assistance, fundraising events, chaperoning, working on school projects, or as members of various school committees.
- The Academy will establish a tax-exempt, non-profit foundation to raise money for the Academy. This will largely be run by volunteer parents.
- There will be a newsletter committee established that is overseen by parents who are responsible for monitoring and reporting on school events with the participation of school staff.
- We will offer training in the areas of school curriculum, the school discipline policy and technology for parents to be able to work with their children and reinforce what's happening at school.
- The Academy will feature monthly Paragon Nights, which follow the culmination of Paragon Units. Parents and family members will attend these events to celebrate with their children and watch student performances.
- Parents will receive letters prior to the beginning of each paragon Unit with detailed information about upcoming subjects, events, and areas to focus on assisting their children.
- Correspondences will be translated into parents' native languages.

F. School Characteristics

1. Outline the planned school calendar and the daily hours of operation in compliance with Georgia attendance requirements.

1. Tentative School Calendar

School will open in the fall of 2008. Below is a draft 2008-2009 school calendar that can be modified based on school site and district requirements.

| Dates | Event | Student Days | Teacher Days |
|----------------------|--|---------------------|---------------------|
| August 2008 | | 5 | 15 |
| August 13 -24 | Staff Development | -- | -- |
| August 27 | First day of Student Attendance | -- | -- |
| September | . | 19 | 19 |
| September 3 | Labor Day | -- | -- |
| October | . | 27 | 28 |
| October 8 | Columbus Day, Staff Development | -- | -- |
| November | . | 19 | 20 |
| November 12 | Veteran's Day Observance, Staff Development | -- | -- |
| November 22-23 | Thanksgiving Holiday (school closed) | -- | -- |
| December | . | 15 | 15 |
| December 21 | Last Day before Recess | -- | -- |
| December 24 - Jan. 2 | Holiday (school closed) | -- | -- |
| January 2009 | . | 20 | 20 |
| January 3 | School Reopens | -- | -- |
| January 21 | Martin Luther King's Birthday Observed (school closed) | -- | -- |
| February | . | 20 | 21 |
| February 18 | President's Day Observed, Staff Development | -- | -- |
| March | . | 20 | 21 |
| March 17 | Staff Development | -- | -- |
| April | . | 17 | 17 |
| April 7-11 | Spring Recess (school closed) | -- | -- |
| May | . | 21 | 21 |
| May 26 | Memorial Day (school closed) | -- | -- |
| June | . | 17 | 17 |
| June 24 | Last Day of School | | |
| June 25 | Reorganization—Staff only | | 1 |
| | Total Number of Days | 200 | 215 |

Longer School Year

Our academic calendar will be extended, resulting in nearly three additional years of instruction over the K-8 sequence. In the event that this schedule interferes with APS's remediation schedule, APA will enroll students needing extra help in special programs for the final 20 days of the school year

2. Provide typical daily plans that illustrate hours of instruction, independent study, and other activities for the school.

Please see sample school calendar, attached as Appendix L.

G. Grade Structure

1. Outline the basic grade configuration the school will contain over what period of time.

The proposed grade levels and total student enrollment will be as follows:

| | | | | |
|-------------------|----------|-------|-------------|----------|
| 2008-2009 /Year 1 | Grade(s) | K - 4 | - up to 490 | students |
| 2009-2010 /Year 2 | Grade(s) | K - 5 | - up to 572 | students |
| 2010-2011 /Year 3 | Grade(s) | K - 6 | - up to 662 | students |
| 2011-2012 /Year 4 | Grade(s) | K - 7 | - up to 752 | students |
| 2012-2013 /Year 5 | Grade(s) | K - 8 | - up to 842 | students |

2. If you are proposing a school to contain a grade configuration other than the Atlanta Public Schools model of Elementary K-5, Middle 6-8, or High 9-12, provide the rationale.

APA is proposing a K – 8 school model. Mosaica has accumulated great success in establishing this model. The inclusive K – 8 structure permits a consistent education model, reduces the occurrence of mobility and provides students with a consistent and familiar educational culture to find academic and social success.

3. Describe which accreditation(s), if any, your school will seek, and provide timelines.

APA has no identified plans for accreditation at this time.

4. If you are proposing a school that will not offer a high school diploma, describe how or where the students will matriculate next towards graduation with a high school diploma.

The school counselor and leadership staff will work with graduating 8th graders to locate appropriate schools to continue an education that serves their specific needs, especially for a college preparatory environment. APA will establish compatible relationships with Atlanta public and private high schools.

H. Student Information System

Each charter school is required to use the same student information system as used by APS. In order to provide APS with necessary data for state reporting and enrollment monitoring, the charter school must agree to use the APS student information system in accordance with school system specifications. APS will provide the charter school the minimum necessary hardware and SASIxp software to utilize the district student information system. Requirements for software, hardware,

networks, and technical support will be provided on request.

1. Describe plans to comply with local requirements to collect and submit electronic data to APS as required by the state and federal government related to student information.

APA will comply with all state and district reporting requirements. The school's business manager will be trained in the required reporting tools as well as regional corporate MEI staff who have ultimate responsibility for maintaining good-standing.

2. Describe methods that will be used to maintain accurate enrollment and attendance records required for local and state reports. Who will be responsible for data input for attendance, discipline, grades, student/teacher schedules, and other student data?

The Academy CAO will oversee the Administrative Assistant and the process of data collection and reporting. The following is a policy overview concerning student records.

Office Procedures for Student Records

Student Files

The school will utilize an electronic and paper record keeping system that complies with Georgia and APS guidelines to collect and store student information. Student records will be carefully protected to ensure confidentiality and made available for official use only. As required, the school will use forms that are sanctioned by the local school districts.

Student files contain the following documents:

- ✓ Application (with name, address, emergency contact, relevant health/safety information, eligibility for free/reduced meals, forms for transportation (if applicable) and all other information/forms required by the state charter school law and local school districts)
- ✓ Birth Certificate (copy)
- ✓ Copy of actual Social Security Card
- ✓ Copy of Immunization Records
- ✓ Proof of Residency (Utility Bill, Tax Record, Lease, Drivers License)
- ✓ Most recent report card
- ✓ Educational Testing
- ✓ IEP (If applicable)
- ✓ Physical/Health Certificate
- ✓ Parent request for file transfer of student records
- ✓ Volunteer forms
- ✓ Signed Home/School Compact
- ✓ Transportation information
- ✓ Free and reduced lunch information

All records will have the student's name on each document in the upper right hand corner. The date of enrollment and any withdrawal dates will be clearly marked on the application.

Student files are maintained in a neat and orderly fashion. Forms and documents are stored in a consistent manner in every file. In addition to the student information listed above, any

correspondence with the parent/guardian, as well as any discipline records are also included in the student's record file.

Student files are kept up-to-date with current emergency contact information at all times.

Documentation

Any contact with a parent/guardian for any reason will be documented and a brief summary of the contact put in the appropriate section in the student's file. These records will be initialed and dated by the person who made the contact. Likewise, when an attempt at contact is initiated and contact is *not* made, a record should be made indicating the date and time of the attempt and a brief description of the reason for the attempted contact then initialed and dated by the person making the attempt.

Injury reports and Incident reports and any follow-up due process documentation that are determined by the CAO to become part of a student's permanent record, are kept in the student's file. Additionally, the school's administrative staff will maintain a separate injury and incident file.

Student Records File Maintenance

Maintaining the student records is the responsibility of the administrative assistant. The administrative staff will set up a regularly scheduled internal audit of student records to check for any missing documents and to ensure that all information contained in the file is in the proper order.

Student Record Audits

Student records are audited by the state and an outside auditing firm on a yearly basis for verification of student funding for the charter school. Proper student file maintenance is a crucial component for the financing for the charter school.

Freedom of Information Law

Students have the right to accurate and complete school records, maintained in accordance with applicable federal and state law. Accurate and complete individual records shall be maintained for each student enrolled in the charter school. Such records will be kept in a safe and secure manner to ensure student confidentiality.

Parents have the right to inspect any and all records relating to their dependent. Students with written parental permission may inspect their own records. All inspections shall be conducted in the presence of a school representative. Information may be released to others only with written parental consent. Nominal fees may be charged for duplication of records. Parents may not remove the record or its contents.

The charter school will ensure compliance with the Freedom of Information Law (FOIL) as well as the confidentiality provisions of the Family Education Rights and Privacy Act (FERPA).

Upon receipt of a written request for information under FOIL, the charter school will:

- Within five days of receipt of the written request, make the information available, deny the request in writing, or provide a written acknowledgement of the receipt of the request and note the approximate period of time in which the request will be denied or granted

- The school will deny a FOIL request only on legally proper grounds, including reasonably protecting personal privacy from unwarranted intrusions

If a person appeals the denial of a FOIL request, the school will fully explain the reasons for further denial or make the information available within ten business days of the receipt of the notice of the appeal. The school will forward a copy of the appeal and ultimate determination to the appropriate agency.

III. GOVERNANCE AND MANAGEMENT

A not-for-profit corporation must be created and continue to exist for the sole purpose of operating the charter school which is the subject of this application.

A. Profile of the Founding Board and/or Initial Incorporators

- 1. Explain your collective qualifications for founding a high quality charter school in the City of Atlanta and taking stewardship of public funds. Include in your description evidence of the founding group's ties to and knowledge of the community. Summarize each person's experience, qualifications, and relevant affiliations, and explain why he or she was chosen to participate in the founding group. Explain what role each individual will play. Provide two references for each founder.*

The founding Board of Atlanta Preparatory Academy consists of four members: Gene Eidelman, Neil Shorthouse, Dr. Ann Davis Jones and Dr. Folami Prescott-Adams. All members of the board have been active in public education for many years.

Mr. Gene Eidelman has been involved in charter school start-up, implementation and ongoing operations since 1997. He is President of Mosaica Education, Inc., an educational services provider managing 90 school programs in eight states, the District of Columbia and the Persian Gulf countries of Qatar and Abu Dhabi. Mr. Eidelman lives in Atlanta and is active in local education initiatives. He currently serves on the economic development committee of the Georgia Charter School Association and before forming Mosaica Education, Mr. Eidelman was the Founder/Director of Prodigy Child Care, which educated over 1,000 Atlanta-area preschool students each year from 1988-1995. Mr. Eidelman was instrumental in establishing and running corporate childcare facilities at Saint Joseph's and Scottish Rite Hospitals in Atlanta. Mr. Eidelman's contributions to the Board will be those of leadership, fundraising, business development, financial management, operations management, and long-term planning.

Mr. Eidelman's references are:

- | | |
|--|--|
| (1) P. Russell Hardin President, Woodruff Foundation T: (404)522-6755 F: (404) 522-7026 | (2) A. J. Robinson President, Central Atlanta Progress T: (404)658-1877 F: (404) 658-1919 |
|--|--|

Mr. Neal Shorthouse is President of Communities in Schools (CIS) of Georgia. CIS currently operates

in 28 states, serving nearly two million students nationwide by bringing coordinated community resources directly to students in public schools. Mr. Shorthouse serves on the boards of directors of Georgia Partnership for Excellence in Education, The Georgia Chamber of Commerce, Kids in Need—Metro Atlanta, Kids Voting Georgia, and serves as Chairman of the Georgia Charter Schools Association. He is past president of the Rotary Club of Atlanta West End, a member of the Georgia Public Policy Foundation and the Georgia Economic Developers Association. Mr. Shorthouse’s contributions to the APA Founding Board will be those of fundraising, strategic partnerships, business development, enrollment, outreach and parent involvement.

Mr. Shorthouse’s references are:

- | | |
|--|--|
| (1) Mr. Kerry Campbell Georgia Power Co. T: 404-506-3065 | (2) Ms. Ann Cramer IBM Corporation T: 404-238-6665 |
|--|--|

Dr. Ann Davis Jones is the Former Principal of Ralph McGill Elementary and Continental Colony Elementary in Atlanta. She has also taught and served in public schools in other capacities for decades, both in Atlanta and elsewhere in Georgia. Dr. Davis is a member of the National Education Association, the National Association of Elementary School Principals, and the Association for Supervision and Curriculum Development. She remains active in local education, serving as a consultant at Mays High School and contributes time and energy to a number of other local charitable organizations. Dr. Jones will serve the Board with her expertise in educational leadership, staffing, training, professional development, curriculum and assessment.

Dr. Jones’s references are:

- | | |
|---|---|
| (1) Dr. Yvonne Bernal, Principal Heritage Academy Internships Atlanta Public Schools 305 Monaco Run Atlanta, GA 30331 Home: (404) 344-1467 Office: (404) 362-5052 Cell: (642) 344-1467 Fax: (404) 608-8232 noelleybernal@comcast.net nbernaj@atlanta.k12.ga.us | (2) Dr. Paulette C. Walker Director, Undergraduate Programs and College of Education University of South Florida 2121 Valrico Vista Dr. Valrico, FL 33594 Home: (813) 653-4453 Office: (813) 974-4874 Cell: (813) 391-7454 Fax: (813) 643-8163 focussrd@yahoo.com pwalker@tempest.coedu.usf.edu |
|---|---|

Dr. Folami Prescott-Adams is an educator and community activist who has provided training, organization development, strategic planning, curriculum design and program for many educational institutions, non-profit organizations and consulting agencies including Atlanta Housing Authority, Atlanta Public Schools, DeKalb County Schools, Metro Atlanta Juvenile Courts, Fulton County Schools, Cool Girls, Inc., Wholistic Stress Control Institute, The Council on Alcohol and Drugs, Wellsys Corporation, Metro Atlanta YMCA’s, Creating Pride, and Hands On Atlanta’s Americorps Programs. Dr. Prescott-Adams has used her expertise to benefit such

agencies as United Way of Metropolitan Atlanta, Morehouse School of Medicine, Salvation Army Youth clubs, and 100 Black men of Atlanta.

Dr. Prescott-Adams references are:

Dr. Vernon Allwood
Director of Special Projects
Morehouse School of Medicine
720 Westview Dr.
Atlanta, GA 30310
allwood@msm.edu
(404) 752.1659

Dr. James Emshoff
President, EMSTAR Research
Professor of Psychology, GSU
Atlanta, GA 30312
jemshoff@gsu.edu
(404) 651.2029

Mr. Kweku Forstall
Executive Director
Project GRAD Atlanta
260 Peachtree St. Ste. 402
Atlanta, GA 30303
kforstall@projectgradatlanta.org
(404) 880.3511

2. Describe any plans for further recruitment of founders or organizers of the school.

After the founding board of APA has been granted a charter by the state, a separate governing board will be formed for APA. It is anticipated that the governing board will consist of some or most of the members of the founding board, with the exception of Gene Eidelman, who will not serve on the governing board of APA. Additional Board member recruitment is underway for service on the governing board of APA. Plans are for a governing Board of Directors consisting of seven to nine members, most from the Adamsville and Bankhead/Bolton Communities. All governing board members will be educators, business or community leaders and two membership spaces will be reserved for parents of enrolled children.

3. Include leadership information (attach resumes) for the proposed governing board members. If known / selected, include resumes for the school's leader(s) and business manager.

Founding board members resumes are attached as Appendix E. The school leader and business manager are not known at this time.

B. Relationship of Founders to Charter Governing Board and Management

1. Please include in the appendices the completed and signed Conflict of Interest Form, page 6, for all founding and board members.

Signed Conflict of Interest Forms are attached as Appendix F.

- 2. List the directors of the corporation and its officers (attach resumes). Describe the role and purpose of the directors and officers.*

Gene Eidelman is the Corporation's President. All other officers will be elected at a later date.

- 3. Describe how the corporation is structured. If the school already is incorporated, submit a copy of the articles of incorporation and by-laws. If the school is not incorporated, describe the process and timeline under which this will occur.*

Corporation Articles and bylaws are attached as Appendix G.

- 4. Describe how the persons who control the corporation will operate the business of the school on a day-to-day basis (e.g. who has authority to make decisions, etc.).*

The governing board will establish all policy, adopt and review a budget, decide on all human resources policy, and will consider and vote on all service and professional contracts for the Academy.

- 5. Discuss any business arrangements or partnerships with educational institutions, businesses, for profit or nonprofit organizations.*

The Founding Board has been in discussions with various organizations and business concerning partnerships as outlined previously. Written agreements have yet to be established.

- 6. If the charter board intends to enter into a contract with an education management organization (EMO), profit or non-profit, to manage the charter school attach a draft of the proposed contract. Offer an explanation of why and how the EMO was chosen and what input the founding members have had in the selection process. Provide background information about the EMO including a brief summary of the EMO's history, educational philosophy, and past results.*

As a resident and education activist, Gene Eidelman, President of Mosaic Education Inc. has long sought an opportunity to develop an urban Atlanta school from scratch – one that meets the needs of inner city communities by blazing a path for college preparatory education and helping to establish college preparatory options as a norm rather than the exception. Mr. Eidelman's fellow board members are all strong supporters of the MEI model due to its unique curricular offerings and the evidence that it works!

Mosaica Education, Inc. manages 90 public charter school programs, serving 18,000 students in eight states, the District of Columbia, and the Persian Gulf countries of Qatar and Abu Dhabi. It was founded in January 1997 by Dr. Dawn Eidelman (currently MEI's Chief Education Officer and the President of the Paragon Division) and her husband, Gene Eidelman. Michael J. Connelly was named Chief Executive Officer in 1998.

The Company opened its first school in September 1997. Five of the schools it currently manages were acquired by the Company in connection with its acquisition of Advantage Schools, Inc. in August 2001. All other schools were developed by community boards in partnership with MEI as the service provider through start-up initiatives. The Company is privately held and

venture-capital funded. Included in its shareholder base are a number of prominent private equity firms, including Murphy & Partners, J.P. Morgan Partners, Credit Suisse First Boston, U.S. Trust, Fidelity Investors and Bessemer Securities.

Mosaica has a proprietary education model, built around the Paragon curriculum, an innovative multi-disciplinary K-12 Humanities program that it publishes and licenses to the schools that it manages. The Company focuses on student achievement as its primary corporate mission, which is accomplished through a program of individualized instruction, uninterrupted curriculum sequencing; selective recruitment of matched leadership and teaching staff who are creative, flexible and committed to achievement; strong boards and parent involvement expectations and insistence on high standards. With patience and visionary leadership at MEI and through committed school faculties, by spring 2005, WestEd's analysis of test results showed the average Mosaica student's core total NCE score on the ITBS had increased 35.6 percent. There was a 15.6 percent gain in the average core total NCE score for students between spring 2004 and spring 2005 alone¹³.

The Company has also been recognized as an "Educational Innovator" by the U.S. Department of Education, is an *Inc. 500* honoree for 2004, and is a multi-year member (including as Number 1 for 2005) of the *Inc. "Inner City 100,"* which honors the fastest-growing urban businesses in America.

Formal adoption and negotiations with MEI as APA's service provider have not been established and will be the responsibility of the governing board of APA. A draft management agreement is attached as Appendix H.

7. Describe the governing board's plans to oversee the EMO. Identity:

- a) What specific tasks will be assigned to the EMO? (identify in detail and reflect costs in budget)*

Educational Services

For the term of the Charter, Mosaica Education, Inc. (MEI) will provide to the school and its students the following educational services:

Curriculum. The Paragon® Curriculum and curriculum development;

Instruction. Instructional services and personnel, including the CAO, teachers and support staff;

Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools;

Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs; and

Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Academy as agreed to from time to time between MEI and the Board of Trustees.

¹³ WestEd, a nonprofit research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. As one of the nation's Regional Educational Laboratories, WestEd has been designated by the U.S. Department of Education to provide leadership in the area of assessment.

Educational Services will be provided in accordance with the Academy's 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 Academy, as adopted by the Board of Directors and as provided for in the Charter.

Administrative Services

For the term of the Charter, MEI will provide to the Academy the following administrative services:

Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services;

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;

Business Administration. Administration of all business aspects of the charter school;

Transportation and Food Services. Provision of transportation and food services for the students enrolled at the charter school, as required by the Board;

Public Relations. Any and all advertising and public relations with the community and the media;

Budgeting and Financial Reporting.

Maintenance of Financial, Business and Student Records.

Admissions. Implementation of the school's admission policy;

Student Hearings. Administration and enforcement of student disciplinary and special education;

Semester Reports. MEI will provide to the Board on a semester 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) student academic performance, and (B) MEI's performance on administering Educational Services and Administrative Services;

Rules and Procedures. MEI will enforce the rules, regulations and procedures adopted by the charter school not in direct conflict with the management agreement, the Charter, the Code and other applicable laws and regulations. MEI will recommend rules, regulations and procedures applicable to the charter school and its students; and

Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the charter school.

b) The evidence that you gathered that convinced you that the management organization has the knowledge and experience to do its assigned tasks effectively.

Mosaica Education has a long and successful track record at overall school management. The company has an efficient system that oversees business operations and compliance matters that are spearheaded by designated Regional Vice Presidents and school specific accountants and the Academic programs are monitored through school curriculum specialists who have daily contact with school site based Program Facilitators and the CAO. This model allows school teachers and leadership to focus on education in a supportive environment.

As evidenced earlier, MEI's partnered schools are making impressive academic gains. These schools are located in diverse communities in eight states throughout the country, with the majority of schools in urban centers which serve high numbers of at-risk students. In Michigan, a state that has maintained tough standards in the wake of NCLB, for example, Mosaica-partnered schools in

serve a high percentage of low-income students (and average of 68.8% in 2004-05) and have made impressive gains at meeting state growth standards: all Michigan MEI schools made AYP in 2005 with the exception of one school that missed AYP for attendance reasons.

Mosaica's impeccable record of balanced budgets, school achievement and advocacy of board independence for innovative schooling brought this board together in support of an Atlanta initiative.

c) How will the proposed charter school board resolve any conflicts with the EMO?

The board will set up an arbitration provision in the management contract. This provision will cover any conflicts between the board and the EMO.

d) How will the charter school survive if the relationship between the board and the EMO is terminated?

The board will not rely on the EMO to provide any funding. The board will consist of experienced individuals capable of managing day-to-day operations of the Academy in the event of EMO contract termination. The management agreement, if signed by the school governing board, establishes the working relationship between APA's governing board and Mosaica: Mosaica will work for the board and can be terminated if the board desires. Mosaica has ceased working for clients in the past and has never had a governing board close a school due to the loss of Mosaica's management services..

C. School Governance

1. Describe how the proposed school will be governed.

- 2. Describe the roles and responsibilities of the governing board, how it will exercise continuing oversight over school operations, including the relationship of the governing board to teachers, administrators, and parents.*
- 3. Describe how and when the board of directors will initially be selected and in future years. Describe when and under what conditions board members will be dismissed. Include steps to be taken to maintain continuity between the founding organizers' vision and that of the board of directors. Include information on which members of the founding group will continue as members of the governing board, or serve as operating officers once the school is approved and in operation.*

The governance process, structure and method of selection is describe below in response to (1 – 3) above.

The governing board shall be subject to the control and management of the local board and subject to the provisions of O.C.G.A. § 50-18-70 *et seq.*

I. School Governance.

It is the intent of Atlanta Preparatory Academy to have a governing board that is responsive to the school district and to the parents and students it serves. We believe the adopted bylaws

accomplish this goal by assuring that the Atlanta Preparatory Academy governing board will include directors with extensive experience in the areas of management, finance, community leadership and academic leadership.

Atlanta Preparatory Academy will be governed by the Board of Directors. The governing Board of Directors will set the direction for the charter school in accordance with the Charter Application. The governing Board of Directors will set policy, is responsible for compliance with the charter contract and all applicable laws, and will help guide and promote the ongoing vitality of Atlanta Preparatory Academy, its staff and its students.

Method of Selection

Individuals from the community will comprise the governing Board of Directors. The initial Founding Board will consist of four (4) persons. Within the first two months of the Academy's opening, the founding Board of Directors, with the exception of Gene Eidelman, will form a governing board. Subsequently, the governing Board of Directors of the Academy shall nominate and vote on a list of potential members of the Board of Directors until the number of board members reaches a maximum of seven members.

Length of Term

The term of each of the Board of Directors shall be three (3) years, with the exception of the members first appointed, one third shall be appointed for a term of three years, one third shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year.

Number of Directors

The number of members of the initial Board of Directors of Atlanta Preparatory Academy shall never be fewer than three (3) or more than seven (7).

Removal of Board Members

Board members may be removed by a majority vote of the existing Board.

Board Meetings

The Board shall meet a minimum of ten times per year. The Board shall decide, by majority vote, the number of additional meetings required to conduct Academy business. Public notice of all Board meetings shall be posted on the school's front door and bulletin board not less than 48 hours prior to scheduled meetings. Notices shall state the date, time, and place of meetings and shall include the following language: "This meeting is open to all members of the public."

Qualifications

Qualifications for Board membership shall include but not be limited to: 1) An interest in children and quality education; 2) Enthusiasm for Atlanta Preparatory Academy and its mission; 3) A willingness to devote time and energy to accomplishing the school's mission; 4) Special skills needed to address Atlanta Preparatory Academy operations; 5) The ability to represent the community and interpret community needs and views; 6) A willingness to accept and support decisions made democratically; and 7) An ability to act as a representative of the school within the community.

Function of APA Board of Directors

A. Primary Function and Duties of the Board

The primary function of the Board of Directors is to oversee the education of students enrolled at Atlanta Preparatory 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

B. Planning

1) Define a future vision for Atlanta Preparatory Academy and the means for achieving that vision.

- Define the Atlanta Preparatory Academy 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 Georgia 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.

Rules for defining delegable and non-delegable powers:

The Management Agreement will set forth certain decisions that have to be made or approved by the Board and those that can be made by MEI as manager. In particular, the Board must approve budgets, significant school policies and other important matters. The bylaws also set forth certain actions that require Board and/or officer action, including the authority of officers to sign significant contracts.

Committees

The Chair of the Board will have authority to establish committees proposed and approved by majority vote by the members of the Board of Directors. Authority of established committees will be defined and approved by the Board. At present, planned subcommittees are as follows: Curriculum, School Business, Community Relations and Outreach, Accountability, and Student Activities.

Board/Academy Staff Relations

The contracted EMO will employ all Academy staff and therefore, with oversight from the Board of Directors, the EMO will manage the daily monitoring of school operations. Atlanta Preparatory Academy's CAO will act as the main liaison between the governing board and school staff. The CAO will attend all board meetings and prepare reports for board members as needed. The RVP will also attend Academy board meetings to ensure board members are complying with the Open Meetings and Records laws and maintaining proper board relations with parents and the community. A representative staff member will sit on the governing board in a rotating position as an advisory member and other Academy teachers and staff will be invited to participate in governance and advisory issues based on the establishment of committees by the governing board. As part of its services to the Academy, MEI will submit annual reports on comprehensive teaching and staff evaluations that will include staff members' self-analyses.

Conflict resolution between APA and APS

In the event that the charter school and the local board have disputes regarding the terms of the Charter, the local Agreement or any applicable law, rule or regulation, the parties agree to the following process for resolution. The parties' chosen representatives will meet informally, at least one time, to attempt to resolve the issue without resort to formal procedures. If this proves unsuccessful, the dispute will be reduced to writing and shared with the other party and a request will be made of the Georgia Department of Education to meet with the parties in an attempt to reconcile the differences. Nothing set out in this dispute resolution procedure shall limit the parties' rights to seek redress under all applicable laws, rules or regulations.

4. *Describe anticipated parent involvement in the decision-making process of the school including:*
a) *Input, comment, and/or participation in the school's operations or governance;* b) *Lines of communication between the school's governing board and parents;* c) *Methods for resolving disputes between parents and the charter school.*

Open invitations will be made to recruit parents to the school development and governance process throughout the school development and pre-operational phase. Board members are currently working to recruit neighborhood parent liaisons who can answer questions and direct parents to the right resources to learn about APA and charter school options in general.

There will be at least two positions reserved for parent representation on the Academy Board of Directors. Openings will be widely posted and parents will receive information about the school's governance opportunities during early enrollment meetings, school informational brochures, and through ongoing newsletters throughout the school's operation.

The Parent Handbook and school website will outline the opportunities for all lines of communication. APA is committed to establishing a communications network that promotes efficient and effective communication. Teachers will specifically identify their preferred modes of communication and board member direct communication lines will be made public to all parents and community members. All school faculty will be required to participate in e-mail and web-based grade systems.

Academy parents will be encouraged to attend all board meetings and board members will post convenient means for all parents to communicate with board members. Parent Grievances will be handled as follows:

The Academy convene an Advisory Grievance Committee consisting of one parent per grade and one teacher per "Small Learning Community." Parents and teachers will nominate members from their peer groups to serve on the Advisory Grievance Committee. Parents will be directed to consult with their child's teacher if they have a concern or complaint. If the problem is not resolved at this level, they will consult with the school Director. If the conflict persists, they will contact the Grievance Committee. Grievances brought from non-school parents will be directed first to the Director / CAO. If the conflict remains unresolved to the satisfaction of the parents, their complaint will be presented to the Board of Directors. The Board will act in accordance with local regulations and state law, and adhere to the Bylaws of the Board.

All school policies will be available to parents, free of charge. Parents will receive copies of the parent and student handbooks and the school discipline policy upon enrollment.

5. *Describe the plan to ensure that the governing board members receive on-going training on*

charter school governance in order to properly exercise their duties and responsibilities.

All Academy Board members will undergo Georgia Department of Education board training after the application's approval, but before school opening. On-going trainings will be offered as the Academy transitions from a founding to an operational board and new board members are added. Board training topics include, but are not limited to: requirements of the Open Meetings and Open Records law, Robert's Rules of Order, community relations, school business issues, budget development, charter school law, policy development, and Georgia accountability requirements. Mosaica Education will provide the board with extensive and objective "getting started" literature and training will occur with a reputable third party. A third part training organization will help the board develop policies and evaluation processes.

6. State how the charter school will comply with the provisions of state statutes on Open and Public Meetings and Inspection of Public Records.

1. Board members will be trained and abide by the provisions of O.C.G.A. § 50-14-1 *et seq.*, the Open Meetings Law. All Board meetings will be publicly advertised and open to all. Likewise, APA staff and board members will be trained in the process of complying with the provisions of O.C.G.A. § 50-18-70 *et seq.* (Inspection of Public Records).

7. How often will the board meet? How will parents know when and where?

The Board of Directors will meet at least 10 times per year and more if the Board decides it is necessary to conduct business. The meetings schedule will be set in advance of the first year of operations and publicly advertised in newspapers and announcements in addition to announcements posted 48 hours prior to each meeting's occurrence at the meeting location. The school will maintain the board meeting dates on the school's website and on the parent information line.

8. Describe plans of the board of directors to prepare and submit to the Atlanta Board of Education and Georgia State Board of Education an annual report of academic progress and compliance with the Charter School Act of 1998 and related rules.

APA staff and leadership will work with education management team members to identify and prepare all data collection tools, or make revisions as necessary, prior to the start of each academic year. School faculty will understand individual responsibilities in monitoring the collection of specific data pieces that will inform the annual report. MEI staff will maintain all required financial, organization and academic reporting requirements to meet annual reporting guidelines. Prior to the due date for submission to the state and APS, MEI and the school CAO will present the report to the Board of Director's for approval. The annual report will always be submitted in time to meet the state's October 1 deadline. The annual report will fully comply with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6) and will include all State-mandated assessment and accountability scores.

D. Charter School Implementation Timetable

1. Describe how your program will be phased in over the five-year period.

APA will open to serve grades K – 4 in year-one and add one grade per year through grade 8. Therefore, additional staffing, equipment and material needs will be added in subsequent years. The full educational program will be in place as of year one. We anticipate the addition of extracurricular programming to meet the needs of older students as middle school grades are added to the community. By year four, when the school is fully servicing grades K – 8, the program will have a “complete” implementation in terms of structures such as Small Learning Communities where students receive the full benefits of a small, inclusive K – 8 school.

2. *Present a detailed timetable of the projected steps for implementing the charter from charter approval to the first day of classes for 2008-2009. Include dates for the execution of each element.*

1. Facilities options finalized – May 2007
2. District contract approval - June 2007
3. State approval of charter – August-December 2007
4. Advertise, Recruit, and Select CAO and administrative assistant – December 2007
5. Begin Recruit and Selection of Program Facilitators - January 2008
6. Begin Teacher Recruitment – January 2008
7. Begin Tier One Student Enrollment and Marketing - January 2008
8. Hire Program Facilitators – March 2008
9. Begin Tier Two student Enrollment and marketing – May 1
10. Conduct Lottery – June 1 2008
11. Curriculum Materials & Equipment Ordered - April 2008
12. Enrollment Notifications Sent - April 2008
13. Finalize Teacher Selection Process - April 2008
14. Facility ready for equipment installation – July 1 2008
15. Equipment and Curriculum Materials Arrive - July 1 2008
16. Teacher Professional Development – July 29 – August 8 2008
17. Parent & Student Orientations - August 4-5 2008
18. School Opens - August 11 2008

IV. FACILITY

Atlanta Public Schools requires that the proposal include the location of a facility to be used for the school. It would be extenuating circumstances that a recommendation for approval would be submitted to the Atlanta Board that does not include evidence that an existing building is under negotiation for lease, purchase, or evidence of a site to build has been obtained.

Prior to beginning school operations for the public at the actual site, evidence of the building meeting required codes and a Certificate of Occupancy must be presented to Atlanta Public Schools no later than June 1, 2007, or 60 days prior to opening, which ever is sooner. If satisfactory documentation is not received on time, the school will not be able to open for the 2007-08 school year.

A. Facility

1. Identify the geographic region in which the school plans to locate by the designated Atlanta City Neighborhood Planning Unit (NPU), the street address, and description of neighboring areas.

The planned location for Atlanta Preparatory Academy is in NPU “H.” The founding board of Atlanta Preparatory Academy has negotiated a purchase agreement for approximately 2.75 acres of vacant land. The address of the parcel is: 501 Fairburn Rd SW, Atlanta, 30331. This property is central to downtown, business, and residential developments. Across the street is a 34-acre apartment project with 1000 units under construction. There are approximately 50,000 residents within a 3-miles radius and the property is zoned for school use.

(i) Describes the status of negotiations with your organization regarding the possible lease or purchase of the building should your charter petition be approved;

The APA nonprofit corporation has a signed purchase agreement for the above described property. RBC Capital Markets has offered to finance the purchase.

The founding board’s membership consists of individuals with vast professional experience in school start-up and facilities acquisition. RBC Capital Markets has offered to finance the construction of a new facility for the school. Our contact information for RBC Capital Markets follows:

RBC Capital Markets
 Phoenix Municipal
 Bill Wildman
 Managing Director
 William.wildman@rbccm.com

2. Describe the facility to be used and how it meets the required space needed for the proposed school, including number and type of classrooms, administrative offices, any program specific space (science labs, art workshops, etc.), media center, meeting space, and kitchen facility.

The facility will provide ample space for the projected enrollment at APA. It will feature sufficient classrooms, administrative offices, specialty rooms, and other space sufficient to meet APA’s needs throughout the length of the charter. Minimum facility accommodations will include the following in the start-up years:

| Space | Years 1-3; Number | Average Sq. ft. |
|-------------|----------------------|--------------------|
| Classrooms | 18 | 850 |
| Offices | 4 | 100 |
| Meeting | 2 | 250 |
| Gym | 1 | 5,000 |
| Kitchen | 1 | 500 |
| Dining | Gym | |
| Performance | Gym | |

| | | |
|------------------------|---------|-----|
| Library | 1 | 850 |
| Media | Library | |
| Hallways | TBD | |
| Locker Spaces | TBD | |
| Restroom-sets | 2 | 350 |
| Teacher Lounge | 1 | 400 |
| Total SQFT Requirement | 37,500 | |

3. Will the identified site accommodate the school through the five-year charter term? At full capacity? If the school will not start at full capacity, describe how the school will accommodate growth over the initial five-year term of the school.

The newly constructed facility will be developed to accommodate initial enrollment and expansion plans will be designed to accommodate enrollment growth.

4. Describe whether the school will be leased or owned.

In extenuating circumstances, when the facility has not yet been determined, describe the present options for a school building and steps that have been taken to secure a site. Discuss any progress, partnership development, or other future steps toward obtaining a facility for the school.

The Atlanta Preparatory Board has negotiated a purchase agreement for 2.75 acres of land for development of a new school facility. The purchase agreement is attached as Appendix (O).

5. For the selected facility, provide the following:

- a) Evidence the site has been secured (Letter of Intent (LOI) or Memorandum of Understanding (MOU));
- b) 1. **Preferred:** Provide a LOI, signed by the building owner, to lease or sell the proposed facility to your organization. The LOI must contain specific terms, including rent or purchase amount and any agreement(s) on building renovation costs; or, if an LOI is not possible.

Please see relevant LOI attached as Appendix (O).

- c) 2. **Alternative:** Provide a MOU, signed by the owner, that does each of the following:
 - (ii) Describes any foreseeable conditions, circumstances, or considerations that may affect the decision to lease or sell the building to your organization;
 - (iii) Specifies any decision-making process that may be required before an agreement can be finalized (e.g. a board vote, zoning approval); and
 - (iv) Specifies a date by which a decision to lease or sell is likely to be reached; and
 - (v) A description of any rehabilitation work necessary for this site to meet building

codes applicable to public schools or to support the proposed school program, including a plan that details how such work will be completed before the start of the school year including:

(vi) The scope of the work to be completed and proposed funding mechanism to cover these costs.

6. Describe the steps taken for securing the necessary permits.

The following is a set of guidelines the Founding Board will, and has used, in land acquisition and facility development:

Our Process

The Founding Board members have teamed with an experienced real estate developer. The developer has assisted the board with securing a purchase agreement for an excellent school site. Mosaica, as the service provider, worked in conjunction with legal counsel to negotiate a purchase agreement that is favorable to the Founding Board. The Construction and Development team will work concurrently during the site selection process performing due diligence and preparing for construction. Once the site is secured with a purchase agreement, the Construction and Development team will move forward with the Site Development process.

Site Development

With the site identified, our Construction and Development team will guide the school through the site development process. This consists of multi-tiered applications being prepared for the review of the appropriate government agencies having jurisdiction of the project. While all states and municipalities are different, the basic process is similar.

- Zoning

In this case the identified site is zoned for school use.

- Planning

With the school zoning in place, the board and facilities team will develop a presentation to deliver to the planning board. The developer will assist in the creation of schematic drawings (more detailed than what is required for a zoning hearing) for presentation to a planning board. At the planning board hearing, a municipality will attempt to enforce requirements in terms of improvements they want to be made. Typically these items include things like improvements to the adjacent sidewalks and curbs, street lighting, signage, parking and landscaping. The developer will assist in negotiating improvements and in obtaining planning board approval.

- Building Permit

Once planning approval is obtained, full architectural and engineering plans will be developed by licensed professionals in consultation with the developer and the school. The plans will then be submitted for review by the local building department. In some states, county and state approval is also required. These reviews are conducted in order to ensure that the building will meet or exceed all applicable building codes. Once the plans are approved, a building permit can be obtained, and construction can start.

Construction

- Design

Alongside the approval process the developer will be working in concert with the charter school board to develop the building requirements.

Identifying Contractors

While the construction documents are being developed the developer will estimate the total cost of the project, solicit bids, and interview contractors.

- Award

The developer will bid out the work. APA is committed to fair and open competition, which will allow for the best job for the most economical price. Once the bids are received, the developer will assist in evaluating the bids, check all references, and recommend a contract award be made to the lowest *responsible* bidder.

- Construction

Once an award is made the developer will monitor the progress and quality of the work. At the end of the job the developer will ensure that all school personnel are properly instructed and trained to operate and maintain the building systems. We will insist that all operating manuals are delivered to the school for future reference by the staff.

- Occupancy

A Certificate of Occupancy will be obtained by June 1 of 2008. Once this is granted, the building will be furnished. Board members will obtain favorable lease agreements for items like furniture, phone systems, security cameras, and computers.

A safety plan will be determined and submitted by June 1, 2008. The safety plan will fully conform to O.C.G.A § 20-2-1185.

7. Describe financing plans for obtaining the school site, if applicable.

The school site will be owned by Atlanta Preparatory Academy. The financing term will be for 25 years. The exact payment terms are yet to be determined, and will be based on the cost.

a) Discuss how this site would be a suitable facility for the proposed school. If the site is not an existing educational building provide documentation as to how the site would be a suitable facility for the proposed school. If the site is an existing school building, provide documentation of any renovations required. Include:

- (i) Narrative of plans to remodel or renovate the facility in order to comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how these modifications will be financed and the anticipated completion date for each major phase of renovation.

Written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.

(iii) Your plans for the site to comply with all applicable building codes and other state requirements.

- (iv) For any proposed facility owned, operated, or to be leased from a religious affiliated entity, include evidence how there would be clear separation of church and state for the operation of a public school.

N/A

8. *Describe how all local and state policies related to health and safety will be met. Acknowledge that as an independent charter school it will be required to develop and submit a plan in compliance with Georgia §20-2-1185, School Safety Plans to the Georgia Emergency Management Agency for approval.*

All health and safety requirements will be met through the necessary site accommodations and staff training. MEI will assist APA in developing its School Safety Plans for submission to the Georgia Emergency Management Agency. Sample plans from other MEI-partnered schools are available upon request.

9. *Describe the plan for maintaining the facility on a day-to-day basis (custodial) and extended basis (facility maintenance). Explain if the school will hire a custodial staff or opt for contracted services. If the facility will be leased, identify what responsibilities the landlord will have for the maintenance and what the school's responsibilities will be for maintenance, custodial services, and annual health and safety inspections.*

The school staff will perform day-to-day custodial services, but the school will contract for facilities maintenance. The governing board will be responsible for contractual arrangements, oversight of daily maintenance, and annual health and safety inspections.

V. FINANCE

A. Financial Management

1. *Explain who will manage the school's finances. Describe the fiscal controls and financial systems that will be established for daily business operations to manage cash flow, purchasing, payroll, and audits. Describe how the school will develop its annual budget.*
2. *Describe the financial management and internal accounting and reporting procedures for the school. What financial documents and statements will the school regularly produce? Who will prepare them? How often? Who will review them and for what purpose?*
3. *Identify the representative of the school who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds.*

A Crime/Fidelity Bond is addressed in the attached insurance quote.

4. *The Atlanta Board requires an annual audit be conducted by a Georgia independent licensed Certified Public Accountant, approved by the Atlanta Board, and received within 90 days of the fiscal year end. Explain how the charter school will adhere to this financial deadline and submission.*

Responses to questions (1 – 4) above follow.

MEI provides comprehensive financial, payroll, and accounting services through staff at its Midwest hub and New York Offices. The staff assigned to the various accounting, payroll, and reporting functions all have a high level of school accounting experience and/or professional certifications qualifying them to perform their assigned tasks.

The typical finance management model MEI utilizes includes designating a hub accountant and a school-based employee with a college degree in accounting and several years of related work experience, who are assigned to perform day to day accounting and data processing functions, assist school site personnel in developing quality internal controls over cash flows, asset management, and procurement processes. In addition, the accountant works closely with school site staff and the regional staff to provide detailed financial reporting on a monthly basis and takes an active role in assisting auditors through the audit process. In addition to having an accountant assigned to each school, the regional hub office has a payroll/benefits department that processes time records provided by the school's staff to generate payroll checks and payroll reports that provide division/department breakdowns to the accountants. The payroll/benefits department is staffed by a number of individuals that each have significant payroll training and experience that helps them relate key data in easily manageable formats to the accountants. All financial reports and key procedures involving reconciliations, payroll allocations and budget to actual variances are reviewed by the regional school controller, a CPA with extensive experience as a school auditor and/or providing school business management services. In addition to assisting as needed in the daily and monthly accounting process, the school controller also facilitates the budget development/amendment process and oversees the audit process. MEI has found that the budget development/amendment process is most meaningful when a finance committee from the school's board of directors, the school leadership (as the practical source to identify what the school's needs are and how best to provide for those needs on a day to day basis) and regional management company leadership (as a resource for problem solving and thinking outside the box) are involved as team. To this end, an annual budget workshop and periodic group sessions are held to address both the general budget development process and to address school specific issues that need attention.

The governing body of the school provides the vision and direction of the school and the finance/payroll staff work with the finance committee of the governing board to help them realize their visions in the most cost effective and time efficient manner possible. Monthly budget to actual reports are provided within 25 days of month end, supporting documentation for board authorized disbursements is made available for review as checks are being signed by the board, and oversight of the budget development process and control over the budget approval process are all ways that the governing boards are kept informed and involved.

On a monthly basis, Mosaica Education Inc. will prepare an Income Statement, a Balance Sheet and a Statement of Cash Flow. The APA Governing Board will review these documents on a monthly basis for budget compliance. The preparation of the annual budget will begin 120 days before the beginning of the fiscal year and will be adopted by the Governing Board prior to the beginning of each fiscal year. Audits will be prepared by October 1 of each year by a Georgia independent auditor and will be paid for as a normal business expense of the school and provided for in the school budget.

Rita Hackel Chapin, Mosaica's Chief Financial Officer will oversee school finances, and will answer to the school's governing board. Ms. Chapin is the former Marketing Director for Citibank and her credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04. Please see her resume, attached as Appendix M.

B. Budget

Applicants: Check the Georgia Department of Education website for any financial templates required for use by charter petitioners.

- 1. Provide a budget projection that includes revenues and expenses related to early planning and implementation costs that are expected to be incurred between the time the charter is approved and July 1 of the start-up year. Also, provide a cash flow projection for this period.*
- 2. Provide a financial plan for the first fiscal year.*
- 3. Provide an itemized list of working capital and assets, including cash, bonds, and real estate.*
- 4. Prepare a balanced budget covering all projected sources of revenue, both public and private, and planned expenditures for a five-year charter term.*
- 5. It is critical that you define and give support for assumptions behind revenue and expenditure projections. Detail your contingency plans should you experience a budget shortfall, lower than anticipated student enrollment, higher than expected personnel costs, underestimated costs of technology maintenance, and any others that could be potential operational difficulties. Explain how the school will make certain sufficient funds are available to cover any special education costs incurred.*

Responses to questions (1- 5) above are contained in the attached budget sheets in Appendix I.

Pursuant to state statute, the charter school will be treated no less favorably than other public schools with regards to receipt of state and local funding. Starting in August of the first year of operation and in all subsequent years of operation, the charter school will receive state funds earned. In addition, starting in August of the first year of operation and in all subsequent years of operation, the charter school will receive local funds earned.

APA will comply with all federal monitoring requirements for schools receiving federal funds

Contingency Plans:

The Academy's service provider, MEI, has extensive experience in managing charter schools and has developed and implemented contingency funding plans in the past for unexpected funding shortfalls due to lower than expected enrollment, budget cuts or late payments. Our foremost plan in the case of lower-than-expected enrollment is to increase student marketing efforts to boost enrollment. In addition to this, we would explore the possibilities of budget cuts, short-term bank loans or state-aid anticipation notes.

C. Fundraising

1. *What fundraising efforts have occurred and/or are planned to generate capital or to supplement the student earned state and local revenue? Who will be responsible to lead fundraising efforts?*

The Board of Directors will be responsible for overseeing all fundraising efforts including the procurement of loans for any capital needs. The board will designate a committee that investigates additional funding options, such as grants, and works with school leadership to plan for fundraising timelines. The Board anticipates a successful application for receipt of federal start-up funds and has identified the following foundations for operational or targeted program requests: Woodruff Foundation, the Gates Foundation and the Walton Family Foundation. The Academy will also investigate local supplemental funding options.

2. *Explain any contributions of funds or in-kind donations of goods or services expected to be received by the charter school that will assist in evaluating the financial viability of the school. **In the budget, you should only include those grants or in-kind donations which have already been firmly committed.** If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget. Instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution, and expected date of receipt if known).*

As the proposed budget reflects, the Academy does not assume in-kind contributions in the start-up years of the charter. Additional funding options described above are viable but not confirmed and therefore not admissible for budget projections.

STUDENT BODY

A. Recruiting and Marketing Plan

Show the school's enrollment projections for the first five years in a chart modeled on the following:

| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total |
|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Year 1 | 90 | 100 | 100 | 100 | 100 | | | | | 490 |
| Year 2 | 72 | 100 | 100 | 100 | 100 | 100 | | | | 572 |
| Year 3 | 72 | 80 | 100 | 100 | 100 | 110 | 110 | | | 662 |
| Year 4 | 72 | 80 | 80 | 100 | 100 | 100 | 110 | 110 | | 752 |
| Year 5 | 72 | 80 | 80 | 80 | 100 | 100 | 110 | 110 | 110 | 842 |

1. *Explain in detail your rationale for selecting this particular size school.*

APA aspires to establish a small, inclusive K – 8 school to promote learning behavior consistency in a community school setting. These grade configurations allow a small student body, low teacher to student ratio and the ability to absorb additional students in the consecutive years of the start-up charter. The goal with this model is to start with a core group of students that stay with the school through the K – 8 sequence. APA students will receive the full benefits of a spiraling curriculum; the Paragon 6 – 8 Humanities curriculum builds sequentially on the Paragon elementary curriculum.

Research is conclusive about the problems high mobility rates cause for students and schools in creating learning disruptions¹⁴. Although student mobility rates are influenced by many factors, providing students with a first-rate public school option that meets students and family needs greatly increases the incentive for parents to retain their children in specific schools even if living circumstances change.

2. *Describe the target student population. Provide an overview of the anticipated student population demographics including poverty rate as measured by free/reduced lunch status, and ethnicity.*

Analysis of surrounding school enrollments nearest to the identified facility shows a low-income population with average free and reduce price lunch indicators between 74.8% and 95.7% for five schools (4 elementary and one middle school) within a 2 mile radius of the Fairburn Road property. The majority of students in this area are African American with a growing Hispanic population. This is the student population APA will actively recruit to its beginning college preparatory program.

3. *Describe plans to publicize the school to attract a sufficient pool of applicants and staff. Describe how you will recruit a diverse population of students and faculty.*

Academy Board members will work in partnership with MEI to implement its marketing and student recruitment plan. Student recruitment efforts will focus on students in NPU “H” and surrounding neighborhoods. The unique and promising programming at the Academy will offer an intriguing and unprecedented choice in the Adamsville Neighborhood area. 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 arts organizations and businesses - will play an additional role in our marketing plan. To recruit students and educate parents, community members, and businesses, we plan to implement the following strategies:

- Hosting a series of well-advertised public informational sessions or “Open Houses.” These will be scheduled on a three-part basis, with some repeats if warranted:
- Session One: the first “Open House” will provide information to interested community members on the premise of charter schools. This will be followed by a question and answer session in order for participants to develop an accurate picture of how charter schools operate in Georgia. This open house will highlight information on the Academy’s mission and offerings. Session One will occur in late winter/early spring.
- Session Two: The second “Open House” will provide detailed information on the Academy’s curricula and programs, giving parents and community members the opportunity to learn and ask questions about particular aspects of what will be taught and how it will be taught (pedagogy). Academy Board members have found this to be a missing link for many parents searching for educational options. We want our parents to make informed decisions. Session Two will occur within two weeks of Session One.
- The final sequence in Open Houses will be an open “Question and Answer” forum. We will offer a public forum for interested parents to provide feedback on the design and implementation process of the school. This will also be a large push for enrollment as well as a time for early recruitment of parent volunteers. Session Three will occur within two

¹⁴ “Columbus Public Schools 2005 Student mobility Report”:
[http://www.columbus.k12.oh.us/website.nsf/02BF4DB853EC3CDC852571310062D58A/\\$File/cpsmobility-2-06.pdf?OpenElement](http://www.columbus.k12.oh.us/website.nsf/02BF4DB853EC3CDC852571310062D58A/$File/cpsmobility-2-06.pdf?OpenElement); “The Hazards of Changing Schools for California Latino Adolescents”:
<http://www.ucop.edu/cprc/mobility.html>

weeks of Session Two. This series of Open Houses may be held several times.

- 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

Staffing

Academy Board members and the CAO will oversee the recruitment and staffing of the Academy throughout the spring and early summer of 2008. Once hired, the Chief Administrative Officer will interview, recommend for hiring, assign, manage, review, and recommend staff dismissals as necessary, working with the Mosaica Human Resources Department and local Unit.

APA will advertise locally, regionally and nationally to attract the best staff, using Internet resources as well as local and regional newspapers forums and national periodicals. We will also host local job fairs and attend area college/university job fairs. Teachers will be required to hold a degree in education or related discipline (*i.e.* social science, humanities), hold the appropriate certification, demonstrate competence in all areas of content responsibility, demonstrate computer literacy, be respected as a professional educator and as an individual, and exhibit excellent verbal and written expression as well as strong interpersonal skills. Additional qualifications for staff positions are available upon request. Additionally, thorough background screenings will be performed on all staff at the school.

Based on community support and readiness for the Academy's program, we are confident that the school will be able to attract a qualified, enthusiastic staff that embraces the school's mission. The charter school mechanism allows for schools that are schools of choice for teachers as well as for students and parents. We believe that the likelihood of employee satisfaction is higher when teachers affirmatively decide to teach at schools with specific curricular models or teaching methodologies. The Academy will offer teachers opportunities for professional growth and bonuses for outstanding job performance (if negotiations are accepted under our proposed model).

The Academy'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 the latest textbooks, multimedia technology, and personal and classroom computers linked to the Internet. 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 Academy 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 school’s commitment to affirmative action means that beyond providing equal opportunities to all employees, the Academy will take positive action to hire and promote people of color, women, disabled persons, and veterans. Affirmative action will apply to all personnel activities, including employment advertising and recruiting; opportunities for upgrading and transferring; and providing opportunities for training and development. Mosaica 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.

4. Describe steps that will be taken to reach students representative of the racial, ethnic, and socioeconomic diverse community in the target school zone, including typically “harder to reach” families.

APA’s recruit plan will focus on visibility in local neighborhoods and partnerships efforts between redevelopment businesses and organizations that mutually depend on support from the community. APA will work with AHA and local service agencies to advertise the school’s programming and embark on a door-to-door neighborhood campaign in the midst of early enrollment efforts.

5. What areas of the city will be used for student recruitment?

Please see answers to the above questions.

6. Provide evidence that there is sufficient interest in your school to meet your requested maximum enrollment. Convey clearly and concretely the scope of community backing for the proposed charter school and its founding board. Document this community support among teachers, parents of potential students, students, community members, institutional leaders, and others through the use of letters of support, surveys, or other tangible means. (Attach in Appendices)

Current indicators from the Academy’s potential partners previously identified show that a neighborhood school is a much needed and valued restoration to this community. Both developers and parents alike have expressed a sincere commitment to the establishment of APA. Developers note that unless there are sufficient and *strong* schooling options available to parents, the community redevelopment efforts will fall short of Atlanta business targets.

Please see Appendix N for evidence of community support.

B. Admissions and Registration Plan

The charter school must be open to any student who resides within the City limits of Atlanta. The charter school can only enroll students who reside within the City limits of Atlanta. The only eligible out of district enrollees are children of teachers, staff, and board members of the charter school who do not live in the City limits of Atlanta.

In Year One, enrollment occur in two tiers. Tier one will occur from January 31 to May 1 and will be

limited to students from within NPU H (Bankhead Courts, Bankhead/Bolton, Carroll Heights, Fairburn Heights, Oakcliff, Adamsville, Wisteria Gardens, Baker Hills, Wilson Mill Meadows, Boulder Park, Wildwood, Wisteria Lane, and Ridgecrest Forest Neighborhoods). If there are any spaces remaining open at the school after May 1, Tier two enrollment period will target adjacent NPUs, with preference still given during the tier two period to families within NPU H. A lottery will be held on June 1 for any additional spaces.

- 1. Provide the calendar to be used for recruiting, registering, and admitting students the initial year, and years following including a plan for an admissions lottery if the number of applicants exceeds the school capacity.*
- 2. Describe the policies and procedures that will guide the admission, enrollment and withdrawal of students, including verification of city residency. Indicate any priorities for enrollment. Indicate any specific targeted traditional school attendance zones and/or City Neighborhood Planning Unit (NPU).*

Responses to questions (1) and (2) above follow.

Student Recruitment will begin shortly after a contract is awarded to APA. 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 (see section B, above). In subsequent years, enrollment will occur over a month period from **March 1 – March 31**, providing time for a lottery process if necessary in May. Notifications of enrollment will be made no later than the first week of May.

APA will have an open enrollment process. The Academy will fully comply with Georgia 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, Atlanta Preparatory Academy will not charge tuition.

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

Lotteries

If the number of applications exceeds the number of seats available in a grade, Atlanta Preparatory Academy will accept students by a random selection process, or lottery. The school will grant enrollment preference to students meeting residency requirements established by the charter and formerly enrolled students. The school will maintain a waiting list of the remaining applicants. Atlanta Preparatory Academy will notify applicant families within one week of the lottery of student placements.

The following applies to APA's process:

- ✓ If applications exceed the school's capacity a lottery is held;
- ✓ APA's lottery policies and processes will be clearly written and distributed to reflect state laws regarding random selection and no preference;
- ✓ APA'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 Academy 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.

Students whose applications are received after the deadline will be placed on the school's waitlist in the order that their applications are received, following the initial establishment of the waitlist by the lottery and by preferences established by law. 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. Admissions preference will be given to siblings of pupils enrolled in the school.

Waiting Lists

After all available spaces are filled, *waiting lists* will be maintained for each grade. Atlanta Preparatory 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 Atlanta Preparatory 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 (i.e. Visiting the school, drop off and pick up sites, classroom protocol, etc.).

A copy of the student withdrawal form is below.

Notice of Withdrawal

Parents are requested to notify the school secretary at least one week prior to the student's last day in school. Students leaving earlier than two weeks prior to the end of the semester will be issued an incomplete grade. Students withdrawing less than two weeks prior to the end of the semester will be issued a report card with final grades provided arrangements are made with the teacher in advance to complete the missed work.

Complete and Return this form to the Main Office

or

Mail this form to: *insert address*

or

FAX this form to: *insert fax number*

Please Print All Information and Sign and Date in the Space Provided

Student Information

Name: _____

Date of Birth (M-D-Y): _____

Current School District: _____

Current Grade: _____

Parent/Guardian Information

Name: _____

Home Telephone: _____

Home Address: _____

Cell/Pager: _____

City: _____ State: _____ Zip: _____

Email: _____

Business Telephone: _____ Business Email: _____

Reason for Withdrawal

Please check the box or boxes that most closely describe your reason(s) for withdrawing your child from this school or list your reason(s) in the designated space:

- Eighth Grader Moving to High School (*please complete Transfer Information below*)
- Family Relocation Illness/Disability Academic Dislike of school experience Court Action Economic Reasons Transfer to public school (*please complete Transfer Information below*)
- Transfer to private school Feeling of not belonging Suspended/Expelled

Other/ Comments: _____

Transfer Information

My child will be transferring to the following school: _____

I understand that no records can be transferred from Atlanta Preparatory Academy to another school without a written request from the school with parent/guardian signature.

_____ / ____ / ____

Parent/Guardian Signature *Today's Date*

| |
|---|
| <u>OFFICE USE ONLY</u> Date Received: ____/____/____ Time: _____ Transfer of Records Date: ____/____/____ |
|---|

VII. HUMAN RESOURCES

A. School Staff

1. Describe the qualifications and attributes of an ideal teacher for the proposed school and how they will support the mission and effective student learning.

Teachers will be required to hold a degree in education or related discipline (*i.e.* social science, humanities), hold the appropriate certification, demonstrate competence in all areas of content responsibility, demonstrate computer literacy, be respected as a professional educator and as an individual, and exhibit excellent verbal and written expression as well as strong interpersonal skills. Additional qualifications for staff positions are provided within full job descriptions and are available upon request. Additionally, thorough background screenings and fingerprinting will be performed on all staff at the school.

Certification by the Georgia Professional Standards Commission (GAPSC) will be required. Teacher training will be intensive, as described directly below in section “3.”

2. Provide a plan for ensuring that recruitment and selection procedures will reinforce these desired qualities in the school’s faculty.

Please see response to “A. Recruiting and Marketing (3)” above for answers to this question.

3. Describe plans for developing and implementing an effective professional development program.

APA will partake in both school leadership training via Mosaica Education’s Leadership Institute and schoolwide teacher training in both on-site and off-site venues. Atlanta Preparatory Academy is committed to providing continuous opportunities to better teaching and leadership at the school. Teachers will engage in pedagogy trainings as well opportunities in subject matter, licensure, or continued education experiences in their fields. Our approach is two-fold: 1) teachers and leaders

will work on their own development in their fields of expertise as well as receiving cross-curricular training to understand curriculum implementations. This is crucial for we believe that for teachers and leaders to be effective, they must maintain high standing in their own respect and take ownership of their careers. This leads to the second cadre of our approach – a focus on curricular, instructional, and school climate strategies to improve student success. Teachers and leaders must be armed with the confidence, knowledge, tools, and experience to maximize effectiveness in the classroom. We therefore pair student performance data, parent satisfaction data and school climate findings with instructional strategies that reinforce progress and success or meet the need to change what’s ineffective. Full documentation of teacher orientations, school year trainings and Institute plans are available upon request. The following is a brief overview.

Mosaica Leadership Institute

In an endeavor to build a team of educational leaders whose talent, vision and energy wield a dramatic national impact on excellence in public education, Mosaica launched the Mosaica Leadership Institute (MLI) in early 2001. School site leadership team members, including Chief Administrative Officers and Program Facilitators who are new to Mosaica, attend two weeks of pre-service training. Participants attend seminars in general management topics such as finance and accounting; hiring, retaining and mentoring of employees; understanding our “customer”; and Charter school law/development. In addition, participants attend 5 three-day workshops that provide school leaders with key information, strategies and resources to hone their skills as true instructional leaders. During these interactive workshops, leaders gain the information, tools, strategies and resources they will need to successfully lead and support their teachers in creating an effective classroom, implementing the curriculum, and, thereby, helping all students to meet state and district standards. During training, all leaders complete Action Plans. The plans help staff to put “into action” the new knowledge and strategies they have explored in training. The written action plan serves an excellent tracking tool as supervisory staff are able to easily monitor each task until completion. Additional Action Plans are created as needed throughout the year.

Mosaica and the Atlanta Preparatory Academy Board are committed to recognizing and promoting the school’s best and brightest. We believe that star performers should be encouraged and mentored to take full advantage of the opportunities afforded by the growth of the charter school movement. To that end, Mosaica solicits nominations from school leadership, corporate regional staff, and the board as a whole, asking these key players to join the effort to recognize the individuals whose daily contributions distinguish the school by nominating exemplary teachers and administrators to become a part of Mosaica Leadership Institute. Individuals selected to participate in MLI are expected to make a significant commitment of time and energy to the Mosaica training workshops. MLI uses a combination of workshops, e-learning assignments and mentoring experiences with various Mosaica leaders. This enables the company to address extensive and rigorous content within the time restrictions that confine full-time professionals.

Teacher Training and Support

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. Mosaica-partnered schools provide teachers with ongoing training and devote at least 20 days the first year and 15 days each additional year towards professional development. Teachers new to Mosaica schools 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 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 Mosaica 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 should be evident as they teach language arts, math, science, and Paragon. They understand that these checklists can and will be used by their Program Facilitator 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 program facilitators during weekly grade group meetings and an additional 5 in-service days throughout the year. During these meetings program facilitators address teachers concerns and provide additional information, resources, and strategies to ensure that teachers continue to create classrooms that foster student achievement. A Mosaica 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 Academy 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 program facilitators 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, parents, 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 has a professional track including a variety of seminars and conferences teachers may attend based on their individual professional development plan. The Academy will allocate resources to professional development opportunities as part of our efforts to attract and maintain highly qualified staff. MEI will also work with the Academy 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 Academy’s school culture.

Examples of both Teacher and Leadership professional development plans follow.

Individualized Professional Development Plan (IPDP)

Please tab to each gray area to complete information – use cursor to click on and fill in check boxes

Team Member Name: _____ **Date:** / /

Date employed (month/year): / **Supervisor:** _____

Position (include grade / subject if applicable): _____

Is certification complete?: Not applicable: Yes: No:

If not, explain: _____

SECTION I: Completed Professional Development.

Regional Preservice Teacher Training -Year 1. Check each workshop completed and note dates.

- The Mosaica Vision /
(month/year):
- The Mosaica Middle School Vision /
(month/year):
- Building the Class Community (Classroom Management) /
(month/year):
- Effective Teaching Strategies /
(month/year):
- Paragon or Paragon Humanities /
(month/year):
- Effective Teaching Strategies in Math or /
(month/year):
- Publisher’s Math Training and MEI follow-up /
(month/year):
- Effective Teaching Strategies in Science or Publisher’s /
Science Training and MEI follow-up /
(month/year):
- Effective Teaching Strategies in English Language Arts /
(Grades K-5) or /
Publisher’s OCR Training and MEI follow-up /
(month/year):
- Needs of the Middle School Learner (Grade 6 and up) /
(month/year):
- Creating Community in the Middle School Classroom Grade 6 /
and up /
(month/year):
- Engaging the Middle School Learner in Language Arts Grade /
6 and up /
(month/year):
- The 7 Habits and the Premier Planners Grade 6 and up /
 /
(month/year):

If any Regional Preservice workshops have not yet been completed, explain why. Include plan for attaining

content.

Onsite Preservice Teacher-Training Summer 2006: Check each workshop completed.

- The Mosaica Vision: A Refresher
- Hooray for Diffendofer Day
- Paragon Day 3
- MEI Literacy Initiative—Overview
- Leading with Literacy
- Community Literacy
- Writing Across the Curriculum
- The Writing Process: A Foundation of Literacy
- Connecting to Standards for Student Achievement
- Implementing the Science Curriculum
- Implementing the Math Curriculum
- Implementing the Language Arts Curriculum
- Setting Ourselves up for Success
- Community Building Part II (returning teachers)
- Paragon Level II (returning teachers)
- Mosaica's Middle School Vision (returning teachers)
- Needs of the Middle School Learner (returning teachers)

- Creating Community in the Middle School Classroom (returning teachers)
- 7 Habits and Premier Planners (returning teachers)
- Procedures and Routines for an Effective Classroom
- Setting Up Your Classroom for Successful Instruction

Meeting the Needs of All Learners: Differentiation

- Meeting the Needs of All Learners: Special Education
- Meeting the Needs of All Learners: Effective
- Parent Communication
- The Educational Professional
- Econ Training guide (G3-5 and G6 and up)
- Foreign Language Specialists
- Other:

If any Onsite Preservice workshops have not yet been completed, explain why. Include plan for attaining content.

Progressive (inservice) Training (list topics and date)

- Topic: month/year: /

Other (list other workshops completed):

- Topic: month/year: /
- Topic: month/year: /

SECTION 2: Self-Assessment. Use the Paragon and Morning Program Checklists to complete the following:

Strengths:

Challenges:

Goals for this year:

- 1.
- 2.
- 3.

SECTION 3: Supervisor Observations and Input. Use the Paragon and Morning Program Checklists to complete the following:

Strengths:

Challenges:

Goals for this year:

- 1.
- 2.
- 3.

Individualized Professional Development Plan

SECTION 4: Individualized Plan of Action

| | Goals Based on the information in Sections 2 and 3 above, list goals for this year. | Action Plan What activities will the team member engage in to reach his/her goals? | Support What support will be provided? | Assessment Note dates for progress checks and completion. |
|---|---|--|---|---|
| Goal 1 | | <ul style="list-style-type: none"> • Action Plan: | <ul style="list-style-type: none"> • Support: | Progress check 1: Progress check 2: Completion date: |
| Goal 2 | | <ul style="list-style-type: none"> • Action Plan: | <ul style="list-style-type: none"> • Support: | Progress check 1: Progress check 2: Completion date: |
| Goal 3 | | <ul style="list-style-type: none"> • Action Plan: | <ul style="list-style-type: none"> • Support: | Progress check 1: Progress check 2: Completion date: |
| OPTION: 3-year Goal State a long term goal and action plan. | | <ul style="list-style-type: none"> • Action Plan: | <ul style="list-style-type: none"> • Support: | Progress check 1: Progress check 2: Completion date: |

Individualized Professional Development Plan

SECTION 5: Weekly / Monthly Plan Detail the weekly and/or monthly plan for this team member. (i.e.: participate in weekly grade group meetings, attend monthly lunch workshops, read and report on assigned book, observe specified classroom, practice specific effective teaching or community building strategy, etc.)

- ▶
- ▶
- ▶
- ▶
- ▶

Agreed to by:

Teacher

Date: / /

Supervisor

Individualized Professional Development Plan REVIEW

Review of Individual Team Member Goals and Progress

Team Member Name:

/ /
Today's Date

| | |
|---|--|
| Goal # (Restate Goal from initial IPDP and number accordingly) | |
| Action Plan for this goal: (Restate action plan for this goal from initial IPDP) | |
| Team Member Progress Summarize progress: | Has goal been met: Yes: <input type="checkbox"/> No: <input type="checkbox"/> Assessment Tools Note: means of assessment i.e.: Observation; Paragon Checklist, Morning Program Checklist, etc. • • • |
| Note any modifications to the action plan for this goal: | |

Individualized Professional Development Plan (IPDP) - Leadership

Please tab to each gray area to complete information

| | |
|---|----------------------|
| Team Member Name: | Date: / / |
| Date employed (month/year): / | Supervisor: |
| Position (include school or region if applicable): | |
| Is certification complete?: Not applicable: <input type="checkbox"/> Yes: <input type="checkbox"/> No: <input type="checkbox"/> If not, explain: | |

SECTION I: Completed Professional Development.

Mosaica Leadership Institute. Check each module completed and note dates.

- MLI Day 1 (month/year): /
- MLI Day 2 (month/year): /
- MLI Day 3 (month/year): /
- MLI Day 4 (month/year): /
- MLI Day 5 (month/year): /
- MLI Day 6 (month/year): /
- Cumulative Assessment
 - Part 1 (month/year): /
 - Part 2 (month/year): /
 - Part 3 (month/year): /

If any MLI workshops have not yet been completed, explain why. Include plan for attaining content.

Summer Leadership Retreat Summer 2006: Check each day completed.

- SLR Day 1
- SLR Day 2
- SLR Day 2

If any Summer Leadership workshops were not completed, explain why. Include plan for attaining content.

- **Other** (list other workshops completed)

- Topic** (month/year): /
- Topic** (month/year): /
- Topic** (month/year): /
- Topic** (month/year): /

Individualized Professional Development Plan (IPDP) - Leadership

Please tab to each gray area to complete information

SECTION 2: Self-Assessment. Complete the following using the criteria of the 12-point Rubric. The rubric outlines expectations for CAOs in each of the 12 areas of the Reporting and Accountability Form and should be used for on-going reflection and formal evaluation.

Strengths: Review the rubric criteria points in which you feel you score a “4” or “3”. Using these as a guide, describe the strengths you exhibited as a Mosaica leader this year. Mark the criteria number(s) from the rubric for each.

Rubric Criteria # :

Rubric Criteria # :

Rubric Criteria # :

Challenges: Review the rubric criteria points in which you feel you score a “2” or “1”. Using these as a guide, describe the challenges you encountered as a Mosaica leader this year. Mark the criteria number(s) from the rubric for each.

Rubric Criteria # :

Rubric Criteria # :

Rubric Criteria # :

Goals for this year: Based on the information above, list three goals that will help you hone your skills as a Mosaica Leader. Mark the criteria number(s) from the rubric for each.

1. Rubric Criteria # :

2. Rubric Criteria # :

3. Rubric Criteria # :

Individualized Professional Development Plan (IPDP) - Leadership

Please tab to each gray area to complete information

SECTION 3: Supervisor Observations and Input. Complete the following using the criteria of the 12-point Rubric. The rubric outlines expectations for CAOs in each of the 12 areas of the Reporting and Accountability Form and should be used for on-going reflection and formal evaluation.

Strengths: Describe the strengths this team member exhibited as a Mosaica leader this year--Rubric Criteria in which the team member scores a "4" or "3". Mark the criteria number(s) from the rubric for each.

Rubric Criteria # :

Rubric Criteria # :

Rubric Criteria # :

Challenges: Describe the challenges this team member encountered as a Mosaica leader this year—Rubric Criteria in which the team member scores a "2" or "1". Mark the criteria number(s) from the rubric for each.

Rubric Criteria # :

Rubric Criteria # :

Rubric Criteria # :

Goals for this year: Based on the information above, list three goals that will help this team member hone his/her skills as a Mosaica Leader. Mark the criteria number(s) from the rubric for each.

1. Rubric Criteria # :

2. Rubric Criteria # :

3. Rubric Criteria # :

Individualized Professional Development Plan - Leadership

SECTION 4: Individualized Plan of Action. Complete the following using the information from Sections 2 and 3 above and the criteria of the 12-point Rubric.

| | Goals Based on the information in Sections 2 and 3 above, list goals for this year. | Action Plan What activities will the team member engage in to reach his/her goals? | Support What support will be provided? | Assessment Note dates for progress checks and completion. mm/dd/yy |
|---|---|--|---|---|
| Goal 1 corresponding rubric check-point: | | <ul style="list-style-type: none"> • Action Plan: | <ul style="list-style-type: none"> • Support: | <ul style="list-style-type: none"> • Progress check 1: • Progress check 2: • Completion date: |
| Goal 2 corresponding rubric check-point: | | <ul style="list-style-type: none"> • Action Plan: | <ul style="list-style-type: none"> • Support: | <ul style="list-style-type: none"> • Progress check 1: • Progress check 2: • Completion date: |
| Goal 3 corresponding rubric check-point: | | <ul style="list-style-type: none"> • Action Plan: | <ul style="list-style-type: none"> • Support: | <ul style="list-style-type: none"> • Progress check 1: • Progress check 2: • Completion date: |
| OPTION: 3-year Goal (State a long term goal and action plan.) | | <ul style="list-style-type: none"> • Action Plan: | <ul style="list-style-type: none"> • Support: | <ul style="list-style-type: none"> • Progress check 1: • Progress check 2: • Completion date: |

Individualized Professional Development Plan - Leadership

SECTION 5: Weekly / Monthly Plan: Detail the weekly and/or monthly plan for this team member. (i.e.: Meet with supervisor weekly, attend National Charter School Conference and report back, prepare and present MEI workshop at regional preservice, etc.)

-
-
-
-
-

Agreed to by:

Team Member

Supervisor

Individualized Professional Development Plan - Leadership REVIEW

Review of Individual Team Member Goals and Progress

Team Member Name:

/ /
Today's Date

| | |
|---|---|
| Goal # (Restate Goal from initial IPDP - Leadership and number accordingly) Corresponding rubric check-point: | |
| Action Plan for this goal: (Restate action plan for this goal from initial IPDP - Leadership) | |
| Team Member Progress Summarize progress: | Has goal been met: Yes: <input type="checkbox"/> No: <input type="checkbox"/> Assessment Tools: (Note means of assessment i.e.: Observation; monthly reports, etc.) • • • |
| Note any modifications to the action plan for this goal: | |

4. *Detail how the evaluation system for teachers and administrators will support the school's mission and educational philosophy.*

The Academy's evaluation plans are a reflection of the school's mission to encourage school-wide staff development towards proficiency in delivery the Core and Paragon curricula in addition to ensuring that individual staff professional development needs are met. A sampling of evaluation rubrics are attached as Appendix J. Full copies of all evaluation materials are available but are lengthy.

5. *Indicate the number of teachers and other professional and non-professional school staff, by position, to be hired for each year. If necessary, describe the job position.*

| Position | FTE-Year 1 | FTE - Year 2 | FTE - Year 3 | FTE - Year 4 | FTE - Year 5 |
|---|-------------------|---------------------|---------------------|---------------------|---------------------|
| Chief Administrative Officer (CAO) | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant CAO | | | 1.00 | 1.00 | 1.00 |
| Program Facilitators | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Classroom Teachers (K – 1, 5 per grade level) | 25.00 | 29.00 | 33.00 | 37.00 | 41.00 |
| Specialty Teachers (Music, PE and Art, Drama) | 2.00 | 2.00 | 3.00 | 3.00 | 3.00 |
| Special Education Teacher | 2.00 | 2.00 | 3.00 | 3.00 | 3.00 |
| Spanish Teacher | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| School Nurse | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Guidance / Social Worker | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Substitute Teacher (full time, on site) | 1.00 | 1.00 | 2.00 | 2.00 | 2.00 |
| Teacher Aides | 9.00 | 10.00 | 11.00 | 13.00 | 14.00 |
| Clerical/Administrative | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Custodian | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Bookkeeper | | | 1.00 | 1.5 | 1.5 |
| Food Service | 1.10 | 1.30 | 1.5 | 1.70 | 1.90 |
| Total | 48.1 | 53.30 | 63.5 | 71.70 | 75.40 |

6. *Summarize a day in the life of a typical teacher at your proposed school (include the number of instructional hours, number of classes, number of planning hours, and other responsibilities at the school). Please be as specific as possible.*

The APA teacher will have an eight hour workday. Teachers will be expected to be on site 30 minutes before students arrive in the AM (this will be preparation time, grade level planning time or sometimes there will be staff responsibilities related to facilitating breakfast, transportation, meeting/greeting parents, etc.). The student instructional day is 7 hours. In the typical elementary self contained program, the teacher will have major responsibility for the planning and implementation of the literacy, math, science, and Paragon instructional programs. The classroom teacher will also manage the scheduling and implementation of the A+ computer aided reading and math programs within the classroom. There will also be specialist teachers who plan and implement the physical education, music, and Spanish language programs. Therefore, APA classroom teachers will be provided with additional planning time of up to 60 minutes while their students attend these specialty classes. At APA, teachers will have the same lunch period as their

students and will be required to provide some supervision of the lunch and recess (30 minutes in total length) on a shared schedule with other staff.

Teachers will be required to spend a minimum of thirty minutes after the end of the student day to supervise after school activities, facilitate transportation, meet with grade level teams or leadership and other duties.

7. Describe the school's plan for staffing special education, and staff for English language learners including necessary qualifications.

All Special Education staff and ELL staff will hold appropriate certification to meet state requirements and student education needs. The initial staffing plan includes two Special Needs teachers with a third added when enrollment increases in year three. At present, the staffing plan does not include a position for an ELL teacher due to ELL enrollment trends in the target school area. If school enrollment leads to the need for an ELL teacher, this position will be immediately added and the hired teacher will be motivated and possess the necessary qualifications.

8. Describe the human resource policies governing processes for hiring, dismissal, compensation, and required fingerprinting and criminal record checks.

Steps for Hiring School Program Facilitators, Teachers and Instructional Aides

The law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach (English, reading or language arts, mathematics, science, history, civics and government, geography, economics, the arts and foreign language). Special Education teachers and teachers of English language learners must be highly qualified if they teach core academic subjects to their students.

Qualified teachers must have: a bachelor's degree; full state certification, demonstrated competency, as defined by the state, in each core academic subject taught.

New elementary school teachers who are new to the profession must demonstrate competency by passing a rigorous state test on subject knowledge and teaching skills in reading and language arts, writing, math and other areas of the basic elementary school curriculum

Steps:

1. Collect resume
2. Invite applicant to fill out Employment Application on-site; have applicant review Job Description for the desired position (Employment Applications and writing samples *must* be completed onsite)
3. Conduct Initial Screening (in existing schools, all current instructional staff will be given priority consideration for positions if they meet the requirement of *NCLB* as stated above) (Initial Screening is defined as reviewing resumes and applications for employment, calling former employers and collecting background information)
4. Establish initial personnel file

5. If qualified - Initiate first interview and continue to Step 6...if not qualified rejection letter sent
6. Conduct Formal Interview – by CAO or designee using the MEI Interview Guide* ...if not successful -rejection letter sent
7. Collect references and certifications (if applicable)
8. Board interview using MEI Interview Guide*
9. Reference checks and verification of certifications (by Administrative Assistant)
10. Conduct Criminal Background Check and fingerprinting of applicant (by Administrative Assistant)
11. Candidate Demonstration (i.e. program facilitators and teachers present a lesson,
12. Offer made. If Offer is not made a rejection letter will be sent to applicant*
13. If Offer accepted continue to Step 14
14. Complete Personnel Action Form* (PAF) and IT-PAF form; signed by hiring CAO and forwarded to Payroll Department
15. Forward required payroll forms to new employee (New Hire Packet): I-9 (must completed within three days of employment), W-2, state income tax form, Employee Handbook, insurance enrollment forms (if qualified), (forms must be submitted to Payroll within 5 days)
16. Establish Permanent Personnel File
17. Review payroll forms completion by Payroll Clerk

* Forms available from Mosaica Education, Inc.

The above procedure insures compliance with Title VII, the Civil Rights Act of 1991 and the Americans with Disabilities Act demonstrating fair and consistent hiring practices by the standard treatment of qualified applicants

The steps for employee termination are outlined below:

Steps for Terminating Employees

1. **Complete a Personnel Action Form (PAF):** to ensure that a final address is on file for mandated mailings from the company including employee's W-2
2. Complete the Employee Termination Form – this form is for *Company Use Only* and is used as documentation for unemployment claims by the Human Resource Department
3. Complete any State mandated termination form
4. Check state Department of Labor requirements for distribution of final paycheck and/or contact Human Resources Dept.
5. If voluntary termination, have employee submit a letter of resignation or read and sign the

Letter of Resignation template from the Termination Steps and Documentation Section of the Personnel Payroll Procedures and Forms Manual.

6. Complete the Exit Interview Form for employees who voluntarily resign – this form is used to track turnover and the information is used to improve job satisfaction
7. Review and have all terminating employees read and sign the Exit Certification Form – **this statement documents that the employee has returned all company/school owned equipment and material and certifies their agreement to comply with the rules regarding proprietary information**
8. **Complete a IT PAF:** Notify the appropriate departments to ensure the terminating employee is taken off all communication systems. (Mosaica Education, Inc. IT Department; HR Department)

Contact the Human Resources Department in Regards to the Following:

9. COBRA Health Benefit Continuation Notice – this notice informs employees of their rights under Federal law to continuation of insurance coverage
10. COBRA Health Continuation Election Form – must be completed by the employee, returned to the CAO/Supervisor to be sent to the appropriate Plan Administrator.

9. Describe intentions for using Georgia certified administrators and teachers. State any plans for students to be taught by individuals other than those certified by the Georgia Professional Standards Commission.

APA plans to hire teaches with the appropriate state certification requirements.

10. Describe how the qualifications of the teachers will be presented to parents considering the charter school for their children.

Parents will be made aware of teacher credentials at open houses, orientation sessions and in written bios sent from teachers in the welcome process. The Academy's website will also post this information.

11. Identify the targeted staff size. List anticipated types and numbers of staff positions, and the projected student-to-teacher ratio. If the student-teacher ratio differs from state guidelines, provide a rationale for the planned staffing arrangements.

For year-one, the teacher to student ratio is 1: 17.5. A staffing chart for year one follows.

| Position | FTE |
|---|-------------|
| Chief Administrative Officer | 1.00 |
| Program Facilitators | 2.00 |
| Classroom Teachers (K - 1, 5 per grade level) | 25.00 |
| Specialty Teachers (Music and PE) | 2.00 |
| Special Education Teacher | 2.00 |
| Spanish Teacher | 1.00 |
| School Nurse | 1.00 |
| Substitute Teacher (full time, on site) | 1.00 |
| Teacher Aides | 9.00 |
| Clerical/Administrative | 1.00 |
| Custodian | 1.00 |
| Social Worker / Parent Liaison | 1.00 |
| Food Service | 1.10 |
| Total | 48.1 |

12. Describe provisions that will be made for the staff to participate in Georgia's Teachers' Retirement System (TRS).

This will be included in the employment agreement and the proposed budget reflects this provision.

13. Describe how recruits will be informed that if hired, charter school employees are not eligible employees for any benefits provided by the Atlanta Board of Education.

This will be made clear in initial applicant materials.

B. Volunteers

1. If applicable, describe the possible role of volunteers at the school. Include how volunteers will be recruited and trained and how their work will contribute to the school's ability to achieve its goals.

To seek maximum educational development of children, parents will be asked to serve in a volunteer capacity. Volunteer opportunities will include such services as the following:

- Volunteer Committee
- Tutor
- Resource Person
- Mentor
- Fund Raising Activity(ies)
- Welcome Committee for new students and school visitors
- Clerical Committee to assist teachers with materials production

- Classroom Reading Helper
- Classroom Mathematics Helper
- Paragon Curriculum Activities Helper
- After-school Tutor in Reading and Mathematics
- Transportation for stranded children
- School-business Liaison Committee
- After-school special programs teacher, for example, martial arts, dance, crafts, etiquette, etc.
- Chaperone field trips
- Chaperone and supervise Saturday outings for students and parents
- Special classroom presentations on unique cultural events, for example, Kwanzaa
- Parent-advocate mediator between students and parents and between students and parents and school staff.

We will have a wide range of opportunities for parents to participate. Within that range most parents will be able to find a way to contribute. This can range from calling other parents regarding meetings, to assisting with clerical work, to simply attending school programs. If a parent cannot physically participate in school activities, we will strive to keep them informed of how their child is achieving.

All APA staff will be required to help recruit parent volunteers. This will entail a commitment of two hours per month to phoning parents or making person-to-person invitations. Parents will be trained for volunteer positions that focus on classroom involvement.

VIII. OPERATIONS PLAN

A. Insurance / Risk Management

Evidence of all required insurance must be submitted prior to school opening for 2007-2008, no later than July 31, 2007. Applicants should at a minimum address local and state requirements. The following types and levels of coverage are required by the Atlanta Board. Each applicant should investigate their proposed school's insurance needs. Many charter schools purchase higher levels of coverage and additional coverage based on the type of school they propose to establish.

1. *Describe all insurance coverage that will be secured including but not limited to workers compensation, general liability insurance, property damage, and motor vehicle.*

APA will obtain at a minimum all district and state required coverage from Brown and Brown of Marmora to cover the time period of the charter agreement. Coverage will include General Liability, Director's and Officer's Liability, Employment Practice Liability, Educator's Legal Liability, Property Damage, Automobile, Workman's Compensation and Umbrella Liability coverage of up to 1,000,0000 for each occurrence.

B. Legal Services

1. Describe how the proposed school will ensure compliance with the requirements of law with respect to legal issues.

The board of Directors will retain legal representation to ensure compliance on all legal matters.

2. Identify the charter board's legal counsel including contact information- name, firm, address, telephone number.

The board's representative legal counsel is Oren Griffin. His contact information is below.

Oren R. Griffin
Elarbee, Thompson, Sapp & Wilson, LLP
800 International Tower
229 Peachtree Street, N.E.
Atlanta, Georgia 30303
404/659-6700
404/582-8416 Direct
404/222-9718 Fax
www.etsw.com

C. Transportation

Atlanta Public Schools is not contracting with charter schools to provide daily transportation service. For local field trips, the charter school is eligible for bus services from APS at the same rate as any APS school is charged and is required to follow reservation procedures. For any special needs students enrolled in the charter school with an IEP requiring special transportation to and from school, the charter school can contract with APS for a fee for transporting any such student.

1. Describe plans, if any, for the school to transport students to and from school.

a) Include arrangements made for students who would not have their own means of transportation. While it is understood that you may be unable to provide an exact transportation plan without knowledge of your actual student enrollment, please be as specific as possible.

2. Describe policies that will ensure transportation is not a barrier to access for students. If transportation will not be provided, demonstrate how that will not be a barrier for all those who are eligible to attend.

Responses to questions regarding transportation plans follow.

APA will operate in accordance with GA law to ensure that transportation is never an obstacle for any student seeking enrollment at our school. Transportation will be provided for any and all students with disabilities requiring special transportation. APA will contract with the local district to that end. We will work with parents in establishing car-pooling or other transportation designs to assist parents with transportation needs.

D. Food Services

Atlanta Public Schools is not contracting with charter schools to provide food service.

1. Indicate if the school will provide food services and the plans for meeting the nutritional needs of students.

APA plans to contract with a local vendor to provide food services at the Academy and will employ a food service worker.

2. Indicate if the school plans to participate in the National School Lunch Program through the Georgia Department of Education.

APA will participate in the National School Lunch Program through the Georgia Department of Education. APA will operate a non-profit food-service program, will provide free and reduced-price meals to low-income students, using federally set income criteria; offer meals that meet federally specified nutritional requirements; and follow the recordkeeping and claims procedures required by the USDA. MEI has extensive experience in preparing schools to participate and monitoring reporting/compliance.

IX. SUMMARY OF STRENGTHS

A. Applicant's Summary

In no more than 300 words, summarize why you believe your group will create an excellent charter school that effectively meets the educational needs of students in the community.

This should be a convincing argument based on a complement of organizational, individual, and financial strengths. The summary should demonstrate the capacity to create an excellent charter school in the City of Atlanta that not only meets the intent of the charter school law to increase student achievement through academic and organizational innovation but meets the needs of

Atlanta Public School students and their families.

The experience and leadership of the APA board demonstrates a sincere commitment to advancing education options in the heart of Atlanta's urban neighborhoods with the goal of increasing student achievement through a serious educational environment dedicated to college preparation, exploration of the arts and humanities and multi-media technology resources that allow students to travel the world in their own neighborhood school.

The APA Board was consciously assembled to reflect innovative education and business leadership with extensive, hands-on trial and error experience in school start-up initiatives. This board is situated to bring amazing opportunities to urban Atlanta students and families and will leverage resources and know-how to move APA quickly to the forefront of student achievement. This will be accomplished through aggressive school marketing campaigns, local and nationwide recruitment of outstanding faculty committed to the school mission belief statement that *all children will learn*. To this end the APA board, in partnership with MEI, has the capacity to implement a full educational program equipped with the necessary resources and materials to prepare students for success and hard work from day-one. MEI board members will capitalize on community relationships to position APA for long-term financial and organizational stability, allowing school staff to focus on teaching and learning.

Atlanta Preparatory Academy will be a neighborhood school of excellence for the students of NPU H, meeting the needs of students and families for innovative options during an exciting time of community revitalization. The board envisions APA as a central community draw, a meeting place and destination point of learning and excellence for K – 8 students. As our Atlanta urban centers are reinvented with opportunities for local families and businesses, it is crucial that progressive schooling options are included in planning efforts as a “nonnegotiable” in order to sustain true community development; without excellent schools drawing and sustaining families, there is no true community and revitalization becomes an empty mission.

X. WAIVERS

A. Waivers

Local charter schools are subject to the control and management of the Atlanta Board of Education and are expected to abide by and enforce the general rules and regulations governing all public schools to support the safety, welfare and educational success of all students. As a matter of principle, charter petitions seeking a blanket waiver of all state and local rules, regulations, policies and procedures shall be subject to strict scrutiny and should clearly articulate sound educational rationale that such waiver will support student achievement.

- 1. For petitions seeking a blanket waiver (O.C.G.A. §20-2-2065), Atlanta Public Schools reserves the right to require the applicant to submit explanation and qualification, demonstrating the educational purpose(s) supporting waiver in the best interests of the students and the community;*
- 2. If an applicant is not seeking a blanket waiver, the petition must identify each area in which a waiver is requested, state the rationale for each requested waiver and demonstrate the educational purpose(s) supporting waiver in the best interests of the students and the community;*
 - a) Identify any specific waiver that will be requested of the Atlanta Board of Education; and*
 - b) Identify any specific waiver that will be requested of the Georgia State Board of Education.*

APA will utilize the broad flexibility from law, rule, and regulation listed in O.C.G.A § 20-2-2065 (a). APA is willing to comply with all the requirements of the Single Statewide Accountability System. APA requests to exercise all waivers save for such waivers that would restrict the school from receiving funding or otherwise render APA unable to receive state or local funding.

XI. APPENDICES AND ATTACHMENTS

Please attach only materials referenced in your application, including but not limited to budget forms, articles of incorporation, by-laws, EMO contract, facilities LOI and/or MOU, resumes, and required signed conflict of interest forms. These documents *will not* count toward the 50 page limit on attachments. Additional information that may support the information presented in the narrative and help to assess better the proposed charter school may be included in the appendices. These examples may include curriculum samples; program descriptions; parent, student, or faculty handbooks;

organizational charts; letters of community support for the application; code of student conduct; etc. These documents *will count* toward the 50-page limit.

Pages in the Appendices should be numbered, labeled, and included in the Table of Contents.

ⁱ “What Research Says About Parent Involvement in Children’s Education in Relation to Academic Achievement.” Michigan Department of Education. Published at www.michigan.gov/mde/, 2003.

Appendix A:
Personalized Student Achievement Plan



Personalized Student Achievement Plan (PSAP)

Please tab to each gray area to complete information – use cursor to click on and fill in check boxes

Student Name:

Date: / /

Is there an active IEP: Yes: No:

Speech and Language: OT/PT: Teacher Consultant:

Resource Room: Reading: Math: Other:

SECTION I: Individual Student Data (Qualitative and Quantitative)

- **ILS (Integrated Learning Assessment)** **Scores: Reading: Math:**
ILS assessments indicate where students need extra assistance and will prescribe individual lessons to increase performance in those areas. This data will be compared with the data at the end of the year to measure individual student growth. It also allows the teacher to add lessons to reinforce the skills recently taught in the classroom.
- **OCR (Open Court Reading)** **Scores:**
OCR Assessments are used at the completion of each story/unit in OCR. These assessments are a measurement of the student's mastery of the content and skills taught.
- **DIBELS (Dynamic Indicators of Basic Early Literacy Skills)** **Scores:**
DIBELS assessment shows student strengths and weaknesses in relation to their total literacy regardless of the reading program being used.
- **DRA (Developmental Reading Assessment)** **Scores:**
DRA is an assessment that is used to determine a student's accuracy and comprehension rate. This assessment will also identify specific areas that students need for additional literacy instruction.
- **ITBS (Iowa Test of Basic Skills)** **Scores: Reading: Math:**
ITBS gives an overall picture of areas of strength and weakness for the student but does not provide detailed information to be able to place students instructionally or to determine discreet skills in which the student needs intervention.
- **Paragon Performance Assessment Rubrics** **Unit: Scores:**
The Paragon Performance Assessment Rubric shows how a student performed on the cumulative assessment for a particular unit. This qualitative data is used to show particular student strengths or areas of student need that can be reinforced or addressed during Paragon time and throughout the day.
- **Teacher Observation**
Teacher observation of the individual student is essential in addressing student strengths and needs. Teacher observation will help to determine a student's best learning styles to ensure that each student succeeds throughout the day. Your child's teacher observed the following:
 - **Social / Emotional** (i.e.: What is the student's level of participation throughout the day? When is the student most engaged? Has the student exhibited any mistaken goals? If so, explain. Which of the Multiple Intelligences are considered strengths of this student?)
 - **Paragon** (i.e.: Is the student excited about Paragon time? Which activities engage the student the most? What are this student's particular strengths in Paragon? What seems to challenge the student most? Does the student participate well in collaborative groups? Why or why not?)

- **Language Arts** (i.e.: Is the student excited about reading? About writing? What are this student's particular strengths in this area? What seems to challenge the student most? What strategies work best to engage this student?)
- **Math** (i.e.: Is the student excited about math? What are this student's particular strengths in this area? What seems to challenge the student most? What strategies work best to engage the student and foster student understanding?)
- **Science** (i.e.: Is the student excited about science? What are this student's particular strengths in this area? What seems to challenge the student most? What strategies work best to engage the student?)
- **Parent Observation**
Parent input is helpful in developing an overall plan for the student. Add parent information gathered via survey (in person, by phone, or in writing).
 - What is your child's overall attitude towards school?
 - What have you noticed to be a particular strength of your child? Please explain.
 - What have you noticed to be a particular challenge for your child? Please explain.
 - What are your child's interests at home?
 - How would you most like to help support your child's success at school?
- **Other data:** (Observations from other teachers/staff; Data from other standardized tests).

Personalized Student Achievement Plan (PSAP)

SECTION 2: Gap Analysis and Overview of Personalized Support Strategies

| | Where is this student now as compared to where he or she should be? Refer to the data in Section 1. Summarize. State if student is at or above grade level or detail any gaps. * | Individualized Goals. If there is an achievement gap, what is the goal for this student this year? (i.e.: Student will be at grade level in reading by April of this year.) | Personalized Plan of Action. What will be done to help this student reach this goal? (i.e.: After-school tutorial, instructional grouping, etc.) |
|----------------------|--|---|--|
| Social / Emotional | • Goal # : : | • Action Plan: | |
| Paragon APA Apper | • Goal # : : | • Action Plan: | |
| Language Arts | • Goal # : : | • Action Plan: | |
| Math | • Goal # : : | • Action Plan: | |
| Science | • Goal # : : | • Action Plan: | |

*Reference IEP for SPED students.



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Personalized Student Achievement Plan (PSAP)

SECTION 3: Individualized Weekly Plan: Detail the weekly plan for this student. (i.e.: Attend after-school tutorial 3 times per week for 1 hour each day; Work on ILS in Math 15 minutes before school every day, etc.)

- ▶
- ▶
- ▶
- ▶
- ▶

Agreed to by:

Teacher

Parent/Guardian

Student



MOSAICA EDUCATION, INC.

Personalized Student Achievement Plan (PSAP) REVIEW

Review of Individual Student Goals and Progress

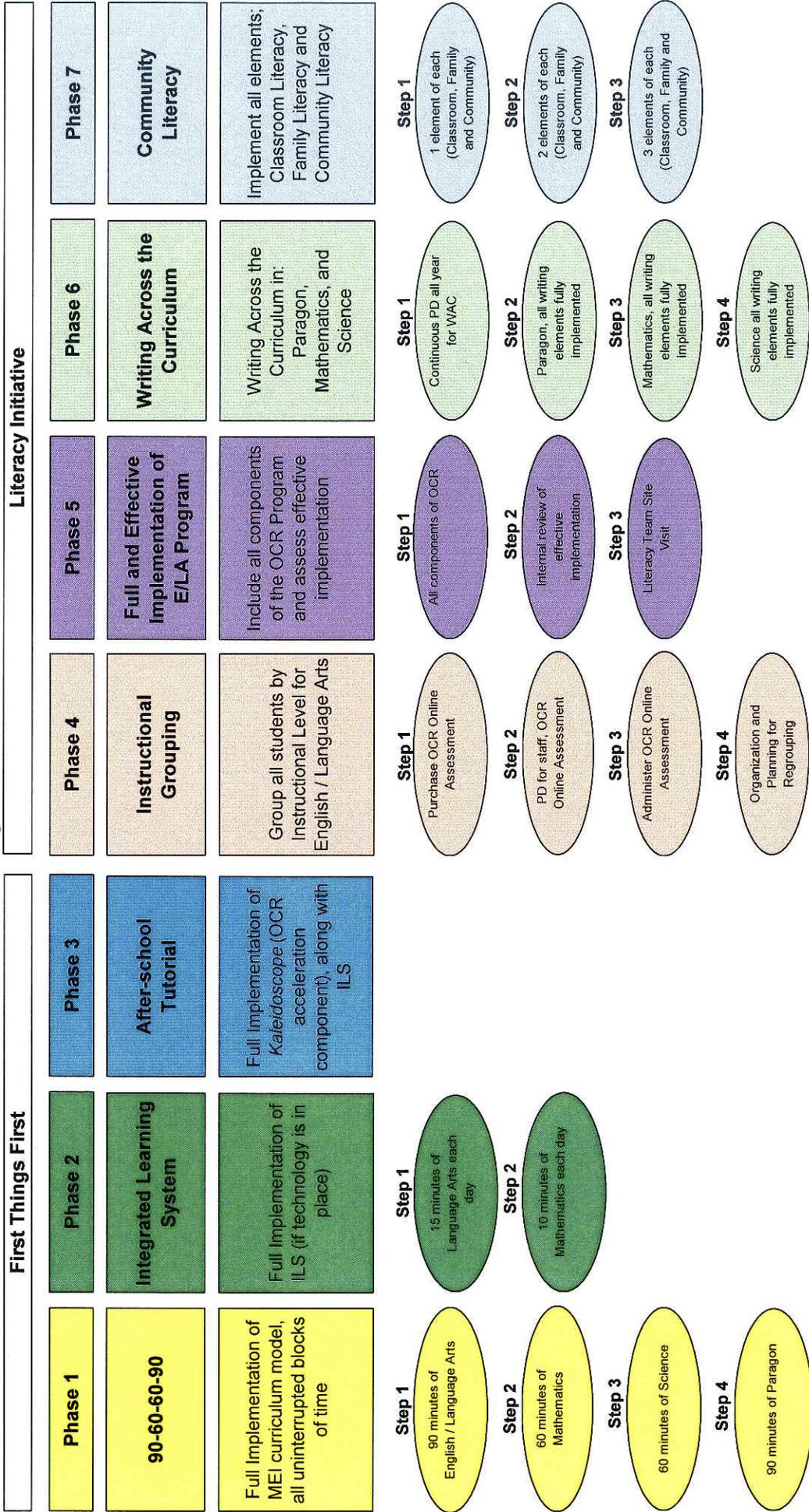
Student's Name:

/ /
Today's Date

| | |
|--|---|
| Goal # (Restate Goal from initial PSAP and number accordingly) | |
| Action Plan for this goal: (Restate action plan for this goal from initial PSAP) | |
| <p>Student Progress Has goal been met: Yes: <input type="checkbox"/> No: <input type="checkbox"/></p> <p>Summarize student progress:</p> | <p>Assessment Tools Note: means of assessment. Add scores if applicable.</p> <ul style="list-style-type: none"> • ILS: • OCR: • DIBELS: • DRA: • ITBS: • Paragon Performance Rubrics: • Teacher Observation: • Parent Observation: • Other: |
| Note any modifications to the action plan for this goal: | |

Appendix B: Literacy Flowchart

Literacy Initiative Flowchart



Appendix C: Sample Expectations



Mosaica Education

Learning Expectations: Kindergarten Paragon Curriculum

The kindergarten student will be immersed in an interdisciplinary study of "myself," "my world," "families," "basic needs," "globalism," and "geography," as he or she travels around the world through the Paragon Curriculum.

I. Social Studies

The student will:

- Distinguish him/herself as an individual with unique characteristics.
- Identify him/herself as a member of a family.
- Develop an understanding that people across time and place live in family groups.
- Recognize that people everywhere have basic needs for food, clothing, shelter, and bonds with other people.
- Develop an understanding that people across time and place celebrate certain events, occasions (seasons), and people.
- Compare and contrast his or her way of life (culture) with the culture of people across time and place.

II. History

The student will:

- Discover that all individuals and all families have a history or "story."
- Learn that history is the "story" of people across time and place.
- Begin to discriminate between past (long ago) and present (now).
- Recognize that culture changes over time; e.g., food, shelter, clothing, the arts, etc.
- Sequence a series of three or more events (first, second, and last).

III. Geography

The student will:

- Learn that a globe is a model of the Earth.
- Learn that a map is a "flattened out" globe.
- Identify the blue on globes and maps as water, and brown (or other colors) as land.
- Start learning the five themes of geography: 1) location; 2) place; 3) region; 4) interact and 5) movement.

- Find out that every place has particular plants and animals that live there.
- Define an island as a place that is surrounded by water.
- Locate some places on a map or globe.

IV. The Arts

The student will:

- Develop an understanding that people across time and place create art.
- Identify that art is a means for expression and communication.
- Learn and identify examples of the four categories of art: dance, music, theater, and visual art.
- Explore and create art from each of the four categories— dance, music, theater, and visual art.

V. Literature

The student will:

- Learn that people across time and place tell stories.
- Listen to folklore.
- Retell folklore stories through various means: puppetry, orally, through role-play, dance and music.
- Distinguish between that which is real and imaginary in stories.

Appendix D:
Academic Program Implementation Plan



**Mosaica Education, Inc.
Program Implementation Review Tools**

Included in this packet:

Paragon Checklist: This checklist contains criteria and a rubric briefly and clearly describing what one should see and hear in a distinguished, good, developing, or emerging Paragon classroom. Teachers should look at the checklist frequently as a reminder of what they need to do to become distinguished Paragon teachers. PFs should use the checklist during informal classroom visits as a communication tool for coaching sessions. CAOs may use the checklist for classroom visits to get a sense of how individual teachers are succeeding in implementing Paragon.

Morning Checklist: Based on the Paragon checklist, this checklist's criteria and related descriptions help CAOs and PFs determine a teacher's areas of distinction and areas of need in implementing math, Language Arts, and science. As with the Paragon checklist, PFs use this during informal classroom visits as a communication tool when coaching teachers. Teachers and CAOs also use the checklist as a touchstone of what is needed to succeed in these core areas.

School-wide Paragon Checklist: Based on the Paragon Checklist, this tool provides CAOs and RVPs with a description of what they should see and hear for each key checkpoint as they conduct their frequent reviews of the success of Paragon implementation in the school. It includes a note-taking guide for use during school-wide walkthroughs.

Mosaica Model Instructional Review Form: This tool will aid RVPs and CAOs in getting a quick read of a teacher's success (or challenge) in engaging and instructing students.

Paragon Night Checklist: PFs and CAOs each have key roles to make Paragon Night successful. This checklist serves as a quick reminder to PFs of what needs to be done before, during and after each Paragon Night. This tool complements the Paragon Night Guide.

Paragon Unit Reflection Form: Reflection is key to a teacher's growth and success in the classroom. PFs will guide teachers to complete and review this form in grade group meetings after the completion of each Paragon unit. It will serve as a tool to inspire celebrations of success and to address areas of challenge. Teachers will keep one copy of the completed form in their ITB and will send one copy electronically or in hard copy to the Paragon Design Team.

PSAP Form: This form, the Personalized Student Achievement Plan, is to be completed for each student by the teacher to guide individual instruction. Teachers can also use it as a communication tool with parents and students showing challenges and progress. Each form should be reviewed and updated every 10 weeks. The CAO and PF should be aware of the overall needs of students and cognizant of teachers' understanding and use of the form.

Literacy Initiative Checklist: This checklist should be understood and used by Regional leaders, the CAO, the PF and teachers to ensure that key components of the Literacy Initiative are being implemented successfully.

Teacher: _____ Observer: _____ Date: _____

Checklist: Paragon in the Classroom

Directions: Note carefully each checkpoint during Paragon observations and circle the applicable rating.

| Paragon Checkpoint | 4 Distinguished | 3 Good | 2 Developing | 1 Not yet Evident |
|--|--|--|---|--|
| Is the Essential Question displayed in the room? | The Essential Question is clearly and prominently displayed. It is eye-catching and consistent with the unit being taught. When asked, students can clearly articulate what the EQ is and its purpose. | The Essential Question is clearly and prominently displayed. It is consistent with the unit being taught. Some students can clearly articulate what the EQ is and its purpose. | The Essential Question is displayed. There may be more than one EQ posted and it's not entirely clear which one is currently being taught. Some students can articulate the EQ and its purpose. | The Essential Question is not displayed. When asked, students cannot articulate what the EQ is and its purpose. |
| Is a significant portion of the room dedicated to displaying students' Paragon work? | Paragon's presence is immediately recognizable. The classroom is filled with student work and projects from the current Paragon unit being implemented, and with past work (although current work is predominant). Students and teacher can speak knowledgeably about the work displayed and the content of the current unit, as well as previous units. | A significant portion of the room is clearly celebrating students' work in Paragon and reflects the current unit. Students and teacher can speak about the displays and the content of the current unit. | Some student work from the current Paragon unit is displayed, but it is not prominent. Some students can speak about the work displayed and can address the content of the current unit. | Little or no student work is displayed. Students have a difficult time speaking about Paragon in general or the content of the current unit. |
| Is the lesson content accurately implemented and paced appropriately? | Teacher guides students to explore content within allotted time, making appropriate adjustments to meet student interest and need. Implementation calendar is accessible; lesson is on schedule. Content matches information in the overviews, as well as the lesson's "At a Glance." Teacher is clearly implementing curriculum as intended. | Lesson is on schedule and content matches information in the overviews, as well as the lesson's "At a Glance." Implementation is as intended. | Lesson is a bit off from implementation schedule. Content of lesson somewhat matches overviews and "At a Glance." | Teacher is not implementing or pacing the curriculum according to schedule or plan. |
| Is the teacher encouraging students to find their own answers? | It is obvious the teacher has fostered a community of independent learners. All students are working to solve problems and find answers. The teacher uses strategies such as specific encouragement and/or Socratic questioning to facilitate learning. | Students are working to find answers. The teacher provides guidance as needed and gives sincere praise. | The teacher interacts somewhat with students as they work on a task, giving some praise and direction. | The teacher has modified the lesson to be entirely teacher-directed. |
| Are supplies and resources being used appropriately and creatively? | Distribution and use of Black Line Masters, <i>Nystrom Atlases</i> , Paragon books and magazines (i.e. Cobblestone), the Interactive Paragon Journal or Paragon Journal, and art supplies are well organized, used appropriately and creatively, to maximize student learning. Students have access to previously used resources for review and for making connections to current content. | Use of Black Line Masters, <i>Nystrom Atlases</i> , Paragon books and magazines, the Interactive Paragon Journal and Paragon Journal, and art supplies are being used according to the lesson. | Teacher uses some but not all of the resources available. There seems to be great inconsistency in the use of resources. For example, the Interactive Paragon Journal is used, but very sporadically. | Many resources are not being used, for example, they are in a closet or cupboard untouched. There is no evidence of journals. |
| Are students engaged in their work? | All students are appropriately engaged in their work and are on task. The room has a feeling of concentration, excitement, and love of learning. Student expectations are posted; they know what to do and how to carry it out, and they are clearly embracing their own learning. | Students are focused and working on the task at hand. They have a clear understanding of expectations and how to reach the outcome. | Some students are working, but not all are on task. Expectations are not posted and there is some ambiguity as to what needs to be done and/or how to achieve it. | Few/no students are engaged and cannot articulate what they are supposed to be doing. Room feels disorganized. |
| Are a variety of effective teaching strategies used as appropriate? | Several effective teaching strategies are used throughout the lesson to engage learners and to maximize student achievement. Students are clearly familiar with the strategies and do not need much explanation. (i.e. they can engage in a Socratic discussion without much direction.) | ETS are used as described in the lesson. The teacher clearly understands how to use each. Students need some explanation. | The teacher has some difficulty using effective teaching strategies intended for the lesson. A lot of time is spent in explaining the strategies. | The teacher does not use effective teaching strategies as prompted in the lessons. |

Teacher: _____

Observer: _____

Date: _____

Checklist: Paragon in the Classroom (page 2)

| Paragon Checkpoint | 4 Distinguished | 3 Good | 2 Developing | 1 Not Yet Evident |
|--|--|--|---|---|
| Is the teacher differentiating instruction? | Teacher clearly demonstrates an understanding of individual student needs and appropriately modifies strategies, materials, and resources accordingly. Teacher is able to provide differentiated instruction that teaches to student's multiple intelligences and maximizes student achievement. | Teacher demonstrates an understanding of individual student needs. S/he uses effective teaching strategies, and/or modifies materials and resources to meet students at their point of need. | Teacher is somewhat aware of student needs and attempts to address these through differentiated instruction. | Teacher seems unaware of individual student needs and/or makes no attempt to differentiate instruction. |
| Is technology integrated appropriately? | PowerPoints, images, music, video, and/or computers are organized and incorporated seamlessly into the lesson as intended. Teacher clearly understands the importance and variety of technology available, and how to integrate each piece to maximize student achievement. Students are very comfortable with the use of technology. | PowerPoints, images, music, video, and/or computers are incorporated into the lesson as intended. The teacher understands the importance of integrated technology. Most students are comfortable with the use of technology. | Teacher makes an attempt to use some technology as described in the lesson. A lot of class time is spent in setting up and/or "tinkering" with technology before using it. Students need a lot of explanation and/or prompting when using technology. | Teacher does not integrate technology into the lesson and/or inappropriately uses technology; for example, using the computers as a "reward" for good behavior. |
| Is the teacher using community-building strategies effectively? | It is obvious the teacher has created a classroom community. The teacher uses several strategies from the Building Community Tool Kit, i.e., clearly communicates expectations both orally and visually; offers positive choices; encourages students to solve problems together; knows and respects each student's individual needs and preferences; and gives sincere, specific encouragement. | The teacher uses one or more strategies from the Tool Kit. S/he communicates expectations clearly, offers positive choices, encourages students to solve problems together, knows and respects each student's individual needs and preferences, and gives encouragement. | The teacher seems aware of some of the Building Community strategies and attempts to use at least one. | The teacher seems unaware of the Building Community strategies and does little to build community. This is a very teacher-directed, authoritative classroom and/or a very chaotic classroom. |
| Is the teacher aware of the lesson outcome and using it as a basis for informally/formally assessing student work? | The teacher checks for understanding throughout the lesson and revises activities and/or teaching strategies as needed to ensure that students are meeting the lesson outcome. The teacher is familiar with and uses the stated objectives at the beginning of each Investigation to help guide unit implementation. | The teacher checks for understanding throughout the lesson to ensure that students are meeting the lesson outcome. The teacher is familiar with the stated objectives at the beginning of each Investigation and uses them to guide implementation. | The teacher seems to have some understanding of the connection between the outcome and assessment opportunities. The teacher is somewhat familiar with the stated objectives at the beginning of each Investigation, but doesn't know their importance. | The teacher is not aware of the purpose of the lesson outcomes or the objectives stated at the beginning of each Investigation. It is not evident that the teacher checks for understanding or appropriately assesses students regularly. |
| Does the teacher understand the alignments to state standards for this unit? | Unit alignments to state standards are accessible and teacher portion is complete. The teacher clearly understands how this lesson is meeting standards and s/he assesses student understanding accordingly (either formally or informally). | Unit alignments to state standards are accessible and teacher portion is complete. The teacher appears to understand how this lesson is meeting standards. | Unit alignments to state standards are accessible but teacher portion is incomplete. The teacher has a limited understanding of how Paragon is aligned to state standards. | The teacher is completely unaware of how Paragon is aligned to state standards. |

Comments:

Teacher: _____ Observer: _____ Date: _____

Morning Program Checklist

Circle subject area observed: Math Science Language Arts

Directions: Note carefully each checkpoint during morning program observations and circle the applicable rating.

| Subject Area Checkpoint | 4 Distinguished | 3 Good | 2 Developing | 1 Not yet Evident |
|--|---|--|--|--|
| Is the teacher engaged in teaching? | Teacher is clearly engaged in the content and process of the lesson. Teacher facial and body expression, movement, voice tone and words, convey and model high interest and passion regarding the subject matter, the activity, the outcome, student learning, and the joy of learning overall. | Teacher conveys an interest in the content and process of the lesson. Movement and voice conveys and models this interest to students. | Teacher seems somewhat interested by the lesson content or activities, but movement and voice do not consistently convey this. | Teacher stays at desk and does little to express interest. Teacher does not seem engaged by the activities and the content. |
| Are the relevant state standards for the lesson posted and addressed? | Alignments to state standards are clearly and accurately on posted lesson plans and indicated on an easily accessible implementation calendar. The teacher clearly understands how this lesson is meeting standards and s/he assesses student understanding accordingly. | State standards are posted and accessible. The teacher understands how the lesson is addressing standards. | State standards are posted but teacher has a limited understanding of how the curriculum is aligned to state standards. | Standards are not posted or are posted incorrectly. Teacher is unaware of how the curriculum aligns to state standards. |
| Are students writing across the curriculum? | Student writing in the subject area is abundant, appropriate, and displayed. Evidence of student improvement and understanding of the writing process is clear. | It is clear that effort is made to include appropriate writing activities. | Some writing is being done and/or some writing is present on walls or in journals. | No evidence of writing is present. |
| Is key content terminology displayed and incorporated into the lesson? (ie: Word Walls?) | A Word Wall for the subject area is clearly and prominently displayed. It is eye-catching and consistent with the unit being taught. It is used several times throughout the lesson. When asked, students can clearly articulate why the terminology is on the wall and how it applies to what they are exploring. | Key terminology is displayed, is consistent with the unit taught, & used during the lesson. Many students can articulate the purpose of the terminology. | Some related subject area terminology is displayed. Some students can articulate the purpose of the terminology. | No subject area terminology is displayed. |
| Is student work displayed? | Room is filled with student work, projects, and experiments from current and past units of the subject area being observed. Student writing in each subject is published and displayed. Students and teacher can speak knowledgeably about the work displayed and the content of the current unit, as well as previous units. | A significant portion of the room is celebrating students' work. Students and teacher can speak about the displays & the content of the current unit. | Some student work from the subject area is displayed, but is not prominent. Some students can speak about the work displayed. | Little or no student work is displayed. Students have a difficult time speaking about the subject area in general. |
| Is the teacher encouraging students to find their own answers? | It is obvious the teacher has fostered a community of independent learners. All students are working to solve problems and find answers. The teacher uses strategies such as specific encouragement and/or Socratic questioning to facilitate learning. | Students are working to find answers. The teacher provides guidance as needed and gives sincere praise. | The teacher interacts somewhat with students as they work on a task, giving some praise and direction. | The teacher has modified the lesson to be entirely teacher-directed. |
| Are content specific supplies and resources being used appropriately and creatively? | Distribution and use of texts, books, handouts, charts, story maps, lists, journals, manipulatives, science kits, and art supplies are well organized, used thoroughly, appropriately and creatively, to maximize student learning. Students have access to and clearly know the system for obtaining and using resources and reference material. | Use of texts, books, handouts, charts, story maps, lists, journals, manipulatives, science kits, and art supplies are organized & used appropriately to enhance achievement. | Teacher uses some but not all of the resources available. There is inconsistency in the use of resources. For example, manipulatives are used but only very sporadically. | Many resources are not being used, for example, they are in a closet or cupboard untouched. |
| Is technology integrated appropriately? | PowerPoints, images, music, video, and/or computers are organized and incorporated seamlessly into the lesson. Teacher clearly understands the importance/variety of technology available, and how to integrate each piece to maximize student achievement. Technology is used to expand research, engage students and display understanding. Students are comfortable with technology. | PPTs, images, music, video, and/or computers are incorporated. Teacher understands the importance of integrated technology. Students are at ease with technology. | Teacher attempts to use some technology. A lot of class time is spent in setting up technology before using it. Students need a lot of prompting and/or explanation when using technology. | Teacher does not integrate technology into the lesson and/or uses technology inappropriately; ie., uses the computers as a "reward" for good behavior. |

Teacher: _____

Observer: _____

Date: _____

Morning Program Checklist (page 2)

| Subject Area Checkpoint | 4 Distinguished | 3 Good | 2 Developing | 1 Not Yet Evident |
|---|---|---|---|--|
| Are students engaged in their work? | All students are appropriately engaged in their work and are on task. The room has a feeling of concentration, excitement, and love of learning. Student expectations are posted; they know what to do and how to carry it out, and they are clearly embracing their own learning. | Students are focused and working on the task at hand. They have a clear understanding of expectations and how to reach the outcome. | Some students are working, but not all are on task. Expectations are not posted and there is some ambiguity as to what needs to be done and/or how to achieve it. | Few/no students are engaged and cannot articulate what they are supposed to be doing. Room feels disorganized. |
| Are effective teaching strategies employed? | Several ETS are used throughout the lesson to engage learners and to maximize student achievement. The teacher is clearly adept at using the key 6 ETS and the Four Blocks in the subject area observed. | Some of the ETS or Four Blocks strategies are used as described in the curriculum. The teacher uses each appropriately. | The teacher has some difficulty using effective teaching strategies intended for the lesson. A lot of time is spent in explaining the strategies. | The teacher does not use effective teaching strategies. |
| Is the teacher differentiating instruction? | Teacher clearly demonstrates an understanding of individual student needs and appropriately modifies strategies, materials, resources, and assessments accordingly. Teacher is able to provide differentiated instruction that teaches to student's multiple intelligences and maximizes student achievement. | Teacher demonstrates an understanding of individual student needs. S/he uses ETS, and/or modifies materials and resources to meet students at their point of need. | Teacher is somewhat aware of some student needs and attempts to address these by altering activities. | Teacher seems unaware of individual student needs and/or makes no attempt to differentiate instruction. |
| Is the teacher using community-building strategies effectively? | The teacher has clearly fostered a classroom community and adeptly and purposefully uses several strategies from the Building Community Tool Kit, i.e., clearly communicates expectations both orally and visually; offers positive choices; encourages students to solve problems together; knows/respects each student's individual preferences and needs; gives sincere, specific encouragement. | The teacher uses two or more strategies from the Tool Kit to proactively manage the classroom and/or foster student interest. | The teacher seems aware of some of the Building Community strategies and attempts to use at least one. | The teacher seems unaware of the Building Community strategies and does little to build community. This is a very teacher-directed, authoritative classroom and/or a very chaotic classroom. |
| Is the lesson content accurately implemented and paced appropriately? | Teacher guides students to explore content within allotted time, making appropriate adjustments to meet student interest/need. Implementation calendar is accessible; lesson is on schedule. Content matches lesson plan. Teacher is clearly implementing curriculum as intended. | Lesson is on schedule and content matches information in the lesson plan and calendar. Implementation is as intended. | Lesson is a bit off from implementation schedule. Content of lesson somewhat matches lesson plan and/or scope and sequence. | Teacher is not implementing or pacing the curriculum according to schedule or plan. |
| Is there evidence of on-going assessment (observation, conferencing, questioning, quizzes, student work, etc.)? | The teacher checks for understanding throughout the lesson and revises activities and/or teaching strategies as needed to ensure that students are meeting the lesson outcome. The teacher is familiar with state standards and clearly understands how to use and/or modify assessments to check for student understanding of each benchmark or performance indicator. | The teacher checks for understanding throughout the lesson to ensure that students are meeting the lesson outcome. The teacher is familiar with state standards and can make connections between benchmarks and the assessment. | The teacher seems to have some understanding of the connection between the outcome and assessment. The teacher is unclear as to how standards connect. | It is not evident that the teacher checks for understanding or appropriately assesses students regularly. |

Comments:

School-wide Paragon Checklist

Directions: Note carefully each checkpoint and become familiar with what you should see and hear in a school with distinguished Paragon implementation. Use the note-taking guide (page 3) during your school-wide walkthrough.

| Paragon Checkpoint | Distinguished Classroom Practice | What a School-wide Observer Should See and Hear |
|--|--|---|
| Is the Essential Question displayed in the room? | The Essential Question is clearly and prominently displayed. It is eye-catching and consistent with the unit being taught. When asked, students can clearly articulate what the EQ is and its purpose. | <ul style="list-style-type: none"> The Essential Question is clearly and prominently displayed. The Essential Question is consistent with the unit being taught. Students can clearly articulate what the EQ is and its purpose. Teachers can explain the importance of the EQ to the unit. The CAO can identify an EQ for a particular grade level. |
| Is a significant portion of the room dedicated to displaying students' Paragon work? | Paragon's presence is immediately recognizable. The classroom is filled with student work and projects from the current Paragon unit being implemented, and with past work (although current work is predominant). Students and teacher can speak knowledgeably about the work displayed and the content of the current unit, as well as previous units. | <ul style="list-style-type: none"> Original student work is displayed in the hallway. There is a variety of student work displayed. The student work reflects work in the current unit. Students talk about their work with knowledge and enthusiasm. Teachers can explain the significance of the work in terms of unit content. The CAO is knowledgeable about how the student work connects to the unit content. |
| Is the lesson content accurately implemented and paced appropriately? | Teacher guides students to explore content within allotted time, making appropriate adjustments to meet student interest and need. Implementation calendar is accessible; lesson is on schedule. Content matches information in the overviews, as well as the lesson's "At a Glance." Teacher is clearly implementing curriculum as intended. | <ul style="list-style-type: none"> Lessons are on schedule across the building and Paragon is taught for the fully allotted time. Teachers can discuss appropriate pacing and any adjustments they have made. Teachers know which other grades are experiencing similar content in the unit and are making connections. The CAO has a general idea of what lessons teachers should be teaching, based on knowledge of the implementation calendar. Paragon Night is on schedule and students and teachers are well prepared for the event. |
| Is the teacher encouraging students to find their own answers? | It is obvious the teacher has fostered a community of independent learners. All students are working to solve problems and find answers. The teacher uses strategies such as specific encouragement and/or Socratic questioning to facilitate learning. | <ul style="list-style-type: none"> Students are working to find answers to teachers' questions. Teachers provide guidance and sincere praise. Students are willing to participate, to venture guesses, to solve problems, and to ask their own questions in class. Students respond to your questions thoughtfully, demonstrating experience and comfort with Socratic questioning. |
| Are supplies and resources being used appropriately and creatively? | Distribution and use of Black Line Masters, <i>Nystrom Atlases</i> , Paragon books and magazines (i.e. Cobblestone), the Interactive Paragon Journal or Paragon Journal, and art supplies are well organized, used appropriately and creatively, to maximize student learning. Students have access to previously used resources for review and for making connections to current content. | <ul style="list-style-type: none"> Students are using Black Line Masters, <i>Nystrom Atlases</i>, Paragon books and magazines, the Interactive Paragon Journal/Binder. A variety of art supplies are being used according to the lessons. Students have ready access to supplies and other resources (i.e., books from previous units) to supplement what they are learning. Displayed work shows that a variety of resources have been used. Students talk with enthusiasm about books, magazines, art activities, etc. The CAO is committed to budgeting for Paragon. |
| Are students engaged in their work? | All students are appropriately engaged in their work and are on task. The room has a feeling of concentration, excitement, and love of learning. Student expectations are posted; they know what to do and how to carry it out, and they are clearly embracing their own learning. | <ul style="list-style-type: none"> Students are focused and working on the task at hand. Student expectations are posted, and students know what to do. Students comprehend the content of the lesson. Students describe what they are learning with enthusiasm and joy, and they make connections to their own lives. The CAO can describe student engagement based on his/her conversations with students. |
| Are a variety of effective teaching strategies used as appropriate? | Several effective teaching strategies are used throughout the lesson to engage learners and to maximize student achievement. Students are clearly familiar with the strategies and do not need much explanation. (i.e. they can efficiently engage in a Socratic discussion without much direction.) | <ul style="list-style-type: none"> Students and teachers are using appropriate graphic organizers. Students are working productively in cooperative groups. Students are engaged in Socratic discussion. Teachers activate students' prior knowledge of a concept or topic. Students are engaged in role-play. Students are engaged in personal connection journaling. Teachers are asking open-ended, significant questions. The CAO knows and can identify effective teaching strategies. |

School-wide Paragon Checklist (page 2)

| Paragon Checkpoint | Distinguished Classroom Practice | What a School-wide Observer Should See and Hear |
|--|--|--|
| Is the teacher differentiating instruction? | Teacher clearly demonstrates an understanding of individual student needs and appropriately modifies strategies, materials, and resources accordingly. Teacher is able to provide differentiated instruction that teaches to student's multiple intelligences and maximizes student achievement. | <ul style="list-style-type: none"> All students are working, but not all students are doing the same work. Activities demonstrate a focus on a variety of the multiple intelligences (students may be writing, drawing, using the computer, making charts, discussing, journaling, etc.) All students in the school participate in Paragon. (Some students may have special education support, but are in the regular classroom.) The CAO supports a variety of student activities based on needs and can help teachers find ways to differentiate instruction. |
| Is technology integrated appropriately? | PowerPoints, images, music, video, and/or computers are organized and incorporated seamlessly into the lesson as intended. Teacher clearly understands the importance and variety of technology available, and how to integrate each piece to maximize student achievement. Students are very comfortable with the use of technology. | <ul style="list-style-type: none"> PowerPoints, images, music, video, and/or computers are incorporated into the lesson as intended. Individuals or groups of students are using student computers. Students talk about and are excited about using technology in their lessons. Student projects demonstrate that technology has been used. Teachers discuss the importance of integrated technology. The CAO supports the use of technology by students and teachers and knows in which classrooms the most effective use occurs. |
| Is the teacher using community-building strategies effectively? | It is obvious the teacher has created a classroom community. The teacher uses several strategies from the Building Community Tool Kit, i.e., clearly communicates expectations both orally and visually; offers positive choices; encourages students to solve problems together; knows and respects each student's individual needs and preferences; and gives sincere, specific encouragement. | <ul style="list-style-type: none"> Teachers know their students (interests, needs, mistaken goals) and have proactive and appropriate discussions about student needs. There is a positive climate in classrooms, with teachers giving encouragement and praise, offering choice, and giving instructive consequences. There is positive energy in classrooms, and it is obvious that students and teachers have built relationships. Students speak of their teachers with respect and enthusiasm. There are no (or few) students in the office for disciplinary action; problems are resolved at the classroom level. |
| Is the teacher aware of the lesson outcome and using it as a basis for informally/formally assessing student work? | The teacher checks for understanding throughout the lesson and revises activities and/or teaching strategies as needed to ensure that students are meeting the lesson outcome. The teacher is familiar with and uses the stated objectives at the beginning of each Investigation to help guide unit implementation. | <ul style="list-style-type: none"> Teachers check for understanding throughout the lesson to ensure that students are meeting the lesson outcome. Teachers use a variety of assessment tools. Teachers can discuss how the stated objectives at the beginning of each Investigation are being implemented. Teachers can discuss how the Cumulative Assessment connects to the intended outcomes of the unit. The CAO can discuss a variety of ways this Paragon unit is being assessed. |
| Does the teacher understand the alignments to state standards for this unit? | Unit alignments to state standards are accessible and teacher portion is complete. The teacher clearly understands how this lesson is meeting standards and s/he assesses student understanding accordingly (either formally or informally). | <ul style="list-style-type: none"> Standards are evident in lesson plans and may be posted in classrooms or hallways. Teachers discuss how units align to state standards and how they overtly focus on state vocabulary and concepts. The CAO has a working knowledge of state standards and can discuss school-wide efforts to address the standards. |

Comments:

School: _____ Observer: _____ Date: _____

Note-taking Guide: School-wide Paragon Checklist

Directions: Use this note-taking guide to jot notes during your walkthrough. Use the model bullet points as a reminder to observe key points in terms of classrooms/halls, teachers, students, and the CAO.

| Paragon Checkpoint | What a School-wide Observer Should See and Hear |
|---|---|
| Is the Essential Question displayed in the room? | <ul style="list-style-type: none"> • The classrooms/halls • The teachers • The students • The CAO |
| Is a significant portion of the room dedicated to displaying students' Paragon work? | |
| Is the lesson content accurately implemented and paced appropriately? | |
| Is the teacher encouraging students to find their own answers? | |
| Are supplies and resources being used appropriately and creatively? | |
| Are students engaged in their work? | |
| Are a variety of effective teaching strategies used as appropriate? | |
| Is the teacher differentiating instruction? | |
| Is technology integrated appropriately? | |
| Is the teacher using community-building strategies effectively? | |
| Is the teacher aware of the lesson outcome and using it as a basis for informally/ formally assessing student work? | |
| Does the teacher understand the alignments to state standards for this unit? | |

Comments:

Name: _____ Date: _____ Time: _____

Mosaica Model Instructional Review Form (3-5 minutes)

| | |
|--|-----------------------------------|
| Content (what the teacher wants students to learn) | Context (what students are doing) |
|--|-----------------------------------|

Students:

- _____ are comprehending
- _____ are making connections to their lives
- _____ are applying their learning
- _____ can describe what they are learning/doing
- _____ express joy in learning

Teacher:

- _____ clearly communicates objectives
- _____ is constructivist (guides students to find answers)
- _____ models effectively
- _____ uses effective questioning techniques, wait-time
- _____ uses manipulatives, books, and resources (all 3)
- _____ differentiates instruction for level and interest
- _____ teaches to the multiple intelligences
- _____ uses appropriate informal and/or formal assessment
- _____ integrates technology appropriately

Walk the walls

- _____ % of student work versus teacher materials
- _____ Paragon Essential Question is clearly displayed
- _____ Appropriate standards are in view
- _____ % of the room dedicated to Paragon & Paragon Plus

Which community building strategies are being used:

- _____ knows students (mistaken goals, interests, needs)
- _____ communicates clear expectations
- _____ gives specific encouragement and praise
- _____ creates and fosters relationships
- _____ focuses on the desired behavior
- _____ offers positive choice
- _____ creatively enlists student attention
- _____ redirects attention to be on task
- _____ solves problems with students
- _____ gives instructive consequences

Engagement (%
of students on
task as you enter)

Which effective teaching strategies are evident:

- _____ Graphic organizers
- _____ Cooperative groups
- _____ Activating prior knowledge
- _____ Socratic discussion
- _____ Personal connection journaling
- _____ Role-plays
- _____ other _____
- _____ number of computers on _____
- _____ number of computers in use by students _____

.....
Name: _____ Date: _____ Time: _____

Mosaica Model Instructional Review Form (3-5 minutes)

| | |
|--|-----------------------------------|
| Content (what the teacher wants students to learn) | Context (what students are doing) |
|--|-----------------------------------|

Students:

- _____ are comprehending
- _____ are making connections to their lives
- _____ are applying their learning
- _____ can describe what they are learning/doing
- _____ express joy in learning

Teacher:

- _____ clearly communicates objectives
- _____ is constructivist (guides students to find answers)
- _____ models effectively
- _____ uses effective questioning techniques, wait-time
- _____ uses manipulatives, books, and resources (all 3)
- _____ differentiates instruction for level and interest
- _____ teaches to the multiple intelligences
- _____ uses appropriate informal and/or formal assessment
- _____ integrates technology appropriately

Walk the walls

- _____ % of student work versus teacher materials
- _____ Paragon Essential Question is clearly displayed
- _____ Appropriate standards are in view
- _____ % of the room dedicated to Paragon & Paragon Plus

Which community building strategies are being used:

- _____ knows students (mistaken goals, interests, needs)
- _____ communicates clear expectations
- _____ gives specific encouragement and praise
- _____ creates and fosters relationships
- _____ focuses on the desired behavior
- _____ offers positive choice
- _____ creatively enlists student attention
- _____ redirects attention to be on task
- _____ solves problems with students
- _____ gives instructive consequences

Engagement (%
of students on
task as you enter)

Which effective teaching strategies are evident:

- _____ Graphic organizers
- _____ Cooperative groups
- _____ Activating prior knowledge
- _____ Socratic discussion
- _____ Personal connection journaling
- _____ Role-plays
- _____ other _____
- _____ number of computers on _____
- _____ number of computers in use by students _____

Paragon Night Guide

Paragon Night Checklist

| Completed at the beginning of the unit (5 weeks prior to Paragon Night) | | | |
|--|----------------------------|----------|-----------|
| Assigned Task | Person(s) Assigned to task | Due Date | Completed |
| Set the Paragon Night date and add it to the school master calendar. (A Paragon Night should last for approx. 1-2 hours typically on a Wednesday or Thursday evening). | | | |
| Meet with teaching staff to brainstorm ideas for Paragon Night at least 5 weeks before the event. (Let them work within the theme of the unit time period.) | | | |
| Meet with CAO to brainstorm and identify parent education topic. | | | |
| Provide teachers with a time line of when projects, skits, songs etc. need to be completed. | | | |
| Meet with individual grade level groups 3 weeks before to ensure that they are making progress on their preparations. | | | |
| Publicize Paragon Night in the community: <ul style="list-style-type: none"> • Local newspaper • Local news stations • Other local publications. | | | |
| Other: | | | |
| Completed 1-2 weeks before Paragon Night | | | |
| Create a program to hand out at the door based on the contributions to Paragon Night from each grade level/class. | | | |
| Plan for Paragon Night set-up and clean up with school janitorial staff. | | | |
| Decide on what technology will be needed and reserve it well in advance: <ul style="list-style-type: none"> • TV/DVD/VCR • Sound System • Projector | | | |
| Schedule rehearsals for Grade levels in the multi-purpose room or within their individual classrooms. | | | |
| Create / send Paragon Night flyer to parents and Board of Directors. | | | |
| Other: | | | |

Paragon Night Guide

Paragon Night Checklist (page 2)

| Completed during the week of Paragon Night | | | |
|--|----------------------------|----------|-----------|
| Assigned Task | Person(s) Assigned to task | Due Date | Completed |
| Review expectations with teachers at the staff meeting before Paragon Night. | | | |
| Prepare your introduction speech as the emcee of Paragon Night. (How you will articulate the vision of this Paragon Night to the visitors). Prepare introductions for each presentation to connect to the theme. | | | |
| Prepare any material necessary for the parent education portion. | | | |
| Set up and decorate with teachers after school 1-2 days prior to Paragon Night. | | | |
| Other: | | | |
| Completed during Paragon Night | | | |
| Greet parents and visitors at the front door at Paragon Night. Have a sign in sheet for parents (as documentation for Title I and other requirements). | | | |
| Begin Paragon Night on time! (Remember that parents have schedules too) | | | |
| Take photos and/or video of Paragon night. | | | |
| Write thank you notes to those involved in Paragon Night. (teachers, support staff, janitors, parent volunteers etc.) | | | |
| Send Paragon photos to the Regional Paragon Coordinator. | | | |
| Meet with teachers to share successes and discuss lessons learned from the first Paragon Night. | | | |
| Schedule all Paragon Nights for the remainder of the year. | | | |
| Send press release and photo to newspaper. | | | |
| Notes/Reflection: | | | |

Personalized Student Achievement Plan (PSAP)

Please tab to each gray area to complete information

Student's Name:

Date: / /

Goals to be met:

Goal # 1 Academic:

Goal # 2 Academic:

Goal # 3 Social/Behavioral:

Goal # 4 Other:

Current ILS Scores:

Reading:

Math:

Action Plan for Success: *(include activities/assessment methods for teacher, student, and parent)*

Action 1:

Action 2:

Action 3:

Action 4:

Agreed to By:

Teacher

Parent/Guardian

Review of Goals

Today's Date / /

Current ILS Scores:

Reading:

Math:

Assessment results used to measure goal(s) must be listed and align with original action plans as goals are reviewed.

Review of Goal 1:

Restate Goal:

Assessments used to measure goal:

Was goal met: Yes: No:

Describe:

Review of Goal 2:

Restate Goal:

Assessments used to measure goal:

Was goal met: Yes: No:

Describe:

Review of Goal 3:

Restate Goal:

Assessments used to measure goal:

Was goal met: Yes: No:

Describe:

Review of Goal 4:

Restate Goal:

Assessments used to measure goal:

Was goal met: Yes: No:

Describe:

Teacher: _____

Observer: _____

Date: _____

Literacy Initiative Checklist

Directions: Note carefully each checkpoint during Literacy Initiative observations and circle the applicable rating.

| Literacy Initiative Component | 4 | 3 | 2 | 1 |
|---|--|---|--|---|
| | Distinguished | Good | Developing | Not yet Evident |
| 90-60-60-90 90 minutes of E/LA 60 minutes of Mathematics 60 minutes of Science 90 minutes of Paragon | All teachers are implementing the MEI Curriculum Model of uninterrupted blocks of time. Uninterrupted blocks of time are honored and clearly followed on a daily basis by all teachers. | Most teachers are implementing the MEI Curriculum Model of uninterrupted blocks of time. Uninterrupted blocks of time are followed on a daily basis by most teachers. | Some teachers are implementing the MEI Curriculum Model of uninterrupted blocks of time. Uninterrupted blocks of time are followed on a daily basis by some of the teachers. | The 90-60-60-90 curriculum model is not evident. |
| Integrated Learning System (ILS) (If technology is in place) | Full implementation of the ILS is evident in all classrooms. This is evident by charts and systems noting time on ILS of 15 minutes in reading and 10 minutes of math, for each student, each day. | Most teachers are implementing the ILS. This is evidenced by charts and systems noting time on ILS of 15 minutes in reading and 10 minutes of math, for each student, each day. | Some teachers are implementing the ILS. This is evidenced by sporadic charts and systems noting time on ILS of 15 minutes in reading and 10 minutes of math, for each student, each day. | The ILS is not being used. The ILS is not in place. |
| After-school Tutorial | The after-school tutorial is in place specifically targeting students below grade level in reading and mathematics. There is a system in place to add new students and remove students from the program as students succeed--to maximize this program. | The after-school tutorial is in place specifically targeting students below grade level in reading and mathematics. | The after-school tutorial is being developed. | The after-school tutorial is not in the planning or implementation phase. |
| Instructional Grouping | The practice of instructional grouping is fully implemented. Students are regrouped every 10 weeks with a diagnostic assessment following the model of 1 grade above or 1 grade below. | The practice of instructional grouping is being phased in. Some grades are regrouped every 10 weeks with a diagnostic assessment following the model of 1 grade level above or 1 grade level below. | The practice of instructional grouping is in the planning phase. | The practice of instructional grouping is not in place or being planned. |
| Full and Effective Implementation of English / Language Arts Program | All parts of the OCR program are taught each day. Teachers use data from the diagnostic assessments to differentiate instruction on a daily basis. | Most parts of the OCR program are taught each day. Teachers use data from the diagnostic assessments to differentiate instruction almost daily. | Some parts of the OCR program are taught each day. Teachers sporadically use data from the diagnostic assessments to differentiate instruction. | The implementation of the OCR program is not evident. |
| Writing Across the Curriculum | School leaders and teachers participate in frequent Writing professional development throughout the school year. All Paragon, Mathematics and Science writing elements are fully implemented in each class. | School leaders and teachers participate in Writing PD throughout the school year. Most Paragon, Mathematics and Science writing elements are fully implemented. | School leaders and teachers participate in some Writing PD throughout the school year. Some Paragon, Mathematics and Science writing elements are implemented. | Writing PD and Paragon, Mathematics and Science writing elements are barely or not yet implemented. |
| Community Literacy | There is full implementation of Classroom, Family and Community Literacy activities throughout the school and in each classroom. This is observed with family workshops, Newsletters and | There is evidence of implementation of Classroom, Family and Community Literacy activities throughout the school and in most classrooms. | There is some evidence of implementation of Classroom, Family and Community Literacy activities throughout the school and in some classrooms. | Classroom, Family and Community literacy have not been implemented. |

First Things First

Literacy Initiative

APA Appendices

**Appendix E:
Board Member Resumes**

Gene Eidelman

Education

1977 - 1981 University of Southern California, Los Angeles, CA
Attended School of Business Administration

Professional experience

1997 - Present Mosaica Education, Inc., Atlanta, GA
President and Co-Founder

- Supervise operations of Mosaica-managed schools.
- Provides strategic planning and leadership for one of the country's leading education management organization

1995 - 97 Children's Discovery Centers of America, Inc., San Rafael, CA

Chief Executive Officer of Prodigy Division

- Supervised operation of 22 centers in Prodigy Division
- Coordinated marketing efforts for 69 sites in 22 states
- Attend and participated in board meetings of the publicly held parent company

1988 - 95 Prodigy Consulting, Inc., Atlanta, GA

Chief Executive Officer

- Developed 19 child care centers for various clients, including 6 of the largest 10 American corporations
- Developed and ran child care centers at St. Joseph's Hospital and Scottish Rite Hospital in Atlanta
- Responsible for the education programs of over 1,000 Georgia preschool children annually
- Supervised operations of all facilities
- Led business development team

1984 - 88 Club Properties, Inc., Atlanta, GA

Executive Vice President

- Responsible for site selection and regulatory approvals of all sites
- Participated in design, construction and management of 2,100 apartment units and three shopping centers in Georgia, Tennessee, and New York

1981 - 84 First Pacific Group, Atlanta, GA

Executive Vice President

- Responsible for acquisition and rehabilitation of four apartment projects totaling 500 units

1978 - 81 Harper Development Corporation, Los Angeles, CA

Executive Vice President

- Responsible for site selection and regulatory approval of three

- condominium projects
- Directed sales and marketing of condominiums

Neil Shorthouse
President, Communities In Schools (CIS) of Georgia, Inc.
www.cisga.org

History

Neil Shorthouse was born in Pittsburgh, Pennsylvania. He is a product of the public schools, graduating from Penn Hills High School in Pittsburgh in 1960. In 1963, Neil received a Bachelor of Arts degree in political science from the University of Pittsburgh, and a Master of Arts degree in religion through Fuller Theological Seminary in 1968. He was captain of the Pitt golf team.

In Atlanta, in 1971, Neil, Bill Milliken and David Lewis recognized that students drop out of school not just because of academics but also because of community, family and other dynamics. Their vision helped to pioneer public-private partnerships to bring coordinated community resources directly to students in public schools – called Communities In Schools, but first known as Cities In Schools. CIS is the nation's largest community based organization to help kids succeed in school and prepare for life. Communities In Schools offers services to nearly 2 million children preK-12 in 2000 schools in the United States. The program reaches even more students in Ireland, Great Britain and Canada. Plans for beginning CIS in Ghana are under consideration by the Ghanaian ministry of education.

Civic and Community Involvement

As a leader in education issues around Georgia, Neil is on the boards of directors of the Georgia Partnership for Excellence in Education, the Georgia Chamber of Commerce, Kids In Need–Metro Atlanta, Kids Voting Georgia, the Georgia Charter Schools Association (chairman), Communities In Schools of Georgia and on the board of trustees of the Leadership Atlanta Development Foundation.

Neil is an alumnus of Leadership Atlanta, past president of the Rotary Club of Atlanta West End, a member of the Georgia Public Policy Foundation and the Georgia Economic Developers Association.

Neil serves as speaker, panelist and consultant to numerous Atlanta and Georgia organizations and assists the Georgia Department of Education its work with the state's children.

Personal

Neil and his wife Patty Pflum are members of St. Luke's Episcopal Church, where Neil teaches Sunday school and serves on the Annual Stewardship Campaign to raise funds for the church.

Neil and Party, live in the historic Grant Park neighborhood. They have four children and six grandchildren.

July 2005

CURRICULUM VITAE

Ann Davis Jones, Ph.D.

235 Devilla Court
College Park, GA 30349
Phone (770) 907-0484
Fax (770) 991-7671
Email: anndj@aol.com

PROFESSIONAL EXPERIENCE

| | | |
|----------------|---|--|
| 2001 - Present | Jacksonville State University Adjunct Professor Department of Educational Resources | Jacksonville, Alabama Decatur, Georgia Site |
| 2002 - Present | Educational Consultant Mays High School | Atlanta, Georgia |
| 2001 - 2001 | Spelman College (Fall Semester) Adjunct Professor | Atlanta, Georgia |
| 1998 - 2001 | Ralph McGill Elementary School Elementary School Principal | Atlanta, Georgia |
| 1988 - 1998 | Continental Colony Elementary School Elementary School Principal | Atlanta, Georgia |
| 1986 - 1988 | Venetian Hills Elementary School Elementary School Assistant Principal | Atlanta, Georgia |
| 1978 - 1986 | H. M. Turner High School English Teacher, Reading Teacher Acting Assistant Principal (1984) | Atlanta, Georgia |
| 1968 - 1978 | Peeples Street Elementary School Classroom Teacher, Lead Teacher - Title I | Atlanta, Georgia |
| 1964 - 1968 | Central High School English Teacher | Newnan, Georgia |
| 1962 - 1964 | Central High School Music Teacher | Newnan, Georgia |
| 1992 - 1992 | Georgia State University Adjunct Instructor Preparation: Regents Exam | Atlanta, Georgia |
| 1976 - 1980 | Atlanta University Reading Center Reading Clinician | Atlanta, Georgia |

EDUCATION AND CREDENTIALS

| | | |
|----------------------|---|---------------------|
| <i>December 1998</i> | Georgia State University <i>Ph.D., Educational Administration and Supervision</i> | Atlanta, Georgia |
| | Dissertation: The Devolution of Power Through Shared Governance and New Domains of Decision-Making: The Principal's Perspective | |
| <i>August 1979</i> | Georgia State University <i>Educational Specialist Degree: Reading</i> | Atlanta, Georgia |
| <i>August 1977</i> | Georgia State University AS-5 <i>Add-On Certification: Administration and Supervision</i> | Atlanta, Georgia |
| <i>August 1972</i> | Georgia State University <i>Master of Education: Reading</i> | Atlanta, Georgia |
| <i>August 1965</i> | New York University Courses: Teaching Reading Methods in Teaching Language and Literature | New York, New York |
| <i>August 1962</i> | Alabama A&M College <i>B.A., English, Minor: Music</i> | Huntsville, Alabama |

PROFESSIONAL ACTIVITIES

Writer and editor of technical manuscripts and educational reports

Developer of original educational materials

Program developer in communication skills

Public speaker for church, civic, and other organizations

Evaluator of educational materials and programs

Speaker and consultant for educational inservice and professional development

PROFESSIONAL MEMBERSHIPS

National Education Association

National Association of Elementary School Principals

Association for Supervision and Curriculum Development

PROFESSIONAL REFERENCES

Provided upon request

ADDITIONAL INFORMATION

The following information will be provided upon request:

- Description of administrative duties
- Attendance and participation in professional conferences, meetings
- Professional workshops conducted

Folami Prescott-Adams, Ph.D. Community Psychologist

Home & Office:

1575 Brewer Blvd., SW
Atlanta, GA 30310

ph. 404.755.6481

m. 404.593.6548

Email:

drfolami@homemadejamz.com

Areas of Expertise

- Master Facilitator / Community Builder
- Capacity-Building for Non-Profit Organizations
- Curriculum Development
- Engaging Today's Student
- Media & the Arts as a Tool for Social Change / Media Production
- Urban School Reform / Social Change in Urban Settings
- Youth Development

Education

Ph.D., Community Psychology, 2002

Georgia State University - Atlanta, GA

Dissertation: Parental Mediation of Television Viewing: Impact on Ethnic Identity Development

M.Sc., Community Psychology, 1999

Georgia State University

Thesis: A Comparative Analysis of Qualitative and Quantitative Research Methods: A School Reform Case Study

M.Ed., Educational Administration, 1985

Temple University - Philadelphia, PA

A.B., Sociology of Education, 1982

Brown University – Providence, RI

Professional Experience

Educational Consultant

Provide staff training, organizational development and strategic planning, curriculum design, program evaluation for many educational institutions, non-profit organizations and consulting agencies including Atlanta Housing Authority, Atlanta Public Schools, DeKalb County Schools, Metro Atlanta Juvenile Courts, Fulton County Schools, Cool Girls, Inc., Wholistic Stress Control Institute, The Council on Alcohol and Drugs, Wellsys Corporation, Metro Atlanta YMCA's, Creating Pride, and Hands On Atlanta's Americorps Programs.

Communities In Schools of Atlanta, Inc.

Artistic Director, ARCH Productions (Jan. 2005 – Present)

Assistant Director, Programs (Oct. 2002 – May 2005)

Involved in all phases of leadership and organizational development. CIS of Atlanta coordinates services in 40 elementary, middle and high schools in the City of Atlanta and DeKalb County. Responsible for program evaluation and staff development. Initiated a technology planning opportunity. Managed the merger of ARCH Productions into CIS and currently serves as the Artistic Director of the performing arts initiative housed at Columbia HS (DeKalb County Schools) and Carver HS (Atlanta

Public Schools).

United Way of Metropolitan Atlanta, Inc.

Project Manager, Blank Family Fellows Summer Youth Internship Project

Managed the first year of a signature program in which high school students are matched with non-profit agencies for a summer professional learning experience. Both students and supervisors received ongoing training and support. Of the nearly 350 students applying, ninety-two interns were selected for participation and 86 remained involved throughout the 10-week period.

Georgia State University's Center for Urban Educational Excellence

Director, Urban Atlanta Coalition Compact

Directed the Atlanta site for the Annenberg Foundation's Challenge to Urban School Reform. Partners included six schools in Atlanta City, Decatur City and Fulton County Schools as well as Morehouse College, Spelman College, University of Georgia's League of Professional Schools, and Emory University's Teacher Education programs. Focus of initiative was capacity-building through staff development and providing a feedback loop to pre-service teacher education curricula through faculty who served as University Fellows matched with one of the participating schools.

100 Black Men of Atlanta, Inc.

Programs Director

Managed Project Success for both class of 1996 and new class of 4th graders who were guaranteed a full scholarship to college. Primary tasks included curriculum development, after-school program design and implementation, volunteer training and coordination, program evaluation design and maintenance of relationships with school stakeholders and students' families.

EMSTAR Research

Research Associate

Manage the evaluation of federally funded substance abuse prevention projects including Weed and Seed, and several SUPER programs through The Council on Alcohol and Drugs (TCAD). Includes survey development, staff training, data collection and analysis, conducting focus groups and report writing.

Morehouse School of Medicine's Health Promotion Center

Project Director, CSAP Prevention Program, Joyland High Point Community

Managed an after-school program (The Workout) housed at Price Middle School. Later expanded to Campbell Elementary School and led by peer leaders from G.W. Carver HS. Primary tasks included community organizing and relationship-building, enhancing sustainability, staff training, program evaluation design and reporting to CSAP and other stakeholders.

Salvation Army Youth Clubs, Atlanta, Georgia

Educational Director

Developed and coordinated after-school educational activities and a computer-based learning center at the Fulton Boys and Girls Club. Initiated relationships with students' school teachers (Hubert ES, Coan MS & St. Luke's Academy) and parents and developed a GED program.

Evaluation Experience

SPSS, ANOVA, Multiple Regression, Factor Analysis, Multivariate Analysis, Qualitative Research, Survey Design, Program Evaluation, Mixed Methods

Evaluator, Blank Family Fellows Summer Youth Internship Program, 2004

Supervisor, Evaluation Team, Urban Atlanta Coalition Compact, School Reform Project in 7 schools, 3 school districts and 6 universities

Supervisor, Evaluator, Project Success Scholarship Program, 100 Black Men of Atlanta

Supervisor, Evaluation Team, Community Empowerment Initiative, Morehouse School of Medicine (Center for Substance

Abuse Prevention)

Evaluation Team, SUPER STARS / The Unity Program, The Atlanta Council of Alcohol and Drugs

Interviewer, Weed and Seed Program, Atlanta Housing Authority

MEDIA-RELATED EXPERIENCE

Film, Television & Video

| | | <u>TALENT</u> | |
|------------------|----------------------|------------------|------|
| <i>Faida</i> | His/Her Story | Independent Film | 2002 |
| <i>Voiceover</i> | Life Coach-a pilot | TBS, Inc. | 2001 |
| <i>Gail</i> | Me -n- U | City Life Cinema | 2001 |
| <i>Angela</i> | The Bet | GSU Student Film | 1998 |
| <i>Eva + 4</i> | Eva | GSU Student Film | 1998 |
| <i>Host</i> | Colour Conversations | CAU-TV | 1993 |
| <i>Guest</i> | Jobman Caravan | SCE-TV | 1991 |

PRODUCER

| | | |
|---|-----------------------------|------|
| • A Family Affair (live multimedia performances) | Homemade Jamz | 2003 |
| • Cell Phone Zapper | Homemade Jamz | 2003 |
| • Life Coach (pilot program) | TBS, Inc. | 2001 |
| • CNN Student Bureau Review | TBS, Inc. | 2000 |
| • Citywide Tutoring: Tips & How-To | GSU College of Education | 1999 |
| • Culturally Responsive Teachers | GSU College of Education | 1998 |
| • A Kwanzaa Special | People TV | 1997 |
| • Sankofa: A Children's Program | People TV | 1992 |

References

Dr. Vernon Allwood
Director of Special Projects
Morehouse School of Medicine
720 Westview Dr.
Atlanta, GA 30310
allwood@msm.edu
(404) 752.1659

Dr. James Emshoff
President, EMSTAR Research
Professor of Psychology, Ga. State University
Atlanta, GA 30312
jemshoff@gsu.edu
(404) 651.2029

Mr. Kweku Forstall
Executive Director
Project GRAD Atlanta
260 Peachtree St. Ste. 402
Atlanta, GA 30303

kforstall@projectgradatlanta.org
(404) 880.3511

Appendix F:
Signed Conflict of Interest Forms

Atlanta Public Schools Charter School Application Requirement

Conflict of Interest Form

(This form must be included in the application appendices and completed by all founding and board members)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes No
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes No
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes No
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
10. Do you currently serve as a member of the Board of any public charter school? Yes No
11. Do you currently serve as a public official? Yes No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes No

| | |
|--|-------------------------------|
| Signature <i>Gene Eidelman</i> | Title <i>President</i> |
| Printed Name <i>GENE Eidelman</i> | Date Submitted <i>4-14-06</i> |
| Name of Proposed Charter School <i>Atlanta Preparatory Academy</i> | |

Conflict of Interest addendum for Gene Eidelman

2. Gene Eidelman is president of Mosaica Education, Inc, the ESP which the board intends to employ to manage the day-to-day operations of the Academy. Mr. Eidelman will recuse himself from any voting concerning Mosaica.

6. Gene Eidelman is president of Mosaica Education, Inc, the ESP which the board intends to employ to manage the day-to-day operations of the Academy. Mr. Eidelman will recuse himself from any voting concerning Mosaica.

8. Gene Eidelman is president of Mosaica Education, Inc, the ESP which the board intends to employ to manage the day-to-day operations of the Academy. Mr. Eidelman will recuse himself from any voting concerning Mosaica.

12. Mr. Eidelman has applied for and has been granted charter schools in many states.

Atlanta Public Schools Application Guidelines for 2007-2008

Atlanta Public Schools Charter School Application Requirement

Conflict of Interest Form

(This form must be included in the application appendices and completed by all founding and board members)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No X
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes___ No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes___ No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes___ No X
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes___ No X
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No X
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes___ No X
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes___ No X
10. Do you currently serve as a member of the Board of any public charter school? Yes___ No X
11. Do you currently serve as a public official? Yes___ No X
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes___ No X
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes___ No X

| | |
|---|--|
| Signature <i>Neil Shorthouse</i> | President, Communities In Schools of Georgia |
| Printed Name Neil Shorthouse | Date Submitted April 17, 2006 |
| Name of Proposed Charter School Atlanta Preparatory Academy | |

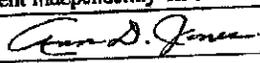
Atlanta Public Schools Charter School Application Requirement

Conflict of Interest Form

(This form must be included in the application appendices and completed by all founding and board members)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes__ No X
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes__ No X
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes__ No X
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes__ No X
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes__ No X
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes__ No X
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes__ No X
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes__ No X
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes__ No X
10. Do you currently serve as a member of the Board of any public charter school? Yes__ No X
11. Do you currently serve as a public official? Yes__ No X
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes__ No X
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes__ No X

| | |
|---|-------------------------------|
| Signature  | Title |
| Printed Name Ann D. Jones | Date Submitted April 17, 2006 |
| Name of Proposed Charter School Atlanta Preparatory Academy | |

Atlanta Public Schools Charter School Application Requirement

Conflict of Interest Form

(This form must be included in the application appendices and completed by all founding and board members)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes__ No
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes__ No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes__ No
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes__ No
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes__ No
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes__ No
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes__ No
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes__ No
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes__ No
10. Do you currently serve as a member of the Board of any public charter school? Yes__ No
11. Do you currently serve as a public official? Yes__ No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes__ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes__ No

| | |
|--|-------------------------------|
| Signature <i>Eolami Prescott-Adams</i> | Title <i>Board Member</i> |
| Printed Name <i>Eolami Prescott-Adams</i> | Date Submitted <i>12/1/06</i> |
| Name of Proposed Charter School <i>Atlanta Preparatory Academy</i> | |

Appendix G:
Articles of Incorporation and Bylaws

AMENDED
ARTICLES OF INCORPORATION
OF
ATLANTA PREPARATORY ACADEMY, INC.

Pursuant to the Georgia Nonprofit Corporation Code Section 14-3-202, the Articles of Incorporation of Atlanta Preparatory Academy, Inc. are hereby amended to read as follows:

I.

The name of the corporation is Atlanta Preparatory Academy, Inc.

II.

The corporation is organized pursuant to the provisions of the Georgia Nonprofit Corporation Code.

III.

The street address of the registered office is c/o C T Corporation System, 1201 Peachtree Street, N.E., Atlanta, Georgia 30361. The registered agent at such address is C T Corporation System. The county of the registered office is Fulton.

IV.

The name and address of the incorporator is Gene Eidelman, 3400 Peachtree Road, Suite 549, Atlanta, GA 30326.

V.

The corporation will not have members.

VI.

The principal mailing address of the corporation is 3400 Peachtree Road, Suite 549, Atlanta, GA 30326.

VII.

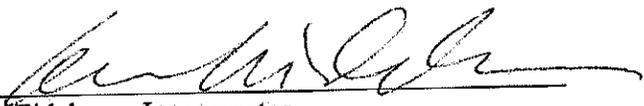
Other provisions:

- a. The purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of § 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under §501(c)(3) of the Code or corresponding provision of the subsequent law. Without limitation to the foregoing the Corporation is a non-profit organization formed for the exclusively charitable purpose of educating children in the State of Georgia.
- b. The Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate it's status (1) as a corporation which is exempt from federal income taxation, as an organization of the type described in §501(c)(3) of the Internal Revenue Code, or in the corresponding provision of any subsequent law, or (ii) as a corporation to which contributions are deductible under §170(c)(2) of the Internal Revenue Code, or under the corresponding provision of any subsequent law.
- c. No part of the net earnings of the Corporation shall insure to the benefit of, or will be distributable to its directors, officers, members or other private persons, except that the

Corporation shall be authorize and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the Corporation's purposes.

- d. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as may be permitted under §501(b) of the Code, or under the corresponding provision of any subsequent law); nor shall the Corporation participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of or in opposition to any candidate for public office.
- e. In furtherance of the purposes set forth in article 3 above, the Corporation shall have all the powers created by law, so long as they are consistent with the requirements of § 501(c)(3) of the Code, including, but not limited to, the power to accept gifts, grants, devises, request of funds, or any other property from any public or governmental bodies and any private persons who shall include, but not be limited to, private and public foundation, corporations and individuals.
- f. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of §501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Amended Articles of Incorporation this 10th day of October, 2006.



Gene Eidelman, Incorporator

**BY-LAWS
OF
ATLANTA PREPARATORY ACADEMY, INC.
AS AMENDED OCTOBER 12, 2006**

**ARTICLE I
OFFICES**

The principal office of the corporation in the State of Georgia shall be located in the City of Atlanta, County of Fulton.

The corporation shall have and continuously maintain in the State of Georgia a registered office, and a registered agent whose office is identical with such registered office, as required by the Georgia Non-Profit Corporation Act.

**ARTICLE II
MEMBERS**

Section 1. Classes of Members. The corporation shall have one class of members.

Section 2. Election of Members. Members shall be elected by the Board of Directors. An affirmative vote of two-thirds of the Directors shall be required for election.

Section 3. Voting Rights. Each member shall be entitled to one vote on each matter submitted to a vote of the members.

Section 4. Termination of Membership. The Board of Directors, by affirmative vote of two-thirds of all of the members of the Board, may suspend or expel a member for cause after an appropriate hearing, and may, by a majority vote of those present at any regularly constituted meeting, terminate the membership of any member who becomes ineligible for membership, or suspend or expel any member who shall be in default in the payment of dues for the period fixed in Article XI of these by-laws.

Section 5. Resignation. Any member may resign by filing a written resignation with the Secretary, but such resignation shall not relieve the member so resigning of the obligation to pay any dues, assessments or other charges theretofore accrued and unpaid.

Section 6. Reinstatement. Upon written request signed by a former member and filed with the Secretary, the Board of Directors may, by the affirmative vote of two-thirds of the members of the Board, reinstate such former member to membership upon such terms as the Board of Directors may deem appropriate.

Section 7. Transfer of Membership. Membership in this corporation is not transferable or assignable.

**ARTICLE III
MEETINGS OF MEMBERS**

Section 1. Annual Meeting. An annual meeting of the members shall be held on the fourth Friday in the month of July in each year, beginning with the year 2006, at the hour of 3 o'clock, PM., 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 Georgia, 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 members as soon thereafter as conveniently may be.

Section 2. Special Meetings. Special meetings of the members may be called by the President, the Board of Directors, or not less than one-tenth of the members having voting rights.

Section 3. Place of Meeting. The Board of Directors may designate any Place within the State of Georgia, as the place of meeting for any annual meeting or for any special meeting called by the Board of Directors. If no designation is made or if a special meeting be otherwise called, the place of meeting shall be the registered office of the corporation in the State of Georgia; but if all of the members shall meet at any time and place, within the State of Georgia, and consent to the holding of a meeting, such meeting shall be valid without call or notice, and at such meeting any corporate action may be taken.

Section 4. Notice of Meetings. Written notice stating the place, day and hour of any meeting of members shall be delivered, either personally or by mail, to each member entitled to vote at such meeting, not less than ten nor more than fifty days before the date of such meeting, by or at the direction of the President, or the Secretary, or the officers or persons calling the meeting. In case of a special meeting or when required by statute or by these by-laws, the purpose or purposes for which the meeting is called shall be stated in the notice. If mailed, the notice of a meeting shall be deemed to be delivered when deposited in the United States mail addressed to the member at his address as it appears on the records of the corporation, with postage thereon prepaid.

Section 5. Informal Action by Members. Any action required by law to be taken at a meeting of the members, or any action which may be taken at a meeting of members, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the members entitled to vote with respect to the subject matter thereof.

Section 6. Quorum. The members holding more than one-half of the votes which may be cast at any meeting shall constitute a quorum at such meeting. If a quorum is not present or participate in the meeting telephonically at any meeting of members, a majority of the members present may adjourn the meeting from time to time without further notice.

Section 7. Proxies. At any meeting of members, a member entitled to vote may vote by proxy executed in writing by the member or by his duly authorized attorney-in-fact. No proxy shall be valid after eleven months from the date of its execution, unless otherwise provided in the proxy.

Section 8. Manner of Acting. A majority of the votes entitled to be cast on a matter to be voted upon by the members present or attending telephonically or represented by proxy at a meeting at which a quorum is present shall be necessary for the adoption thereof unless a greater proportion is required by law or by these by-laws.

Section 9. Voting by Mail. Where Directors or officers are to be elected by members or any class or classes of members, such election may be conducted by mail in such manner as the Board of Directors shall determine.

**ARTICLE IV
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 Georgia or members of the corporation.

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 principal's performance;
- 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.

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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, Tenure and Qualifications. The number of Directors shall be at least three(3), but no more than seven (7). Each director shall hold office until the next annual meeting of members and until his successor shall have been elected and qualified.

Section 3. Regular Meetings. A regular annual meeting of the Board of Directors shall be annually immediately after, and at the same place as, the annual meeting of members. The Board of Directors may provide by resolution the time and place, within the State of Georgia, 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 Georgia, 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 as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained shall be construed to preclude any Director from serving the corporation in any other capacity and receiving compensation therefor.

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.

ARTICLE V 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.

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 VI 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. 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, members of each such committee shall be members of the corporation, 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 3. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the members 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 4. Chairman. One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Section 5. 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 6. 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 7. 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 VII 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.

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 VIII CERTIFICATES OF MEMBERSHIP

Section 1. Certificates of Membership. The Board of Directors may provide for the issuance of certificates evidencing membership in the corporation, which shall be in such form as may be determined by the Board. Such certificates shall be signed by the President or a Vice President and by the Secretary or an Assistant Secretary and shall be sealed with the seal of the corporation. All certificates evidencing membership of any class shall be consecutively numbered. The name and address of each member and the date of issuance of the certificate shall be entered on the records of the corporation. If any certificate shall become lost, mutilated or destroyed, a new certificate may be issued therefor upon such terms and conditions as the Board of Directors may determine.

Section 2. Issuance of Certificates. When a member has been elected to membership and has paid any initiation fee and dues that may then be required, a certificate of membership shall be issued in his name and delivered to him by the Secretary, if the Board of Directors shall have provided for the issuance of certificates of membership under the provisions of Section 1 of this Article VIII.

**ARTICLE IX
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 members, Board of Directors and committees having any of the authority of the Board of Directors, and shall keep at its registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the corporation may be inspected by any member, or his agent or attorney, for any proper purpose at any reasonable time.

**ARTICLE X
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 XI
SEAL**

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

**ARTICLE XII
WAIVER OF NOTICE**

Whenever any notice is required to be given under the provisions of the Georgia 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 XIV
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.

Appendix H:
Draft Management Agreement

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the _____ day of _____, 7, by and between **Mosaica Education, Inc.**, a Delaware corporation ("MEI"), and the **Atlanta Preparatory Academy, Inc** (the "Charter School"), a Georgia corporation.

RECITALS

- A. The Charter School has received a charter (the "Charter") from the Atlanta Public Schools (the "Authorizer") to organize and operate a charter school, as defined in the Georgia Code (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), 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 4.05 below); and
 - (v) Additional Educational Services. Any other services as are necessary or expedient for the provision of teaching and learning at the Charter School as agreed to 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)(vi) 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), 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 all business aspects of the Charter School;
 - (iv) 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;
 - (v) 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;
 - (vi) Budgeting and Financial Reporting.
 - (A) Beginning with respect to the 2008-2009 school year, a proposed annual budget (the "Charter School Budget"). Future annual budgets will be prepared by MEI in the same general manner as the 2008-2009 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. 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.

- (B) 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.
 - (C) 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.
 - (D) The preparation of such other reports on the finances and operation of the Charter School as requested or required by the Georgia 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 School and MEI shall otherwise agree.
 - (E) 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.
- (vii) Maintenance of Financial and Student Records.
- (A) 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.
 - (B) 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.

- (C) 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.
- (D) 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).
- (viii) Admissions. Implementation of the Charter School's admission policy in accordance with the Charter the Code and applicable laws and regulations;
- (ix) 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;
- (x) 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;
- (xi) 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
- (xii) 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.
- (xiii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter School as agreed to 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)(vi) 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 as of the date hereof and end on the last school day of the 2012-2013 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 five years, each renewal term to run from July 1 to June 30 of the fifth 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 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) 6.5% 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 6.5% 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") for the delivery of administrative services and an annual fee of (i) 6.5% 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 6.5% 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") for the delivery of curriculum, training, and professional development services. 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. 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 thirty (30) 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 pursuant to Section 4.05; (ii) payments due and owing under Section 4.02 above with the oldest amounts due first; and (iii) 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%, where "Prime" shall be the interest rate reported by Silicon Valley Bank as the Prime Interest 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 the Charter School or by MEI for the benefit of the Charter School from such other revenue sources pursuant to this Section 4.04 will be deemed Charter School funds, except that MEI will receive 12.5% of any such funds used to provide Educational Services or Administrative Services, to the extent allowable by the donor or grantor of such other revenue source.
- (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 Organizational and Development Services. The Charter School recognizes that officials of MEI have provided invaluable assistance and expertise, including regulatory, financial, facilities, and other advice, in connection with the organization and development of the Charter School, and that MEI has not been otherwise adequately compensated for such contribution to the Charter School. The Charter School has asked MEI to defer payment for such services from commencement of the first school year until termination or expiration of the Management Agreement and MEI has agreed to such deferral. Accordingly, upon any termination or expiration of this Agreement by either party for any reason, including Section 7.01(b), there shall become due and payable by the Charter School to MEI for MEI's organizational and development services the principal sum of Three Hundred Thousand Dollars (\$300,000) together with interest at the rate of 9% per annum on the unpaid principal balance which sum shall be paid as follows: (i) on the fifth business day after such termination or expiration the sum of \$100,000 and (ii) on each of the first two anniversaries of the date of such termination or expiration the sums of \$100,000 each together with all accrued and unpaid interest. There shall be no penalty for prepayment in whole or in part, and the obligations of the Charter School hereunder shall be reduced by the amount of any credits or prepayments of any kind made by the Charter School to MEI during the term of this agreement.

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, 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 Charter School. MEI will be responsible for conducting reference, employment checks, criminal background checks and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations as if the employees were employed by an Charter School. 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 MEI. 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. The Board will have the authority, consistent with the Code and other applicable laws and regulations, 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. The Board shall have the authority to approve the hiring of the school's CAO by MEI, provided that the candidate approved shall be one that was recommended by MEI.

6.03 Teachers. MEI will recommend to the Charter School such teachers as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any). 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, and, to the extent required under the Code and other applicable laws and regulations, hold a valid teaching certificate. The teachers will be employees of the Charter School, but MEI shall have the right to evaluate the teachers and to make recommendations to the CAO and the Board with respect to promotions, salaries, discharge and other factors relating to their employment.

6.04 Support Staff. The Charter School may hire 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 its 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.

6.06 Non-Hiring. During the term of this Agreement and for one complete school year after any termination or expiration of this Agreement by either party for any reason, including without limitation Section 6.01(b) hereof, the Charter School shall not hire, employ, or retain, as trustee, director, officer, employee or consultant, or in any other capacity, the CAO, any Principal, Assistant Principal, Assistant CAO, any Vice President, any curriculum director or consultant, or any program facilitator or regional program facilitator of MEI (or anyone who served in any such positions within one year prior to any termination or expiration of this Agreement).

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. Notwithstanding the foregoing, 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 by tendering to MEI payment of the present value (discounted at eight percent per annum) of the estimated Management Fees specified in ARTICLE IV through the end of the term specified in ARTICLE II.

- (c) Termination of the Charter. This Agreement will terminate upon 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 below. 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 pursuant 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 and (b) 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, 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 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 of Georgia.

- (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.
ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

- 12.01 Alternative 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 without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be in Atlanta, Georgia. The arbitration will be conducted by a single arbitrator and will be held in accordance with the rules of the American Arbitration Association ("AAA"). If either party elects, the other party will agree to expedited arbitration under the AAA rules. In the event that the parties are unable to agree on the arbitrator within 45 days on the date of such written notice, the arbitrator will be selected by the AAA. The decision and award (if any) of the arbitrator will be final and binding, *i.e.*, not subject to appeal, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to the laws of the State of Georgia, and that a judgment upon the award may be entered in any court having jurisdiction thereof or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne in accordance with the determination of the arbitrator with respect thereto. Pending the decision by the arbitrator with respect to the dispute or difference undergoing arbitration, 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, with the disputed amount to be paid into an escrow fund under the control of the arbitrator. The arbitrator will make its decision in accordance with the laws of the State of Georgia and the United States. Notwithstanding the foregoing, MEI shall have the option, in lieu of arbitration pursuant to this Article XII, to go into any court of competent jurisdiction (i) to seek injunctive or other equitable relief whether in respect of this Agreement or otherwise, including without limitation to prevent or enjoin the Charter School from using the Paragon™ curriculum and the Paragon™ Lesson Materials, (ii) to enforce its unconditional right to payments under Section 4.05, or (iii) to enforce its rights with respect to any facility lease or other agreement or instrument (other than this Management Agreement) entered into between MEI and the Charter School.
- 12.02 The parties recognize that it would be very difficult, if not impossible, to determine the amount of damages suffered by MEI from a wrongful termination by the Charter School of this Agreement. Accordingly, the parties agree that if the Arbitrator shall determine that the Charter School shall have terminated this Agreement other than in accordance with Sections 7.01(b), or 7.02, he/she shall award MEI damages for such termination in an amount equal to the present value (discounted at eight percent per annum) of the estimated Management Fees specified in ARTICLE IV through the end of the term specified in ARTICLE II. This shall be in addition to other amounts owed to MEI such as unpaid Management Fees through the date of the wrongful termination of this Agreement, un-reimbursed expenses, amounts owed to MEI under Section 4.05, and obligations of the Charter School pursuant to Sections 7.04 and 7.05 and ARTICLE IX and ARTICLE X

**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 of Georgia 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 mail, 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:

Atlanta Preparatory Academy, Inc.

With a copy to:

To:

Mosaica Education, Inc.
100 Wall Street, 9th Floor
New York City, NY 10005
Attn: Chief Executive Officer
Fax: (212) 232-0309

With a copy to:

Mosaica Education, Inc.
100 Wall Street, 9th Floor
New York City, NY 10005
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 or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 13.13 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.

ATLANTA PREPARATORY ACADEMY, INC

By: _____

By: _____

Its: _____

Its: _____

Appendix I: Budget Worksheets

Atlanta Preparatory Academy
Statement of Budget Assumptions - Year One

1 . Enrollment Projections

Enrollment is established at 5 classrooms of 19.6 students per classroom in grades K through 4. Total enrollment per grade will be as follows:

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--------------|----------------------|------------|------------|------------|------------|------------|
| Grade | Start-Up Projectd | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| K | | 90 | 72 | 72 | 72 | 72 |
| 1 | | 100 | 100 | 80 | 80 | 80 |
| 2 | | 100 | 100 | 100 | 80 | 80 |
| 3 | | 100 | 100 | 100 | 100 | 80 |
| 4 | | 100 | 100 | 100 | 100 | 100 |
| 5 | | | 100 | 100 | 100 | 100 |
| 6 | | | | 110 | 110 | 110 |
| 7 | | | | | 110 | 110 |
| 8 | | | | | | 110 |
| Total | | 490 | 572 | 662 | 752 | 842 |

2 . Per Pupil Revenues

See Revenue Summary attached

3 . Federal Grant Revenues

Federal Grants are projected based on the following assumptions for FY '09:

| Federal Grant | Formula Amt | Base |
|--------------------------------------|-------------|--------------------------|
| Title I - Disadvantaged Students | \$250.00 | Free & Rcdcd Lnch Stdnts |
| Title II-A Improving Teacher Quality | \$80.00 | Total Students |
| Title II-D Enhancing Technology | \$10.00 | Total Students |
| Title V Innovative Programs | \$7.00 | Total Students |
| Title IV Safe & Drug Free Schools | \$5.00 | Total Students |
| Medicaid Reimbrsmnt | \$5,000.00 | school / year |
| Charter School Start-up - Fed | | school / year |

Formula amounts are projected to increase with inflation at the rate of 2.% per year after FY '09.

4 . Other Revenues

Other Revenues are projected based on the following assumptions for FY '09:

| Revenue Source | Formula Amt | Base |
|----------------------------------|-------------|-------------------------|
| Interest Income | 2.00% | Average Monthly Balance |
| Donations & Gifts | | year |
| Fundraising | | year |
| Grants / Private Fundraising TBD | | school |
| | | school |

Atlanta Preparatory Academy
Statement of Budget Assumptions - Year One

Formula amounts are projected to increase with inflation at the rate of 2.% per year after FY '09.

5 . Lunch Program

- a . 20.% (98 students) are projected to be eligible for Free or Reduced Lunch Subsidy.
- b . 80.% of eligible Free Lunch students (78.4 students) are expected to receive lunch daily.
- c . Federal reimbursement rate per meal is assumed to be \$1.98.
- d . 80.% of non-subsidized students (313 students) are expected to buy lunch daily.
- e . Non-subsidized students will pay \$2. per meal, while the Federal Meals Program will provide a supplement of \$.21 for each of these meals.
- f . Atlanta Preparatory Academy is projected to serve meals 190 days during the year.
- g . A total of 74,366 lunches are projected to be served at a cost of \$1.89 per meal.
- h . Lunch revenues and costs are both projected to inflate at a rate of .% per annum.

6 . Breakfast Program

- a . 20.% (98 students) are projected to be eligible for Free or Reduced Lunch Subsidy.
- b . 10.% of eligible Free Lunch students (9 students) are expected to receive breakfast daily.
- c . Federal reimbursement rate per meal is assumed to be \$1..
- d . 10.% of non-subsidized students (39 students) are expected to buy lunch daily.
- e . Non-subsidized students will pay \$1. per meal,
- f . Atlanta Preparatory Academy is projected to serve meals 190 days during the year.
- g . A total of 9,120 lunches are projected to be served at a cost of \$\$1. per meal.
- h . Breakfast revenues and costs are both projected to inflate at a rate of .% per annum.

7 . Long Term Loans

Atlanta Preparatory Academy anticipates the following loans during the first 5 years of operation.

- a . Relational is projected to offer financing for all first year school furniture purchases (estimated to be \$239,057). Financing will bear interest at 12.% for 24 months, with regular monthly payments of \$11,253.
- b . Relational is projected to offer financing for all first year computer purchases (estimated to be \$299,921). Financing will bear interest at 12.% for 24 months, with regular monthly payments of \$14,118.
- c . A local lender is projected to offer financing for all first year fixtures purchases (estimated to be \$95,000). Financing will bear interest at 12.% for 24 months, with regular monthly payments of \$4,472.
- d . A local lender is projected to offer financing for all first year other equipment purchases (estimated to be \$62,000). Financing will bear interest at 12.% for 24 months, with regular monthly payments of \$2,919.

Atlanta Preparatory Academy
Statement of Budget Assumptions - Year One

8 . FTE's (Full Time Equivalent) Employees

Atlanta Preparatory Academy anticipates the following employees during the first 5 years of operation.

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------------------|-----------------|---------------|---------------|---------------|---------------|---------------|
| Position | Start-Up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Program Facilitator | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Teachers | | 25.00 | 29.00 | 33.00 | 37.00 | 41.00 |
| Teacher - SPED | | 2.00 | 2.00 | 3.00 | 3.00 | 3.00 |
| Teacher - Frgn Lang | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Teacher - Phys Ed | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Teacher - Drama | | | | | 1.00 | 1.00 |
| Teacher - Music | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Teacher - Art | | | | 1.00 | 1.00 | 1.00 |
| FT Substitute | | 1.00 | 1.00 | 2.00 | 2.00 | 2.00 |
| Tchr Assts Reg | | 9.00 | 10.00 | 11.00 | 13.00 | 14.00 |
| CAO | 0.25 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Principal | | | | | | 1.00 |
| Asst. CAO | | | | 1.00 | 1.00 | 1.00 |
| Clerical | 0.25 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Bookkeeper | | | | 1.00 | 1.00 | 1.00 |
| Nurse | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Guidance | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Food Service Worker | | 1.10 | 1.30 | 1.50 | 1.70 | 1.90 |
| Custodian | | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Total FTE's | 0.50 | 48.10 | 53.30 | 63.50 | 70.70 | 76.90 |

9 . Staffing Assumptions

- a . Classroom teacher staffing is based on an assumption of class size of 19.6 in all grades each year.
- b . Instructional Assistant (IA) staffing is programmed at an aide-to-teacher ratio of 1/3, with utilization of IA's focused primarily on early grades and classrooms with large numbers of students functioning below grade-level.
- c . Special Ed enrollment is projected at 10.% (49 students in FY '09). As it is assumed that the level of needs for these children will be generally moderate, an average staffing level of 1 Special Ed Teacher for every 25 students is planned.
- d . Instructional Support Staffing consists of two Program Facilitators whose function is to train teachers in curriculum implementation as well as classroom management skills.

Atlanta Preparatory Academy
Statement of Budget Assumptions - Year One

10 . Salaries

Atlanta Preparatory Academy anticipates the following average salaries for each position during the first 5

| Position | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------------------|----------|--------|--------|--------|--------|--------|
| | Start-Up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Program Facilitator | | 40,000 | 41,200 | 42,800 | 44,500 | 46,300 |
| Teachers | | 32,000 | 33,000 | 34,300 | 35,700 | 37,100 |
| Teacher - SPED | | 36,800 | 37,900 | 39,400 | 41,000 | 42,600 |
| Teacher - Frgn Lang | | 32,000 | 33,000 | 34,300 | 35,700 | 37,100 |
| Teacher - Phys Ed | | 32,000 | 33,000 | 34,300 | 35,700 | 37,100 |
| Teacher - Drama | | | | | 35,700 | 37,100 |
| Teacher - Music | | 32,000 | 33,000 | 34,300 | 35,700 | 37,100 |
| Teacher - Art | | | | 34,300 | 35,700 | 37,100 |
| FT Substitute | | 21,000 | 21,600 | 22,500 | 23,400 | 24,300 |
| Tchr Assts Reg | | 21,000 | 21,600 | 22,500 | 23,400 | 24,300 |
| CAO | 75,000 | 75,000 | 77,300 | 80,400 | 83,600 | 86,900 |
| Principal | | | | | | 57,900 |
| Asst. CAO | | | | 53,600 | 55,700 | 57,900 |
| Clerical | 25,000 | 25,000 | 25,800 | 26,800 | 27,900 | 29,000 |
| Bookkeeper | | | | 26,800 | 27,900 | 29,000 |
| Nurse | | 36,800 | 37,900 | 39,400 | 41,000 | 42,600 |
| Guidance | | 36,800 | 37,900 | 39,400 | 41,000 | 42,600 |
| Food Service Worker | | 12,200 | 12,500 | 12,900 | 13,400 | 14,000 |
| Custodian | | 22,000 | 22,700 | 23,600 | 24,500 | 25,500 |

Atlanta Preparatory Academy
Statement of Budget Assumptions - Year One

11 . Bonuses

Atlanta Preparatory Academy anticipates the following maximum bonuses per employee in each position during the first 5 years of operation.

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------------------|----------|--------|--------|--------|--------|--------|
| Position | Start-Up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Program Facilitator | | 2,500 | 2,600 | 2,700 | 2,800 | 2,900 |
| Teachers | | 2,000 | 2,100 | 2,200 | 2,300 | 2,400 |
| Teacher - SPED | | 2,000 | 2,100 | 2,200 | 2,300 | 2,400 |
| Teacher - Frgn Lang | | 2,000 | 2,100 | 2,200 | 2,300 | 2,400 |
| Teacher - Phys Ed | | 2,000 | 2,100 | 2,200 | 2,300 | 2,400 |
| Teacher - Drama | | | | | 2,300 | 2,400 |
| Teacher - Music | | 2,000 | 2,100 | 2,200 | 2,300 | 2,400 |
| Teacher - Art | | | | 2,200 | 2,300 | 2,400 |
| FT Substitute | | | | | | |
| Tchr Assts Reg | | | | | | |
| CAO | 5,000 | 5,000 | 5,200 | 5,400 | 5,600 | 5,800 |
| Principal | | | | | | 2,900 |
| Asst. CAO | | | | 2,700 | 2,800 | 2,900 |
| Clerical | | | | | | |
| Bookkeeper | | | | | | |
| Nurse | | | | | | |
| Guidance | | | | | | |
| Food Service Worker | | | | | | |
| Custodian | | | | | | |

12 . Substitutes

Daily substitute costs are projected as follows:

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|------------------------------------|-------------|------------------|------------------|------------------|------------------|------------------|
| | Start-Up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Total Teachers | | 30.00 | 34.00 | 40.00 | 45.00 | 49.00 |
| Days Absent from Classroom | | 10 | 10 | 10 | 10 | 10 |
| Total Substitute Days Req'd | | 300 | 340 | 400 | 450 | 490 |
| Days Covered by Full-Time Sub | | (150) | (150) | (300) | (300) | (300) |
| Daily Subs Required | | 150 | 190 | 100 | 150 | 190 |
| Cost per Sub per Day | | \$100.00 | \$103.00 | \$107.00 | \$111.00 | \$115.00 |
| Total Daily Substitute Cost | \$ - | \$ 15,000 | \$ 19,570 | \$ 10,700 | \$ 16,650 | \$ 21,850 |

Atlanta Preparatory Academy
Statement of Budget Assumptions - Year One

13 . Employee Benefits & Payroll Taxes

- a . Employees will receive health coverage from a provider in the Atlanta area. The rates quoted are a blended mix of PPO and HMO plans that will be offered to employees. Health rates are projected to increase at an average annual rate of 8.33%.
- b . Employer Retirement Contributions are based upon all school employees participating in the mandatory pension plan with the school contributing the prescribed 1%. Pension rates are projected to increase at an average annual rate of 4.17%.
- c . FICA is presumed to be 7.65%.
- d . Unemployment costs are assumed to be 2.% of total salary costs.
- e . Workers Compensation premiums are projected at 0.47% of total salary costs.

14 . Travel

Travel is provided in connection with the Professional Development needs of the administrative and instructional staff to allow staff members to attend training programs off-site.

15 . Dues and Fees

Funding is provided for conference fees and professional association dues for staff to facilitate professional development opportunities.

16 . Professional Development

In addition to the Professional Development services provided by the Management Company (reflected in the 'Educational Management Services' line of the Budget, the sum of \$15,500. is budgeted to provide for specialized consultants to provide training in areas of unique need to the school. At a rate of \$1,000 per day, this should provide for up to 15 days of large scale, school-wide professional development programming each year.

17 . Copier Lease Payments

The Budget reflects monthly rental charges for a copier from Ikon Leasing, allocated evenly between Instructional and Administrative Contract Services. This split reflects the heavy usage of the copier for Instructional Materials.

18 . Management Services

Management Services are budgeted at 12.5% of total revenues, and are allocated equally between Educational and Administrative Management Services. When the school has received an approved, Restricted Indirect Cost rate, that rate is used to determine Management Service Fees on Federal Entitlement grants.

19 . Lease and Loan Payments

The Budget reflects debt service on loans as is more fully set forth in paragraph 7 above.

20 . Legal Costs

Legal costs are budgeted at a minimum level sufficient to cover the costs of obtaining occasional legal advice relevant to business and educational matters. In addition, legal costs are budgeted in the Start Up period and initial year of operation in an amount to cover the costs of establishing a corporate entity, and other formative issues.

Atlanta Preparatory Academy
Statement of Budget Assumptions - Year One

- 21 . Audit Costs**
Audit costs are budgeted based on an estimate received from an Atlanta area CPA firm versed in Charter School accounting and audit matters.
- 22 . Marketing / Advertising**
Pre-Opening Marketing costs are established at a level to insure full enrollment when the school opens. The ongoing Marketing budget covers costs of maintaining enrollment and staffing as well as advertising expense necessary for meeting bid advertisement and Freedom of Information Act public notice requirements.
- 23 . Property and Casualty Insurance**
Property, casualty, and general liability insurance coverage is projected based on information obtained from The Hartford Insurance Company.
- 24 . Postage & Shipping**
Postage and shipping is budgeted at \$7,350 or \$15. per student enrolled.
- 25 . Telecommunications Services** includes:
 a . Basic telephone services, including long distance is budgeted at \$1,667 per month, based on pricing from Sprint.
 b . T-1 Internet access is budgeted at \$1,100 per month, based on pricing from Sprint.
- 26 . Student Accounting Software**
PowerSchool is budgeted to track attendance, grades, lunch collection and other student accounting issues. Year One costs include software purchase, installation, and training. Subsequent year budgets include license renewal.
- 27 . Special Ed Related Services**
SPED Related Services are budgeted in an amount of \$1,850 per special ed student.
- 28 . Food Services**
Contracted Meal delivery is budgeted based on the assumptions in paragraphs 5 and 6 above, based on information received from Preferred Meals.
- 29 . Rent**
Rent is budgeted at \$7.65 per square foot per year, for a facility projected to be approximately 39,200 square feet in FY '09. Rental rates are projected to be constant for five years.
- 30 . Debt Service Payments**
The Budget reflects debt service on loans as is more fully set forth in paragraph 8 above.
- 31 . Custodial Services**
In addition to custodial staff, Custodial Services are budgeted at \$58,800 or \$1.5 per square foot of facility.

Atlanta Preparatory Academy
Statement of Budget Assumptions - Year One

32 . Utilities & Other Facility Costs

- a . Electricity - \$1.44 per square foot.
- b . Heat - \$.4 per square foot.
- c . Sewer - \$.09 per square foot.
- d . Trash - \$.12 per square foot.

33 . Textbooks

Textbooks are budgeted at \$220 for every student in any grade which is first introduced to the school program. Thereafter, textbook replacement is budgeted at 20% of total textbook inventory replacement cost.

34 . Instructional Supplies & Materials

Instructional Supplies and Materials have been budgeted at a rate of 173 per student in FY '09. Because some of these materials (e.g. maps, globes, video tapes) have a multi-year life, in FY '10 this budget line will be 114. Thereafter, these expenditures are budgeted to increase at 2.0% per year.

35 . Operating Supplies

Funds have been budgeted in the Administrative, Support, and Facilities areas for operating supplies as follows:

- a . Office supplies have been budgeted in FY '09 in the amount of \$29,400 or \$60 per student enrolled.
- b . Medical supplies for the School Nurse's Office have been budgeted at \$4,900 or \$10 per student enrolled.
- c . Maintenance and custodial supplies have been budgeted at \$49,000 or \$100 per square foot of facility.

36 . Computer Equipment

Pricing is based on pricing with Hewlett Packard. Equipment to be purchased includes:

- a . One laptop for every professional staff member at a cost of \$1,777 per computer.
- b . 6 computers for every classroom at a cost of \$1,017 per computer.
- c . A fully integrated network infrastructure connecting every computer in the school to the internet, budgeted at a cost in FY '09 of \$61,520.

37 . Furniture & Other Equipment

Pricing is based on pricing from School Specialty for a school of 490 students.

38 . Contingency

A reserve equal to 2.5% of total revenues is budgeted in FY '09. In subsequent years, the size of the contingency is projected to grow to 5.% of total revenues.

Atlanta Preparatory Academy

Budget Detail

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------|
| Start-Up Projectid | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Total Students | 490 | 572 | 662 | 752 | 842 | |
| Revenue Projections | | | | | | |
| Per Pupil Revenues | | | | | | |
| Regular Ed | 3,680,590 | 4,242,371 | 4,857,156 | 5,497,980 | 6,162,493 | |
| Special Ed | 282,217 | 336,034 | 396,685 | 459,627 | 524,928 | |
| Per Pupil Revenues | \$ 3,962,807 | \$ 4,578,405 | \$ 5,253,841 | \$ 5,957,606 | \$ 6,687,421 | |
| Avg \$ per Pupil | \$8,087 | \$8,004 | \$7,936 | \$7,932 | \$7,947 | |
| Federal | | | | | | |
| Title I - Disadvantaged Students | 24,500 | 29,172 | 34,437 | 39,901 | 45,570 | |
| Title II-A Improving Teacher Quality | 39,200 | 46,675 | 55,100 | 63,842 | 72,913 | |
| Title II-D Enhancing Technology | 4,900 | 5,834 | 6,887 | 7,980 | 9,114 | |
| Title V Innovative Programs | 3,430 | 4,084 | 4,821 | 5,586 | 6,380 | |
| IDEA | - | - | - | - | - | |
| Title III - ELL | - | - | - | - | - | |
| Title IV Safe & Drug Free Schools | 2,450 | 2,917 | 3,444 | 3,990 | 4,557 | |
| - | - | - | - | - | - | |
| - | - | - | - | - | - | |
| - | - | - | - | - | - | |
| Medicaid Reimbrsmnt | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 | |
| Charter School Start-up - Fed | - | - | - | - | - | |
| Subtotal Federal | \$ 79,480 | \$ 93,833 | \$ 109,994 | \$ 126,764 | \$ 144,162 | |
| State | | | | | | |
| Charter School Start-Up State | - | - | - | - | - | |
| Principal Funding | - | - | - | - | - | |
| Subtotal State | \$ - | |

Atlanta Preparatory Academy

Budget Detail

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--|-----------|--------------|--------------|--------------|--------------|--------------|
| Start-Up Projectd | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 5 |
| Total Students | 490 | 572 | 662 | 752 | 842 | |
| Facility Ops | | | | | | |
| CUST Custodian | - | 22,000 | 22,700 | 23,600 | 24,500 | 25,500 |
| SEC Security | - | - | - | - | - | - |
| Facility Ops Salaries | - | 22,000 | 22,700 | 23,600 | 24,500 | 25,500 |
| Subtotal Salary Costs | \$ 25,000 | \$ 1,483,620 | \$ 1,771,020 | \$ 2,186,950 | \$ 2,520,930 | \$ 2,870,650 |
| Other Employment Costs (OEC's) | | | | | | |
| FICA | 1,913 | 113,497 | 135,483 | 167,302 | 192,851 | 219,605 |
| Pension | 250 | 14,552 | 18,220 | 23,780 | 28,726 | 34,304 |
| Unemployment | 500 | 29,672 | 35,420 | 43,739 | 50,419 | 57,413 |
| Worker's Comp | 86 | 6,995 | 8,196 | 9,863 | 11,268 | 12,753 |
| Health | 1,980 | 186,120 | 226,512 | 297,079 | 363,682 | 434,838 |
| Subtotal - OEC's | \$ 4,728 | \$ 350,837 | \$ 423,831 | \$ 541,762 | \$ 646,947 | \$ 758,912 |
| Professional Development | | | | | | |
| Instructional | | | | | | |
| Dues & Fees Instr | - | 7,750 | 9,013 | 11,139 | 12,840 | 14,350 |
| Travel Instr | - | 7,750 | 9,013 | 11,139 | 12,840 | 14,350 |
| Tuition Reimbursement | - | 3,100 | 3,605 | 4,456 | 5,136 | 5,740 |
| Prof Dvlpmnt Consultants | - | 15,500 | 18,025 | 22,279 | 25,679 | 28,700 |
| Instructional Prof Dvlpmnt | - | 34,100 | 39,655 | 49,014 | 56,494 | 63,141 |
| Administrative | | | | | | |
| Dues & Fees Admin | 63 | 750 | 773 | 1,061 | 1,093 | 1,407 |
| Travel Admin | 188 | 2,250 | 2,318 | 3,183 | 3,278 | 4,221 |
| Administrative Prof Dvlpmnt | 250 | 3,000 | 3,090 | 4,244 | 4,371 | 5,628 |
| Subtotal Professional Development | \$ 250 | \$ 37,100 | \$ 42,745 | \$ 53,257 | \$ 60,865 | \$ 68,769 |
| Subtotal Personnel Costs | \$ 29,978 | \$ 1,871,557 | \$ 2,237,596 | \$ 2,781,970 | \$ 3,228,741 | \$ 3,698,331 |

Atlanta Preparatory Academy

Budget Detail

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------------------------------|---------------|----------------|----------------|----------------|----------------|----------------|
| Start-Up | | | | | | |
| Project | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| | 490 | 572 | 662 | 752 | 842 | |
| Total Students | | | | | | |
| Other Operating Expenses | | | | | | |
| Contract Svcs | | | | | | |
| Instructional | | | | | | |
| Contracted Specials Tchrs | - | - | - | - | - | - |
| Contracted SPED Tchrs | - | 3,027 | 14,277 | - | 435 | 20,938 |
| Contracted Tutors | - | - | - | - | - | - |
| Student Teachers | - | - | - | - | - | - |
| Instr Cmptr Install | - | - | - | - | - | - |
| Instr Cmptr Svc | - | - | - | - | - | - |
| Instr Copier Lease (Operating) | 2,500 | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| Mgmt Svcs - Educational | - | 258,449 | 299,026 | 343,693 | 390,409 | 438,841 |
| Operating Loan - Interest | - | - | - | - | - | - |
| Operating Loan - Principal | - | - | - | - | - | - |
| Equipment Lease - Interest | - | 57,672 | 31,671 | 970 | 0 | 0 |
| Equipment Lease - Principal | - | 269,949 | 361,474 | 64,554 | (0) | (0) |
| Rpr Maint Instr Equip | - | - | - | - | - | - |
| Field Trips & Activities | - | 12,250 | 14,729 | 17,558 | 20,543 | 23,692 |
| Subtotal Instructional | 2,500 | 611,347 | 731,477 | 437,384 | 422,315 | 494,726 |
| Administrative | | | | | | |
| Legal Services | 5,000 | 12,250 | 14,729 | 17,558 | 20,543 | 23,692 |
| Audit Services | 7,000 | 16,859 | 19,513 | 22,436 | 25,493 | 28,662 |
| Insurance | - | 22,050 | 26,512 | 31,604 | 36,978 | 42,646 |
| Crim Background Checks | 41 | 2,390 | 679 | 1,005 | 990 | 1,020 |
| Marketing | 54,663 | 24,825 | 27,989 | 30,666 | 33,480 | 26,684 |
| Adm Copier Lease (Operating) | 2,500 | 10,000 | 10,300 | 10,609 | 10,927 | 11,255 |
| Postage & Shipping | - | 7,350 | 8,837 | 10,535 | 12,326 | 14,215 |
| Telephone & Internet Access | 3,300 | 33,200 | 37,643 | 42,670 | 47,964 | 53,537 |
| Stdnt Acctng Sftwr | - | 10,838 | 1,764 | 1,979 | 2,206 | 2,444 |
| Mgmt Svcs - Admin | - | 258,449 | 299,026 | 343,693 | 390,409 | 438,841 |
| Indirect Costs | - | 2,384 | 2,815 | 3,300 | 3,803 | 4,325 |
| Oversight Fee | - | - | - | - | - | - |
| Admin Equip Rpr & Maint | - | - | - | - | - | - |
| Subtotal Administrative | 72,504 | 405,595 | 454,958 | 521,360 | 590,582 | 652,949 |

Atlanta Preparatory Academy

Budget Detail

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--------------------------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Start-Up | | | | | | |
| Projectid | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Total Students | 490 | 572 | 662 | 752 | 842 | |
| Support | | | | | | |
| Nursing Services | - | 7,300 | 15,120 | 24,167 | 33,743 | 43,872 |
| SPED Svcs Support | - | 90,650 | 108,995 | 129,928 | 152,020 | 175,321 |
| Support Travel | - | - | - | - | - | - |
| Fd Svc Contract Svcs | - | 149,672 | 180,183 | 214,604 | 251,528 | 289,643 |
| OASIS Contract Svcs | - | - | - | - | - | - |
| Transportation Svcs | - | 61,000 | 73,344 | 88,280 | 104,293 | 121,446 |
| Subtotal Support | \$ - | \$ 308,622 | \$ 377,643 | \$ 456,980 | \$ 541,585 | \$ 630,281 |
| Facility Ops | | | | | | |
| Facility Rent | - | 300,000 | 300,000 | 300,000 | 300,000 | 300,000 |
| Facility Debt Service - Interest | - | - | - | - | - | - |
| Facility Debt Service - Principal | - | - | - | - | - | - |
| Cleaning Services | - | 58,800 | 70,699 | 84,278 | 98,608 | 113,721 |
| Electricity | - | 56,448 | 67,871 | 80,907 | 94,663 | 109,173 |
| Heat | - | 15,680 | 18,853 | 22,474 | 26,295 | 30,326 |
| Water | - | - | - | - | - | - |
| Sewer | - | 3,528 | 4,242 | 5,057 | 5,916 | 6,823 |
| Trash | - | 4,655 | 5,597 | 6,672 | 7,806 | 9,003 |
| Other Utilities | - | - | - | - | - | - |
| Security Services | - | 12,000 | 12,360 | 12,731 | 13,113 | 13,506 |
| Maint Equip Rpr & Maint | - | 2,000 | 2,060 | 2,122 | 2,185 | 2,251 |
| Bldg Maint & Rpr Svcs | - | 40,000 | 41,200 | 42,436 | 43,709 | 45,020 |
| Subtotal Facility Ops | \$ - | \$ 493,111 | \$ 522,883 | \$ 556,676 | \$ 592,297 | \$ 629,823 |
| Subtotal Contractual Services | \$ 75,004 | \$ 1,818,675 | \$ 2,086,961 | \$ 1,972,401 | \$ 2,146,779 | \$ 2,407,780 |

Atlanta Preparatory Academy

Budget Detail

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Start-Up | | | | | | |
| Projectd | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 5 |
| | 490 | 572 | 662 | 752 | 842 | |
| Total Students | | | | | | |
| Suppl & Mtrls | | | | | | |
| Instructional | | | | | | |
| Testing Materials | - | 18,375 | 22,094 | 26,337 | 30,815 | 35,538 |
| Paragon Materials | - | 52,180 | 25,474 | 26,868 | 35,160 | 43,924 |
| Textbooks | - | 107,800 | 44,504 | 51,908 | 57,792 | 63,983 |
| Library Books | - | 56,000 | 40,417 | 47,868 | 55,205 | 62,938 |
| Instructional Software | - | 47,530 | 49,145 | 58,290 | 67,721 | 77,721 |
| Instructional Suppl & Matrils | - | 32,830 | 39,474 | 47,055 | 55,056 | 63,494 |
| SPED Books & Supplies | - | 4,900 | 5,892 | 7,023 | 8,217 | 9,477 |
| Subtotal Instructional | \$ - | \$ 319,615 | \$ 227,000 | \$ 265,349 | \$ 309,965 | \$ 357,076 |
| Administrative | | | | | | |
| Office Supplies | - | 29,400 | 35,350 | 42,139 | 49,304 | 56,861 |
| Subtotal Administrative | \$ - | \$ 29,400 | \$ 35,350 | \$ 42,139 | \$ 49,304 | \$ 56,861 |
| Support | | | | | | |
| Nursing Supplies | - | 4,900 | 5,892 | 7,023 | 8,217 | 9,477 |
| Fd Svc Supplies & Materials | - | - | - | - | - | - |
| OASIS Supplies & Materials | - | - | - | - | - | - |
| Trans Supplies & Materials | - | - | - | - | - | - |
| Subtotal Support | \$ - | \$ 4,900 | \$ 5,892 | \$ 7,023 | \$ 8,217 | \$ 9,477 |
| Facility Ops | | | | | | |
| Maint Supplies | - | 24,500 | 29,458 | 35,116 | 41,087 | 47,384 |
| Custodial Supplies | - | 24,500 | 29,458 | 35,116 | 41,087 | 47,384 |
| Subtotal Facility Ops | \$ - | \$ 49,000 | \$ 58,916 | \$ 70,232 | \$ 82,173 | \$ 94,768 |
| Subtotal Supplies & Materials | \$ - | \$ 402,915 | \$ 327,157 | \$ 384,743 | \$ 449,659 | \$ 518,181 |

Atlanta Preparatory Academy

Budget Detail

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--|----------------------|---------------------|---------------------|---------------------|---------------------|------------------|
| Start-Up | | | | | | |
| Projectid | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 5 |
| | 490 | 572 | 662 | 752 | 842 | |
| Total Students | | | | | | |
| Capital & One-Time Exp | | | | | | |
| Equipment | | | | | | |
| <i>Instructional</i> | | | | | | |
| Inst Furniture Non-Cap | 620 | 213,822 | 35,588 | 40,791 | 38,609 | 38,580 |
| Inst Hardware Non-Cap | - | 170,025 | 28,020 | 28,861 | 29,727 | 68,891 |
| Inst Equip/Mach Non-Cap | - | - | - | - | - | - |
| Instructional Equipment \$ | 620 \$ | 383,847 \$ | 63,608 \$ | 69,651 \$ | 68,335 \$ | 107,471 |
| <i>Administrative</i> | | | | | | |
| Admin Furniture Non-Cap | 2,585 | 25,235 | - | 2,742 | - | 1,648 |
| Admin Equip Non-Cap | - | 107,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| Admin Hardware Non-Cap | 3,979 | 68,376 | 7,321 | 16,250 | 9,709 | 26,479 |
| Admin Hardware Cap | - | 61,520 | - | - | - | - |
| Administrative Equipment \$ | 6,564 \$ | 262,131 \$ | 12,471 \$ | 24,297 \$ | 15,173 \$ | 33,754 |
| Support | | | | | | |
| Fd Svc Machinery/Equipment Cap | - | - | - | - | - | - |
| OASIS Equipment Non-Cap | - | - | - | - | - | - |
| Transportation Equipment Cap | - | - | - | - | - | - |
| Support Equipment \$ | - \$ | - \$ | - \$ | - \$ | - \$ | - |
| Facility Ops | | | | | | |
| Maint Equip/Machinery Non-Cap | - | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| Facility Ops Equipment \$ | - \$ | 5,000 \$ | 5,150 \$ | 5,305 \$ | 5,464 \$ | 5,628 |
| Subtotal Equipment | \$ 7,184 \$ | 650,978 \$ | 81,229 \$ | 99,253 \$ | 88,972 \$ | 146,853 |
| Facility Imprvrnts | | | | | | |
| Facility Acquisition & Improvements | - | - | - | - | - | - |
| Playground | - | 45,000 | - | - | - | - |
| Facility Imprvrnts | \$ - \$ | 45,000 \$ | - \$ | - \$ | - \$ | - |
| Contingency | \$ 3,750 \$ | 105,367 \$ | 195,130 \$ | 280,454 \$ | 318,665 \$ | 358,281 |
| Interfund Transfers Out | \$ - \$ | - \$ | - \$ | - \$ | - \$ | - |
| Subtotal Capital & One-Time Exp | \$ 10,934 \$ | 801,345 \$ | 276,359 \$ | 379,707 \$ | 407,637 \$ | 505,133 |
| Total Expenses | \$ 115,916 \$ | 4,894,492 \$ | 4,928,073 \$ | 5,518,820 \$ | 6,232,816 \$ | 7,129,425 |

Atlanta Preparatory Academy

Budget Detail

| 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--|-------------------|-------------------|--------------------|-------------------|-------------------|
| Start-Up | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Projectd | 490 | 572 | 662 | 752 | 842 |
| Total Students | | | | | |
| Summary | | | | | |
| Operating Revenues | 4,214,669 | 4,878,254 | 5,609,085 | 6,373,304 | 7,165,614 |
| Less: Operating Expenditures | (4,093,147) | (4,651,714) | (5,139,113) | (5,825,179) | (6,624,291) |
| Subtotal: Net Operating Income / Loss | \$ 121,523 | \$ 226,540 | \$ 469,972 | \$ 548,124 | \$ 541,322 |
| Operating Expense Per Pupil | \$8,353 | \$8,132 | \$7,763 | \$7,746 | \$7,867 |
| Transfers In | 695,978 | - | - | - | - |
| Less: Capital & One-Time Expenditures | (801,345) | (276,359) | (379,707) | (407,637) | (505,133) |
| Net Change in Fund Equity | \$ 34,084 | \$ 16,156 | \$ (49,819) | \$ 90,265 | \$ 140,487 |
| Total Expense Per Pupil | \$9,989 | \$8,616 | \$8,337 | \$8,288 | \$8,467 |
| Net "Current Position", Beginning | 34,084 | 50,240 | 420 | 90,686 | 231,173 |
| Net "Current Position", End | \$ 34,084 | \$ 50,240 | \$ 420 | \$ 90,686 | \$ 231,173 |
| Net "Current Position", End | \$ 34,084 | \$ 50,240 | \$ 420 | \$ 90,686 | \$ 231,173 |
| Net "Current Position", End | \$ 34,084 | \$ 50,240 | \$ 420 | \$ 90,686 | \$ 231,173 |

Atlanta Preparatory Academy

Budget Detail

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------|------|--------|--------|--------|--------|--------|
| Start-Up | | | | | | |
| Projctd | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | | 490 | 572 | 662 | 752 | 842 |
| Total Students | | | | | | |

GASB 34 Summary

| | | | | | | |
|---|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Net Surplus/(Deficit) Before Depreciation | \$ 34,084 | \$ 16,156 | \$ (49,819) | \$ 90,265 | \$ 140,487 | \$ 36,189 |
| Instructional Equipment Expense | 620 | 383,847 | 63,608 | 69,651 | 68,335 | 107,471 |
| Instructional Furniture Depreciation | (114) | (39,325) | (49,413) | (57,484) | (65,242) | (72,845) |
| Instructional Hardware Depreciation | - | (31,171) | (39,142) | (44,900) | (50,831) | (63,957) |
| Instructional Equipment Depreciation | - | - | - | - | - | - |
| Textbook & Library Expense | - | 163,800 | 84,921 | 99,776 | 112,997 | 126,921 |
| Textbooks & Library Books Depreciation | - | (50,050) | (80,548) | (113,394) | (100,642) | (112,065) |
| Administrative Equipment Expense | 6,564 | 262,131 | 12,471 | 24,297 | 15,173 | 33,754 |
| Administrative Furniture Depreciation | (474) | (5,143) | (5,564) | (6,067) | (6,112) | (5,941) |
| Administrative Equipment Depreciation | - | (19,617) | (22,344) | (23,402) | (24,493) | (25,615) |
| Administrative Hardware Depreciation | (729) | (24,610) | (28,117) | (31,218) | (33,269) | (37,556) |
| Facility Ops Equipment Expense | - | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| Maintenance Equipment Depreciation | - | (917) | (1,944) | (3,002) | (4,093) | (5,215) |
| Facility Purchase / Improvements | - | 45,000 | - | - | - | - |
| Facility Depreciation | - | (1,375) | (1,500) | (1,500) | (1,500) | (1,500) |
| Net Surplus/(Deficit) After Depreciation | \$ 39,951 | \$ 703,726 | \$ (112,241) | \$ 8,325 | \$ 56,273 | \$ (14,730) |
| GASB 34 Total Expense | \$ 110,049 | \$ 4,206,921 | \$ 4,990,495 | \$ 5,600,761 | \$ 6,317,031 | \$ 7,180,344 |
| GASB 34 Expense Per Pupil | \$9,586 | \$8,726 | \$8,460 | \$8,460 | \$8,400 | \$8,528 |

Atlanta Preparatory Academy

Budget by Function

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------|------------|------------|------------|------------|------------|------|
| Start-Up | | | | | | |
| Projectd | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Total Students | 490 | 572 | 662 | 752 | 842 | |

| Revenues | | | | | | |
|------------------------------------|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Per Pupil Revenues | - | 3,962,807 | 4,578,405 | 5,253,841 | 5,957,606 | 6,687,421 |
| Federal | - | 79,480 | 93,833 | 109,994 | 126,764 | 144,162 |
| State | - | - | - | - | - | - |
| Food Service | - | 170,043 | 204,716 | 243,811 | 285,733 | 329,051 |
| Before/After Care | - | - | - | - | - | - |
| Transportation | - | - | - | - | - | - |
| Other | - | 2,340 | 1,300 | 1,440 | 3,200 | 4,980 |
| Subtotal Gross Revenue | \$ 150,000 | \$ 4,214,669 | \$ 4,878,254 | \$ 5,609,085 | \$ 6,373,304 | \$ 7,165,614 |
| Transfers In | - | 695,978 | - | - | - | - |
| Less: Repayments & Reserves | - | - | - | - | - | - |
| Net Revenue & Transfers | \$ 150,000 | \$ 4,910,647 | \$ 4,878,254 | \$ 5,609,085 | \$ 6,373,304 | \$ 7,165,614 |
| Expenditures | | | | | | |
| Instructional | | | | | | |
| Instructional Salaries | - | 1,274,600 | 1,547,970 | 1,869,500 | 2,188,150 | 2,461,050 |
| Instructional OEC's | - | 306,503 | 375,732 | 471,168 | 570,959 | 664,455 |
| Instructional Prof Dvlpmnt | - | 34,100 | 39,655 | 49,014 | 56,494 | 63,141 |
| Inst Contract Svcs | 2,500 | 611,347 | 731,477 | 437,384 | 422,315 | 494,726 |
| Inst Supplies & Materials | - | 319,615 | 227,000 | 265,349 | 309,965 | 357,076 |
| Instructional Equipment | 620 | 383,847 | 63,608 | 69,651 | 68,335 | 107,471 |
| Subtotal - Instructional | \$ 3,120 | \$ 2,930,013 | \$ 2,985,442 | \$ 3,162,067 | \$ 3,616,218 | \$ 4,147,918 |
| Pct Instructional | 2.7% | 59.9% | 60.6% | 57.3% | 58.0% | 58.2% |
| Administrative | | | | | | |
| Administrative Salaries | 25,000 | 100,000 | 108,300 | 195,700 | 203,500 | 272,300 |
| Administrative OEC's | 4,728 | 18,913 | 20,672 | 40,876 | 43,770 | 59,516 |
| Administrative Prof Dvlpmnt | 250 | 3,000 | 3,090 | 4,244 | 4,371 | 5,628 |
| Admin Contract Svcs | 72,504 | 405,595 | 454,958 | 521,360 | 590,582 | 652,949 |
| Admin Supplies & Materials | - | 29,400 | 35,350 | 42,139 | 49,304 | 56,861 |
| Administrative Equipment | 6,564 | 262,131 | 12,471 | 24,297 | 15,173 | 33,754 |
| Subtotal - Administrative | \$ 109,046 | \$ 819,039 | \$ 634,840 | \$ 828,616 | \$ 906,700 | \$ 1,081,007 |
| Pct Administrative | 94.1% | 16.7% | 12.9% | 15.0% | 14.5% | 15.2% |

Atlanta Preparatory Academy

Budget by Function

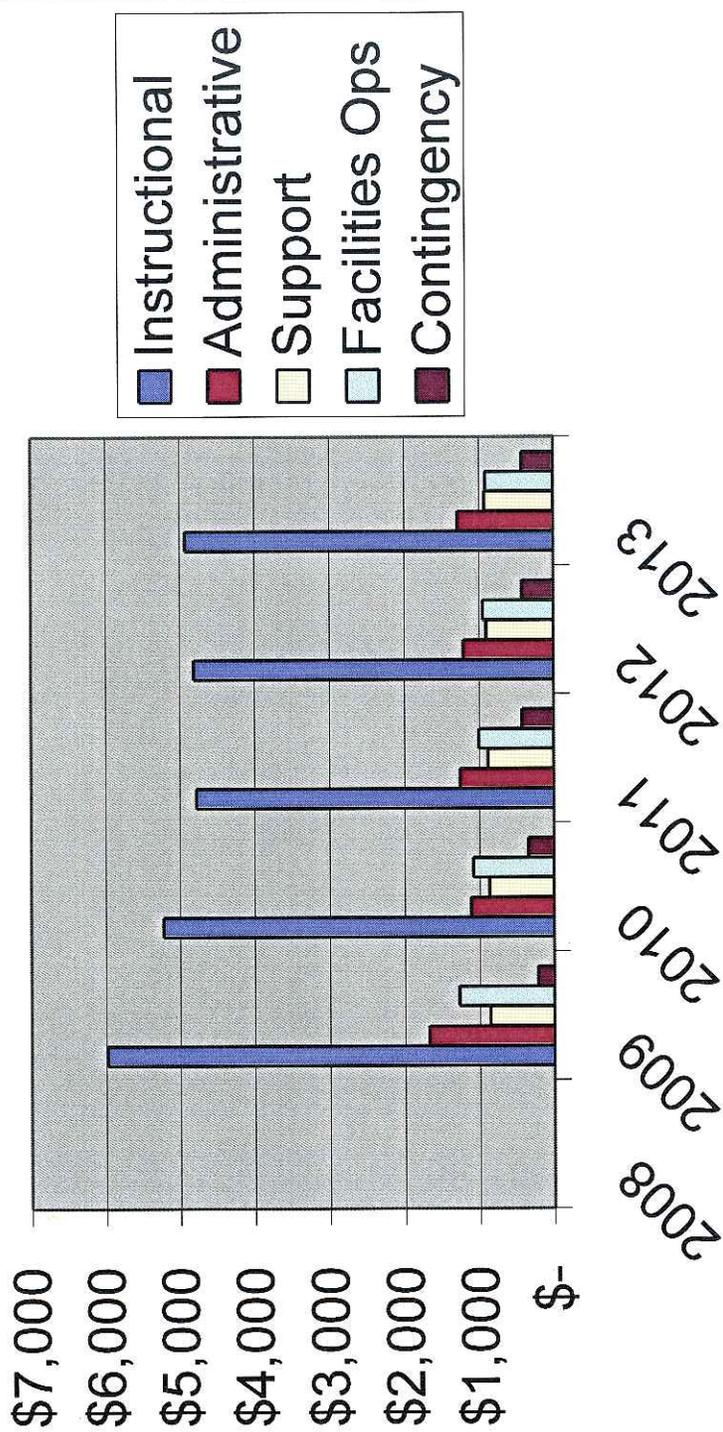
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|----------------------------------|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Start-Up | | | | | | |
| Projectd | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Total Students | 490 | 572 | 662 | 752 | 842 | |
| Support | | | | | | |
| Support Salaries | - | 87,020 | 92,050 | 98,150 | 104,780 | 111,800 |
| Support OEC's | - | 18,000 | 19,489 | 21,190 | 23,054 | 25,078 |
| Support Contract Svcs | - | 308,622 | 377,643 | 456,980 | 541,585 | 630,281 |
| Support Supplies & Materials | - | 4,900 | 5,892 | 7,023 | 8,217 | 9,477 |
| Support Equipment | - | - | - | - | - | - |
| Subtotal - Support | \$ - | \$ 418,542 | \$ 495,074 | \$ 583,343 | \$ 677,637 | \$ 776,636 |
| <i>Pct Support</i> | | 8.6% | 10.0% | 10.6% | 10.9% | 10.9% |
| Facilities Ops | | | | | | |
| Facility Ops Salaries | - | 22,000 | 22,700 | 23,600 | 24,500 | 25,500 |
| Facility Ops OEC's | - | 7,421 | 7,938 | 8,528 | 9,163 | 9,864 |
| Facility Contract Svcs | - | 493,111 | 522,883 | 556,676 | 592,297 | 629,823 |
| Facility Supplies & Materials | - | 49,000 | 58,916 | 70,232 | 82,173 | 94,768 |
| Facility Ops Equipment | - | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| Facility Imprvmts | - | 45,000 | - | - | - | - |
| Subtotal - Facilities Ops | \$ - | \$ 621,532 | \$ 617,587 | \$ 664,340 | \$ 713,597 | \$ 765,583 |
| <i>Pct Facilities Ops</i> | | 12.7% | 12.5% | 12.0% | 11.4% | 10.7% |
| Contingency | \$ 3,750 | \$ 105,367 | \$ 195,130 | \$ 280,454 | \$ 318,665 | \$ 358,281 |
| <i>Pct Contingency</i> | 3.2% | 2.2% | 4.0% | 5.1% | 5.1% | 5.0% |
| Interfund Transfers Out | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Expenses | \$ 115,916 | \$ 4,894,492 | \$ 4,928,073 | \$ 5,518,820 | \$ 6,232,816 | \$ 7,129,425 |
| Summary | | | | | | |
| Net Revenue & Transfers | 150,000 | 4,910,647 | 4,878,254 | 5,609,085 | 6,373,304 | 7,165,614 |
| Total Expenses | (115,916) | (4,894,492) | (4,928,073) | (5,518,820) | (6,232,816) | (7,129,425) |
| Net Surplus / (Deficit) | \$ 34,084 | \$ 16,156 | \$ (49,819) | \$ 90,265 | \$ 140,487 | \$ 36,189 |

Atlanta Preparatory Academy

Budget by Function

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Students | | 490 | 572 | 662 | 752 | 842 |
| Expenditures per Pupil by Function | | | | | | |
| Instructional | \$ - | \$ 5,980 | \$ 5,219 | \$ 4,777 | \$ 4,809 | \$ 4,926 |
| Administrative | - | 1,672 | 1,110 | 1,252 | 1,206 | 1,284 |
| Support | - | 854 | 866 | 881 | 901 | 922 |
| Facilities Ops | - | 1,268 | 1,080 | 1,004 | 949 | 909 |
| Contingency | - | 215 | 341 | 424 | 424 | 426 |
| Total Expenditures per Pupil | \$ - | \$ 9,989 | \$ 8,616 | \$ 8,337 | \$ 8,288 | \$ 8,467 |

Expenditures per Pupil by Function

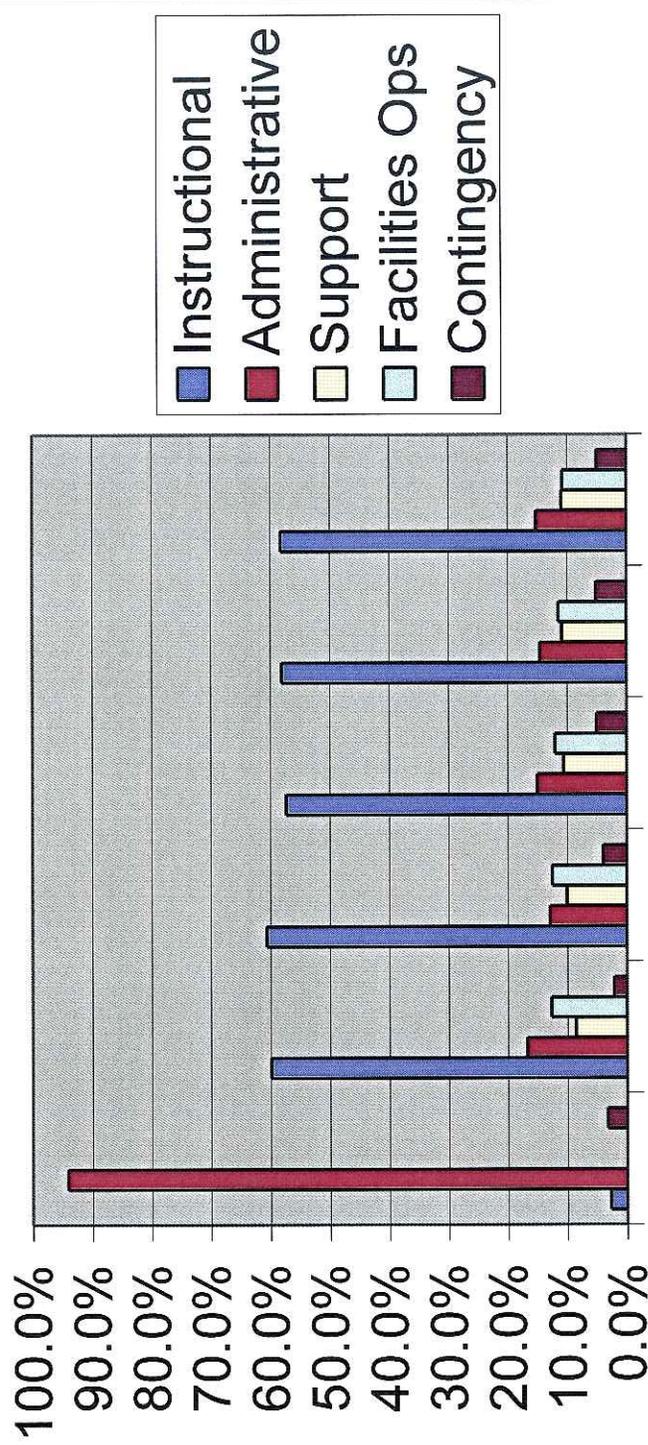


Atlanta Preparatory Academy

Budget by Function

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Total Students | | 490 | 572 | 662 | 752 | 842 |
| Pct of Expenditures by Function | | | | | | |
| Instructional | 2.7% | 59.9% | 60.6% | 57.3% | 58.0% | 58.2% |
| Administrative | 94.1% | 16.7% | 12.9% | 15.0% | 14.5% | 15.2% |
| Support | | 8.6% | 10.0% | 10.6% | 10.9% | 10.9% |
| Facilities Ops | 3.2% | 12.7% | 12.5% | 12.0% | 11.4% | 10.7% |
| Contingency | | 2.2% | 4.0% | 5.1% | 5.1% | 5.0% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Percent of Expenditures by Function



2008 2009 2010 2011 2012 2013

Atlanta Preparatory Academy

Monthly Breakdown

| 2009 | 2009 | 2009 | 2009 | 2009 | 2009 |
|------|------|------|------|------|------|
| Jan | Feb | Mar | Apr | May | Jun |

| Revenue Projections | 330,234 | 330,234 | 330,234 | 330,234 | 330,234 | 330,234 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| Per Pupil Revenues | | | | | | |
| GA | 330,234 | 330,234 | 330,234 | 330,234 | 330,234 | 330,234 |
| Federal | | | | | | |
| GA Title I - Disadvantaged Students | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 |
| GA Title II-A Improving Teacher Quality | 3,267 | 3,267 | 3,267 | 3,267 | 3,267 | 3,267 |
| GA Title II-D Enhancing Technology | 408 | 408 | 408 | 408 | 408 | 408 |
| GA Title V Innovative Programs | 286 | 286 | 286 | 286 | 286 | 286 |
| GA IDEA | - | - | - | - | - | - |
| GA Title III - ELL | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA Title IV Safe & Drug Free Schools | 204 | 204 | 204 | 204 | 204 | 204 |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA Medicaid Reimbrsmnt | 417 | 417 | 417 | 417 | 417 | 417 |
| AUG Charter School Start-up - Fed | - | - | - | - | - | - |
| Subtotal Federal | 6,623 | 6,623 | 6,623 | 6,623 | 6,623 | 6,623 |

| State | 6,623 | 6,623 | 6,623 | 6,623 | 6,623 | 6,623 |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| AUG Charter School Start-Up State | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| JAN | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| Principal Funding | - | - | - | - | - | - |

Atlanta Preparatory Academy

Monthly Breakdown

| FTE | 2009 | | 2008 | | | | | 2008 | |
|---|--------------|------------|--------------|------------|------------|------------|------------|--------|--------|
| | Year 1 | Jul | Aug | Sep | Oct | Nov | Dec | | |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal State | | | | | | | | | |
| Other | 2,340 | 57 | 57 | 285 | 302 | 156 | 168 | | |
| Interest Income | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| E10 | - | - | - | - | - | - | - | - | - |
| E10 | - | - | - | - | - | - | - | - | - |
| T12 | - | - | - | - | - | - | - | - | - |
| Q1 | - | - | - | - | - | - | - | - | - |
| E10 | 170,043 | - | 17,004 | 17,004 | 17,004 | 17,004 | 17,004 | 17,004 | 17,004 |
| E10 | - | - | - | - | - | - | - | - | - |
| E10 | - | - | - | - | - | - | - | - | - |
| Subtotal Other | \$ 172,383 | \$ 57 | \$ 57 | \$ 17,290 | \$ 17,306 | \$ 17,160 | \$ 17,172 | | |
| Subtotal Gross Revenue | \$ 4,214,669 | \$ 336,914 | \$ 336,914 | \$ 354,147 | \$ 354,163 | \$ 354,017 | \$ 354,030 | | |
| Transfers In | | | | | | | | | |
| Short Term Loans | - | - | - | - | - | - | - | - | - |
| EQUIPMENT | 695,978 | - | 695,978 | - | - | - | - | - | - |
| Long Term Debt | - | - | - | - | - | - | - | - | - |
| Interfund Transfers In | - | - | - | - | - | - | - | - | - |
| Subtotal Transfers In | \$ 695,978 | \$ - | \$ 695,978 | \$ - | \$ - | \$ - | \$ - | | |
| Less: Repayments & Reserves | | | | | | | | | |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| GA | - | - | - | - | - | - | - | - | - |
| Subtotal Repayments & Reserves | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Net Revenue & Transfers | \$ 4,910,647 | \$ 336,914 | \$ 1,032,892 | \$ 354,147 | \$ 354,163 | \$ 354,017 | \$ 354,030 | | |
| Expenditures Projections | | | | | | | | | |

Atlanta Preparatory Academy

Monthly Breakdown

| | 2009 Jan | 2009 Feb | 2009 Mar | 2009 Apr | 2009 May | 2009 Jun |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| Subtotal State | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other | 180 | 200 | 220 | 231 | 252 | 233 |
| Interest Income | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| E10 | - | - | - | - | - | - |
| E10 | - | - | - | - | - | - |
| T12 | - | - | - | - | - | - |
| Q1 | - | - | - | - | - | - |
| E10 | 17,004 | 17,004 | 17,004 | 17,004 | 17,004 | 17,004 |
| E10 | - | - | - | - | - | - |
| E10 | - | - | - | - | - | - |
| Subtotal Other | \$ 17,184 | \$ 17,204 | \$ 17,224 | \$ 17,235 | \$ 17,256 | \$ 17,237 |
| Subtotal Gross Revenue | \$ 354,042 | \$ 354,062 | \$ 354,082 | \$ 354,092 | \$ 354,114 | \$ 354,094 |
| Transfers In | | | | | | |
| Short Term Loans | - | - | - | - | - | - |
| AUG | - | - | - | - | - | - |
| Equipment Loans | - | - | - | - | - | - |
| Long Term Debt | - | - | - | - | - | - |
| QTR | - | - | - | - | - | - |
| Interfund Transfers In | - | - | - | - | - | - |
| Subtotal Transfers In | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Less: Repayments & Reserves | | | | | | |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| GA | - | - | - | - | - | - |
| Subtotal Repayments & Reserves | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Net Revenue & Transfers | \$ 354,042 | \$ 354,062 | \$ 354,082 | \$ 354,092 | \$ 354,114 | \$ 354,094 |
| Expenditures Projections | | | | | | |

Atlanta Preparatory Academy

Monthly Breakdown

| FTE | 2009 Year 1 | 2008 | | | | | 2008 | |
|----------------------------------|---------------------|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | | Jul | Aug | Sep | Oct | Nov | Dec | |
| Personnel Costs | | | | | | | | |
| Salaries | | | | | | | | |
| Instructional | | | | | | | | |
| 2.000 | 80,000 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 |
| 25.000 | 800,000 | - | 66,667 | 66,667 | 66,667 | 66,667 | 66,667 | 66,667 |
| 2.000 | 73,600 | - | 6,133 | 6,133 | 6,133 | 6,133 | 6,133 | 6,133 |
| 1.000 | 32,000 | - | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 |
| 1.000 | 32,000 | - | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 |
| 1.000 | 32,000 | - | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 |
| 1.000 | 32,000 | - | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 |
| 1.000 | 32,000 | - | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 |
| 1.000 | 21,000 | - | - | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 |
| 9.000 | 189,000 | - | 15,750 | 15,750 | 15,750 | 15,750 | 15,750 | 15,750 |
| | 15,000 | - | - | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 |
| 42.000 | \$ 1,274,600 | \$ 6,667 | \$ 103,217 | \$ 106,817 |
| Subtotal - Instructional | | | | | | | | |
| Administrative | | | | | | | | |
| 1.000 | 75,000 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| 1.000 | 25,000 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| 2.000 | \$ 100,000 | \$ 8,333 | \$ 8,333 | \$ 8,333 | \$ 8,333 | \$ 8,333 | \$ 8,333 | \$ 8,333 |
| Subtotal - Administrative | | | | | | | | |
| Support | | | | | | | | |
| 1.000 | 36,800 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 |
| 1.000 | 36,800 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |
| 1.100 | 13,420 | - | 1,342 | 1,342 | 1,342 | 1,342 | 1,342 | 1,342 |
| | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - |

Atlanta Preparatory Academy

Monthly Breakdown

| | 2009 | | 2009 | | 2009 | | 2009 | |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | Jan | Feb | Mar | Apr | May | Jun | | |
| Personnel Costs | | | | | | | | |
| Salaries | | | | | | | | |
| Instructional | | | | | | | | |
| Program Facilitator | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 |
| Teachers | 66,667 | 66,667 | 66,667 | 66,667 | 66,667 | 66,667 | 66,667 | 133,333 |
| Teacher - SPED | 6,133 | 6,133 | 6,133 | 6,133 | 6,133 | 6,133 | 6,133 | 12,267 |
| Teacher - Frgn Lang | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 5,333 |
| Teacher - Phys Ed | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 5,333 |
| Teacher - Drama | - | - | - | - | - | - | - | - |
| Teacher - Music | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 2,667 | 5,333 |
| Teacher - Art | - | - | - | - | - | - | - | - |
| Teacher - Basic Skills | - | - | - | - | - | - | - | - |
| FT Substitute | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 |
| Tchr Assts Reg | 15,750 | 15,750 | 15,750 | 15,750 | 15,750 | 15,750 | 15,750 | 31,500 |
| Tchr Assts SPED | - | - | - | - | - | - | - | - |
| Substitutes | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 |
| Subtotal - Instructional | \$ 106,817 | \$ 203,367 |

| | | | | | | | | |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Administrative | | | | | | | | |
| CAO | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 |
| Principal | - | - | - | - | - | - | - | - |
| Asst. CAO | - | - | - | - | - | - | - | - |
| Coordinator | - | - | - | - | - | - | - | - |
| Clerical | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 |
| Business Manager | - | - | - | - | - | - | - | - |
| Bookkeeper | - | - | - | - | - | - | - | - |
| Subtotal - Administrative | \$ 8,333 |

| | | | | | | | | |
|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Support | | | | | | | | |
| Nurse | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 |
| Guidance | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 | 3,067 |
| Social Worker | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - |
| Instr Tech Coord | - | - | - | - | - | - | - | - |
| Parent Liason | - | - | - | - | - | - | - | - |
| Library Aide | - | - | - | - | - | - | - | - |
| OASIS | - | - | - | - | - | - | - | - |
| Food Service Manager | - | - | - | - | - | - | - | - |
| Food Service Worker | 1,342 | 1,342 | 1,342 | 1,342 | 1,342 | 1,342 | 1,342 | 1,342 |
| Transportation | - | - | - | - | - | - | - | - |

Atlanta Preparatory Academy

Monthly Breakdown

| FTE | 2009 Year 1 | 2008 | | | | | 2008 | | |
|--|---------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|
| | | Jul | Aug | Sep | Oct | Nov | Dec | | |
| 3.100 | \$ 87,020 | \$ 6,133 | \$ 6,133 | \$ 7,475 | |
| Facility Ops | | | | | | | | | |
| 1.000 | 22,000 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | |
| 1.000 | \$ 22,000 | \$ 1,833 | \$ 1,833 | \$ 1,833 | \$ 1,833 | \$ 1,833 | \$ 1,833 | \$ 1,833 | |
| Subtotal - Facility Ops | | | | | | | | | |
| 48.100 | \$ 1,483,620 | \$ 22,967 | \$ 119,517 | \$ 124,459 | |
| Other Employment Costs (OEC's) | | | | | | | | | |
| | 113,497 | 1,757 | 9,143 | 9,521 | 9,521 | 9,521 | 9,521 | 9,521 | |
| | 14,552 | 225 | 1,172 | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | |
| | 29,672 | 459 | 2,390 | 2,489 | 2,489 | 2,489 | 2,489 | 2,489 | |
| | 6,995 | 108 | 564 | 587 | 587 | 587 | 587 | 587 | |
| | 186,120 | 2,881 | 14,993 | 15,613 | 15,613 | 15,613 | 15,613 | 15,613 | |
| Subtotal - OEC's | \$ 350,837 | \$ 5,431 | \$ 28,263 | \$ 29,431 | |
| Professional Development | | | | | | | | | |
| E12 | 7,750 | 646 | 646 | 646 | 646 | 646 | 646 | 646 | |
| E12 | 7,750 | 646 | 646 | 646 | 646 | 646 | 646 | 646 | |
| E12 | 3,100 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | |
| E12 | 15,500 | 1,292 | 1,292 | 1,292 | 1,292 | 1,292 | 1,292 | 1,292 | |
| E12 | 750 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | |
| E12 | 2,250 | 188 | 188 | 188 | 188 | 188 | 188 | 188 | |
| Subtotal Professional Development | \$ 37,100 | \$ 3,092 | \$ 3,092 | \$ 3,092 | \$ 3,092 | \$ 3,092 | \$ 3,092 | \$ 3,092 | |
| Subtotal Personnel Costs | \$ 1,871,557 | \$ 31,489 | \$ 150,871 | \$ 156,981 | |
| Other Operating Expenses | | | | | | | | | |
| Contract Svcs | | | | | | | | | |
| Instr Contract Svcs | | | | | | | | | |
| E10 | - | - | - | - | - | - | - | - | |
| E10 | 3,027 | - | - | 303 | 303 | 303 | 303 | 303 | |
| E10 | - | - | - | - | - | - | - | - | |
| E10 | - | - | - | - | - | - | - | - | |
| G1 | - | - | - | - | - | - | - | - | |
| E12 | - | - | - | - | - | - | - | - | |
| E12 | 10,000 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | |
| E12 | 258,449 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | |
| | - | - | - | - | - | - | - | - | |
| Operating Loan - Interest | - | - | - | - | - | - | - | - | |

Atlanta Preparatory Academy

Monthly Breakdown

| | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Jan | Feb | Mar | Apr | May | Jun |
| \$ | 7,475 | 7,475 | 7,475 | 7,475 | 7,475 | 7,475 |

Subtotal - Support

| | | | | | | |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Facility Ops | | | | | | |
| Custodian | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 |
| Security | - | - | - | - | - | - |
| Subtotal - Facility Ops | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 |

Subtotal Salary Costs

| | | | | | | |
|-----------|----------------|----------------|----------------|----------------|----------------|----------------|
| \$ | 124,459 | 124,459 | 124,459 | 124,459 | 124,459 | 221,009 |
|-----------|----------------|----------------|----------------|----------------|----------------|----------------|

Other Employment Costs (OEC's)

| | | | | | | |
|-------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| FICA | 9,521 | 9,521 | 9,521 | 9,521 | 9,521 | 16,907 |
| Pension | 1,221 | 1,221 | 1,221 | 1,221 | 1,221 | 2,168 |
| Unemployment | 2,489 | 2,489 | 2,489 | 2,489 | 2,489 | 4,420 |
| Worker's Comp | 587 | 587 | 587 | 587 | 587 | 1,042 |
| Health | 15,613 | 15,613 | 15,613 | 15,613 | 15,613 | 27,726 |
| Subtotal - OEC's | 29,431 | 29,431 | 29,431 | 29,431 | 29,431 | 52,263 |

Professional Development

| | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| E12 Dues & Fees Instr | 646 | 646 | 646 | 646 | 646 | 646 |
| E12 Travel Instr | 646 | 646 | 646 | 646 | 646 | 646 |
| E12 Tuition Reimbursement | 258 | 258 | 258 | 258 | 258 | 258 |
| E12 Prof Dvlpmnt Consultants | 1,292 | 1,292 | 1,292 | 1,292 | 1,292 | 1,292 |
| E12 Dues & Fees Admin | 63 | 63 | 63 | 63 | 63 | 63 |
| E12 Travel Admin | 188 | 188 | 188 | 188 | 188 | 188 |
| Subtotal Professional Development | 3,092 | 3,092 | 3,092 | 3,092 | 3,092 | 3,092 |

Subtotal Personnel Costs

| | | | | | | |
|-----------|----------------|----------------|----------------|----------------|----------------|----------------|
| \$ | 156,981 | 156,981 | 156,981 | 156,981 | 156,981 | 276,363 |
|-----------|----------------|----------------|----------------|----------------|----------------|----------------|

Other Operating Expenses

Contract Svcs

Instr Contract Svcs

| | | | | | | |
|------------------------------------|--------|--------|--------|--------|--------|--------|
| E10 Contracted Specials Tchrs | - | - | - | - | - | - |
| E10 Contracted SPED Tchrs | 303 | 303 | 303 | 303 | 303 | 303 |
| E10 Contracted Tutors | - | - | - | - | - | - |
| E10 Student Teachers | - | - | - | - | - | - |
| Q1 Instr Cmptr Install | - | - | - | - | - | - |
| E12 Instr Cmptr Svc | - | - | - | - | - | - |
| E12 Instr Copier Lease (Operating) | 833 | 833 | 833 | 833 | 833 | 833 |
| E12 Mgmt Svcs - Educational | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 |
| Operating Loan - Interest | - | - | - | - | - | - |

Atlanta Preparatory Academy

Monthly Breakdown

| FTE | 2009 | 2008 | | | | | 2008 | | |
|---------------------------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Year 1 | Jul | Aug | Sep | Oct | Nov | Dec | | |
| | - | - | - | - | - | - | - | - | - |
| | 57,672 | - | - | 6,960 | 6,702 | 6,441 | 6,178 | | |
| | 269,949 | - | - | 25,802 | 26,060 | 26,321 | 26,584 | | |
| | - | - | - | - | - | - | - | | |
| | 12,250 | - | - | 1,225 | 1,225 | 1,225 | 1,225 | | |
| | \$ 611,347 | \$ 22,371 | \$ 22,371 | \$ 56,661 |
| Subtotal Instr Contract Svcs | | | | | | | | | |
| Admin Contract Svcs | | | | | | | | | |
| E12 Legal Services | 12,250 | 1,021 | 1,021 | 1,021 | 1,021 | 1,021 | 1,021 | 1,021 | 1,021 |
| SEP Audit Services | 16,859 | - | - | 16,859 | - | - | - | - | - |
| CTR Insurance | 22,050 | - | 5,513 | - | - | - | - | 5,513 | - |
| AUG Crim Background Checks | 2,390 | - | 2,390 | - | - | - | - | - | - |
| ADV Marketing | 24,825 | - | - | 6,206 | 6,206 | - | - | - | - |
| E12 Adm Copier Lease (Operating) | 10,000 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 |
| E12 Postage & Shipping | 7,350 | 613 | 613 | 613 | 613 | 613 | 613 | 613 | 613 |
| E12 Telephone & Internet Access | 33,200 | 2,767 | 2,767 | 2,767 | 2,767 | 2,767 | 2,767 | 2,767 | 2,767 |
| E10 Stdnt Acctng Sftwr | 10,838 | - | - | 1,084 | 1,084 | 1,084 | 1,084 | 1,084 | 1,084 |
| E12 Mgmt Svcs - Admin | 258,449 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 |
| E12 Indirect Costs | 2,384 | 199 | 199 | 199 | 199 | 199 | 199 | 199 | 199 |
| GA Oversight Fee | - | - | - | - | - | - | - | - | - |
| E12 Admin Equip Rpr & Maint | 5,000 | 417 | 417 | 417 | 417 | 417 | 417 | 417 | 417 |
| | \$ 405,595 | \$ 27,386 | \$ 35,288 | \$ 51,535 | \$ 34,676 | \$ 33,982 | \$ 33,982 | \$ 33,982 | \$ 28,470 |
| Subtotal Admin Contract Svcs | | | | | | | | | |
| Support Contract Svcs | | | | | | | | | |
| E10 Nursing Services | 7,300 | - | - | 730 | 730 | 730 | 730 | 730 | 730 |
| E10 SPED Svcs Support | 90,650 | - | - | 9,065 | 9,065 | 9,065 | 9,065 | 9,065 | 9,065 |
| E10 Support Travel | - | - | - | - | - | - | - | - | - |
| E10 Fd Svc Contract Svcs | 149,672 | - | - | 14,967 | 14,967 | 14,967 | 14,967 | 14,967 | 14,967 |
| E10 OASIS Contract Svcs | - | - | - | - | - | - | - | - | - |
| E10 Transportation Svcs | 61,000 | - | - | 6,100 | 6,100 | 6,100 | 6,100 | 6,100 | 6,100 |
| | \$ 308,622 | \$ - | \$ - | \$ 30,862 |
| Subtotal Support Contract Svcs | | | | | | | | | |
| Facility Contract Svcs | | | | | | | | | |
| E12 Facility Rent | 300,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| Facility Debt Service - Interest | - | - | - | - | - | - | - | - | - |
| Facility Debt Service - Principal | - | - | - | - | - | - | - | - | - |
| E10 Cleaning Services | 58,800 | - | - | 5,880 | 5,880 | 5,880 | 5,880 | 5,880 | 5,880 |
| E12 Electricity | 56,448 | 4,704 | 4,704 | 4,704 | 4,704 | 4,704 | 4,704 | 4,704 | 4,704 |
| GA3 Heat | 15,680 | - | - | - | 1,568 | 2,352 | 3,136 | 3,136 | 3,136 |
| E12 Water | - | - | - | - | - | - | - | - | - |

Atlanta Preparatory Academy

Monthly Breakdown

| | 2009 | | 2009 | | 2009 | | 2009 | |
|---------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------|---------------|
| | Jan | Feb | Mar | Apr | May | Jun | | |
| Operating Loan - Principal | - | - | - | - | - | - | - | - |
| Equipment Lease - Interest | 5,912 | 5,644 | 5,372 | 5,099 | 4,822 | 4,542 | | |
| Equipment Lease - Principal | 26,850 | 27,119 | 27,390 | 27,664 | 27,940 | 28,220 | | |
| Rpr Maint Instr Equip | - | - | - | - | - | - | - | - |
| Field Trips & Activities | 1,225 | 1,225 | 1,225 | 1,225 | 1,225 | 1,225 | | |
| Subtotal Instr Contract Svcs | \$ 56,661 | \$ | 56,661 |
| Admin Contract Svcs | | | | | | | | |
| E12 Legal Services | 1,021 | 1,021 | 1,021 | 1,021 | 1,021 | 1,021 | | 1,021 |
| SEP Audit Services | - | - | - | - | - | - | | - |
| QTR Insurance | - | 5,513 | - | - | - | - | | 5,513 |
| ADG Crim Background Checks | - | - | - | - | - | - | | - |
| ADP Marketing | - | - | - | 6,206 | - | - | | 6,206 |
| E14 Adm Copier Lease (Operating) | 833 | 833 | 833 | 833 | 833 | 833 | | 833 |
| E12 Postage & Shipping | 613 | 613 | 613 | 613 | 613 | 613 | | 613 |
| E12 Telephone & Internet Access | 2,767 | 2,767 | 2,767 | 2,767 | 2,767 | 2,767 | | 2,767 |
| E10 Stndt Acctng Sftwr | 1,084 | 1,084 | 1,084 | 1,084 | 1,084 | 1,084 | | 1,084 |
| E12 Mgmt Svcs - Admin | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | 21,537 | | 21,537 |
| E12 Indirect Costs | 199 | 199 | 199 | 199 | 199 | 199 | | 199 |
| GA Oversight Fee | - | - | - | - | - | - | | - |
| E12 Admin Equip Rpr & Maint | 417 | 417 | 417 | 417 | 417 | 417 | | 417 |
| Subtotal Admin Contract Svcs | \$ 28,470 | \$ 33,982 | \$ 28,470 | \$ 34,676 | \$ 40,189 | \$ 28,470 | \$ | 28,470 |
| Support Contract Svcs | | | | | | | | |
| E10 Nursing Services | 730 | 730 | 730 | 730 | 730 | 730 | | 730 |
| E10 SPED Svcs Support | 9,065 | 9,065 | 9,065 | 9,065 | 9,065 | 9,065 | | 9,065 |
| E10 Support Travel | - | - | - | - | - | - | | - |
| E10 Fd Svc Contract Svcs | 14,967 | 14,967 | 14,967 | 14,967 | 14,967 | 14,967 | | 14,967 |
| E10 OASIS Contract Svcs | - | - | - | - | - | - | | - |
| E10 Transportation Svcs | 6,100 | 6,100 | 6,100 | 6,100 | 6,100 | 6,100 | | 6,100 |
| Subtotal Support Contract Svcs | \$ 30,862 | \$ | 30,862 |
| Facility Contract Svcs | | | | | | | | |
| E12 Facility Rent | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | | 25,000 |
| Facility Debt Service - Interest | - | - | - | - | - | - | | - |
| Facility Debt Service - Principal | - | - | - | - | - | - | | - |
| E10 Cleaning Services | 5,880 | 5,880 | 5,880 | 5,880 | 5,880 | 5,880 | | 5,880 |
| E10 Electricity | 4,704 | 4,704 | 4,704 | 4,704 | 4,704 | 4,704 | | 4,704 |
| QAS Heat | 3,136 | 3,136 | 2,352 | - | - | - | | - |
| E10 Water | - | - | - | - | - | - | | - |

Atlanta Preparatory Academy

Monthly Breakdown

| FTE | 2009 Year 1 | 2008 | | | | | 2008 | | |
|---|---------------------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|------------------|--|
| | | Jul | Aug | Sep | Oct | Nov | Dec | | |
| E12 Sewer | 3,528 | 294 | 294 | 294 | 294 | 294 | 294 | 294 | |
| E12 Trash | 4,655 | 388 | 388 | 388 | 388 | 388 | 388 | 388 | |
| E12 Other Utilities | - | - | - | - | - | - | - | - | |
| E12 Security Services | 12,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | |
| E12 Maint Equip Rpr & Maint | 2,000 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | |
| E12 Bldg Maint & Rpr Svcs | 40,000 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | |
| Subtotal Facility Contract Svcs | \$ 493,111 | \$ 34,886 | \$ 34,886 | \$ 40,766 | \$ 42,334 | \$ 43,118 | \$ 43,902 | | |
| Subtotal Contractual Services | \$ 1,818,675 | \$ 84,643 | \$ 92,545 | \$ 179,824 | \$ 164,533 | \$ 164,623 | \$ 159,895 | | |
| Suppl & Mtrls | | | | | | | | | |
| Instr Supplies & Matis | | | | | | | | | |
| T57 Testing Materials | 18,375 | - | - | 9,188 | - | - | - | - | |
| E10 Paragon Materials | 52,180 | - | - | 5,218 | 5,218 | 5,218 | 5,218 | 5,218 | |
| Q1 Textbooks | 107,800 | 35,933 | 35,933 | 35,933 | - | - | - | - | |
| Q1 Library Books | 56,000 | 18,667 | 18,667 | 18,667 | - | - | - | - | |
| Q1 Instructional Software | 47,530 | 15,843 | 15,843 | 15,843 | - | - | - | - | |
| E10 Instructional Suppl & Mtrls | 32,830 | - | - | 3,283 | 3,283 | 3,283 | 3,283 | 3,283 | |
| E10 SPED Books & Supplies | 4,900 | - | - | 490 | 490 | 490 | 490 | 490 | |
| Subtotal Instr Supplies & Matis | \$ 319,615 | \$ 70,443 | \$ 70,443 | \$ 88,622 | \$ 8,991 | \$ 8,991 | \$ 8,991 | \$ 8,991 | |
| Admin Suppl & Matis | | | | | | | | | |
| E12 Office Supplies | 29,400 | 2,450 | 2,450 | 2,450 | 2,450 | 2,450 | 2,450 | 2,450 | |
| Subtotal Admin Suppl & Matis | \$ 29,400 | \$ 2,450 | \$ 2,450 | \$ 2,450 | \$ 2,450 | \$ 2,450 | \$ 2,450 | \$ 2,450 | |
| Support Suppl & Matis | | | | | | | | | |
| E10 Nursing Supplies | 4,900 | - | - | 490 | 490 | 490 | 490 | 490 | |
| E10 Fd Svc Supplies & Materials | - | - | - | - | - | - | - | - | |
| E10 OASIS Supplies & Materials | - | - | - | - | - | - | - | - | |
| E10 Trans Supplies & Materials | - | - | - | - | - | - | - | - | |
| Subtotal Support Suppl & Matis | \$ 4,900 | \$ - | \$ - | \$ 490 | \$ 490 | \$ 490 | \$ 490 | \$ 490 | |
| Facility Supplies & Matis | | | | | | | | | |
| E12 Maint Supplies | 24,500 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | |
| E10 Custodial Supplies | 24,500 | - | - | 2,450 | 2,450 | 2,450 | 2,450 | 2,450 | |
| Subtotal Facility Supplies & Matis | \$ 49,000 | \$ 2,042 | \$ 2,042 | \$ 4,492 | \$ 4,492 | \$ 4,492 | \$ 4,492 | \$ 4,492 | |
| Subtotal Supplies & Materials | \$ 402,915 | \$ 74,935 | \$ 74,935 | \$ 96,054 | \$ 16,423 | \$ 16,423 | \$ 16,423 | \$ 16,423 | |
| Capital & One-Time Exp | | | | | | | | | |

Atlanta Preparatory Academy

Monthly Breakdown

| | 2009 | | 2009 | | 2009 | | 2009 | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------|------------------|
| | Jan | Feb | Mar | Apr | May | Jun | | |
| E12 Sewer | 294 | 294 | 294 | 294 | 294 | 294 | | |
| E12 Trash | 388 | 388 | 388 | 388 | 388 | 388 | | |
| E12 Other Utilities | - | - | - | - | - | - | | |
| E12 Security Services | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | | |
| E12 Maint Equip Rpr & Maint | 167 | 167 | 167 | 167 | 167 | 167 | | |
| E12 Bldg Maint & Rpr Svcs | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | | |
| Subtotal Facility Contract Svcs | \$ 43,902 | \$ 43,902 | \$ 43,118 | \$ 40,766 | \$ 40,766 | \$ 40,766 | | \$ 40,766 |

| | | | | | | | | |
|--------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|-------------------|
| Subtotal Contractual Services | \$ 159,895 | \$ 165,407 | \$ 159,111 | \$ 162,965 | \$ 168,477 | \$ 168,477 | | \$ 156,759 |
|--------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|-------------------|

Suppl & Mtrls

Instr Supplies & Matis

| | | | | | | | | |
|--|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|--|-----------------|
| TST Testing Materials | - | - | - | 9,188 | - | - | | |
| E10 Paragon Materials | 5,218 | 5,218 | 5,218 | 5,218 | 5,218 | 5,218 | | 5,218 |
| Q1 Textbooks | - | - | - | - | - | - | | - |
| Q1 Library Books | - | - | - | - | - | - | | - |
| Q1 Instructional Software | - | - | - | - | - | - | | - |
| E10 Instructional Suppl & Matis | 3,283 | 3,283 | 3,283 | 3,283 | 3,283 | 3,283 | | 3,283 |
| E10 SPED Books & Supplies | 490 | 490 | 490 | 490 | 490 | 490 | | 490 |
| Subtotal Instr Supplies & Matis | \$ 8,991 | \$ 8,991 | \$ 8,991 | \$ 18,179 | \$ 8,991 | \$ 8,991 | | \$ 8,991 |

Admin Suppl & Matis

| | | | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|-----------------|
| E12 Office Supplies | 2,450 | 2,450 | 2,450 | 2,450 | 2,450 | 2,450 | | 2,450 |
| Subtotal Admin Suppl & Matis | \$ 2,450 | | \$ 2,450 |

Support Suppl & Matis

| | | | | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|---------------|--|---------------|
| E10 Nursing Supplies | 490 | 490 | 490 | 490 | 490 | 490 | | 490 |
| E10 Fd Svc Supplies & Materials | - | - | - | - | - | - | | - |
| E10 OASIS Supplies & Materials | - | - | - | - | - | - | | - |
| E10 Trans Supplies & Materials | - | - | - | - | - | - | | - |
| Subtotal Support Suppl & Matis | \$ 490 | | \$ 490 |

Facility Supplies & Matis

| | | | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|-----------------|
| E12 Maint Supplies | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | | 2,042 |
| E10 Custodial Supplies | 2,450 | 2,450 | 2,450 | 2,450 | 2,450 | 2,450 | | 2,450 |
| Subtotal Facility Supplies & Matis | \$ 4,492 | | \$ 4,492 |

Subtotal Supplies & Materials

| | | | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|--|------------------|
| | \$ 16,423 | \$ 16,423 | \$ 16,423 | \$ 25,610 | \$ 16,423 | \$ 16,423 | | \$ 16,423 |
|--|------------------|------------------|------------------|------------------|------------------|------------------|--|------------------|

Capital & One-Time Exp

Atlanta Preparatory Academy

Monthly Breakdown

| FTE | 2009 Year 1 | 2008 | | | | | 2008 | | | |
|--|---------------------|-------------------|---------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | | Jul | Aug | Sep | Oct | Nov | Dec | | | |
| Equipment | | | | | | | | | | |
| AUG | 213,822 | - | 213,822 | - | - | - | - | - | - | - |
| AUG | 170,025 | - | 170,025 | - | - | - | - | - | - | - |
| AUG | - | - | - | - | - | - | - | - | - | - |
| AUG | 25,235 | - | 25,235 | - | - | - | - | - | - | - |
| AUG | 107,000 | - | 107,000 | - | - | - | - | - | - | - |
| AUG | 68,376 | - | 68,376 | - | - | - | - | - | - | - |
| AUG | 61,520 | - | 61,520 | - | - | - | - | - | - | - |
| AUG | 5,000 | - | 5,000 | - | - | - | - | - | - | - |
| AUG | - | - | - | - | - | - | - | - | - | - |
| AUG | - | - | - | - | - | - | - | - | - | - |
| AUG | - | - | - | - | - | - | - | - | - | - |
| AUG | - | - | - | - | - | - | - | - | - | - |
| Subtotal Equipment | \$ 650,978 | \$ - | \$ 650,978 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Facility Imprvmnts | | | | | | | | | | |
| Q1 | - | - | - | - | - | - | - | - | - | - |
| AUG | 45,000 | - | 45,000 | - | - | - | - | - | - | - |
| Facility Imprvmnts | \$ 45,000 | \$ - | \$ 45,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| E12 | 105,367 | 8,781 | 8,781 | 8,781 | 8,781 | 8,781 | 8,781 | 8,781 | 8,781 | 8,781 |
| QTR | - | - | - | - | - | - | - | - | - | - |
| Subtotal Capital & One-Time Exp | \$ 801,345 | \$ 8,781 | \$ 704,759 | \$ 8,781 | \$ 8,781 | \$ 8,781 | \$ 8,781 | \$ 8,781 | \$ 8,781 | \$ 8,781 |
| Total Expenses | \$ 4,894,492 | \$ 199,848 | \$ 1,023,109 | \$ 441,639 | \$ 346,718 | \$ 346,808 | \$ 346,808 | \$ 346,808 | \$ 342,079 | \$ 342,079 |
| Summary | | | | | | | | | | |
| | 4,214,669 | 336,914 | 336,914 | 354,147 | 354,163 | 354,017 | 354,030 | 354,030 | 354,030 | 354,030 |
| | (4,093,147) | (191,067) | (318,351) | (432,859) | (337,937) | (338,027) | (333,299) | (333,299) | (333,299) | (333,299) |
| Subtotal: Net Operating Income / Loss | \$ 121,523 | \$ 145,847 | \$ 18,563 | \$ (78,712) | \$ 16,226 | \$ 15,990 | \$ 20,731 | \$ 20,731 | \$ 20,731 | \$ 20,731 |
| Transfers In | 695,978 | - | 695,978 | - | - | - | - | - | - | - |
| Less: Capital & One-Time Expenditures | (801,345) | (8,781) | (704,759) | (8,781) | (8,781) | (8,781) | (8,781) | (8,781) | (8,781) | (8,781) |
| Net Change in Fund Equity | \$ 16,156 | \$ 137,066 | \$ 9,783 | \$ (87,492) | \$ 7,445 | \$ 7,209 | \$ 11,950 | \$ 11,950 | \$ 11,950 | \$ 11,950 |
| Net "Current Position", Beginning | 34,084 | 34,084 | 171,150 | 180,933 | 93,440 | 100,886 | 100,886 | 100,886 | 100,886 | 100,886 |
| Net "Current Position", End | \$ 50,240 | \$ 171,150 | \$ 180,933 | \$ 93,440 | \$ 100,886 | \$ 108,095 | \$ 120,046 | \$ 120,046 | \$ 120,046 | \$ 120,046 |

Atlanta Preparatory Academy

Monthly Breakdown

| | 2009 Jan | 2009 Feb | 2009 Mar | 2009 Apr | 2009 May | 2009 Jun |
|--|-------------|-------------|-------------|-------------|-------------|--------------|
| Equipment | | | | | | |
| AUG Instr Furniture Non-Cap | - | - | - | - | - | - |
| AUG Instr Hardware Non-Cap | - | - | - | - | - | - |
| AUG Instr Equip/Mach Non-Cap | - | - | - | - | - | - |
| AUG Admin Furniture Non-Cap | - | - | - | - | - | - |
| AUG Admin Equip Non-Cap | - | - | - | - | - | - |
| AUG Admin Hardware Non-Cap | - | - | - | - | - | - |
| AUG Admin Hardware Cap | - | - | - | - | - | - |
| AUG Maint Equip/Machinery Non-Cap | - | - | - | - | - | - |
| AUG Fd Svc Machinery/Equipment Cap | - | - | - | - | - | - |
| AUG OASIS Equipment Non-Cap | - | - | - | - | - | - |
| AUG Transportation Equipment Cap | - | - | - | - | - | - |
| Subtotal Equipment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Facility Imprvmts | | | | | | |
| 07 Facility Acquisition & Improvements | - | - | - | - | - | - |
| AUG Playground | - | - | - | - | - | - |
| Facility Imprvmts | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Contingency | | | | | | |
| E02 | 8,781 | 8,781 | 8,781 | 8,781 | 8,781 | 8,781 |
| Interfund Transfers Out | | | | | | |
| 00R | - | - | - | - | - | - |
| Subtotal Capital & One-Time Exp | \$ 8,781 | \$ 8,781 | \$ 8,781 | \$ 8,781 | \$ 8,781 | \$ 8,781 |
| Total Expenses | \$ 342,079 | \$ 347,592 | \$ 341,295 | \$ 354,337 | \$ 350,662 | \$ 458,325 |
| <hr/> | | | | | | |
| Summary | | | | | | |
| Operating Revenues | 354,042 | 354,062 | 354,082 | 354,092 | 354,114 | 354,094 |
| Less: Operating Expenditures | (333,299) | (338,811) | (332,515) | (345,557) | (341,882) | (449,544) |
| Subtotal: Net Operating Income / Loss | \$ 20,743 | \$ 15,250 | \$ 21,567 | \$ 8,536 | \$ 12,232 | \$ (95,450) |
| Transfers In | - | - | - | - | - | - |
| Less: Capital & One-Time Expenditures | (8,781) | (8,781) | (8,781) | (8,781) | (8,781) | (8,781) |
| Net Change in Fund Equity | \$ 11,962 | \$ 6,470 | \$ 12,786 | \$ (245) | \$ 3,452 | \$ (104,231) |
| Net "Current Position", Beginning | 120,046 | 132,008 | 138,478 | 151,264 | 151,019 | 154,470 |
| Net "Current Position", End | \$ 132,008 | \$ 138,478 | \$ 151,264 | \$ 151,019 | \$ 154,470 | \$ 50,240 |

Atlanta Preparatory Academy

Grant Breakdown

| | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 |
|---|---------------------|----------------------------------|--------------------------------------|---------------------------------|-----------------------------|-----------------------------------|---------------------|---------------------|
| | Year 1 | Title I - Disadvantaged Students | Title II-A Improving Teacher Quality | Title II-D Enhancing Technology | Title V Innovative Programs | Title IV Safe & Drug Free Schools | Medicaid Reimbrsmnt | Gen'l Fund |
| - Donations & Gifts | - | - | - | - | - | - | - | - |
| - Fundraising | - | - | - | - | - | - | - | - |
| - Grants / Private Fundraising TBD | - | - | - | - | - | - | - | - |
| - Food Service Before/After Care Transportation | 170,043 | - | - | - | - | - | - | - |
| Subtotal Other | \$ 172,383 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 2,340 |
| Subtotal Gross Revenue | \$ 4,214,669 | \$ 24,500 | \$ 39,200 | \$ 4,900 | \$ 3,430 | \$ 2,450 | \$ 5,000 | \$ 3,965,147 |
| Transfers In | | | | | | | | |
| - Short Term Loans | - | - | - | - | - | - | - | - |
| - Equipment Loans | 695,978 | - | - | - | - | - | - | 695,978 |
| - Long Term Debt | - | - | - | - | - | - | - | - |
| - Interfund Transfers In | - | - | - | - | - | - | - | - |
| Subtotal Transfers In | \$ 695,978 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 695,978 |
| Less: Repayments & Reserves | | | | | | | | |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| - | - | - | - | - | - | - | - | - |
| Subtotal Repayments & Reserves | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Net Revenue & Transfers | \$ 4,910,647 | \$ 24,500 | \$ 39,200 | \$ 4,900 | \$ 3,430 | \$ 2,450 | \$ 5,000 | \$ 4,661,125 |
| Expenditures Projections | | | | | | | | |
| Personnel Costs | | | | | | | | |
| Salaries | | | | | | | | |
| - CAO | 75,000 | - | - | - | - | - | - | 75,000 |
| - Principal | - | - | - | - | - | - | - | - |
| - Asst. CAO | - | - | - | - | - | - | - | - |
| - Coordinator | - | - | 26,617 | - | - | - | - | 53,383 |
| - Program Facilitator | 80,000 | - | - | - | - | - | - | 800,000 |
| - Teachers | 800,000 | - | - | - | - | - | - | 73,600 |
| - Teacher - SPED | 73,600 | - | - | - | - | - | - | 32,000 |
| - Teacher - Frign Lang | 32,000 | - | - | - | - | - | - | 32,000 |
| - Teacher - Phys Ed | 32,000 | - | - | - | - | - | - | - |
| - Teacher - Drama | - | - | - | - | - | - | - | - |
| - Teacher - Music | 32,000 | - | - | - | - | - | - | 32,000 |
| - Teacher - Art | - | - | - | - | - | - | - | - |
| - Teacher - Basic Skills | - | - | - | - | - | - | - | - |
| - FT Substitute | 21,000 | - | - | - | - | - | - | 21,000 |
| - Nurse | 36,800 | - | - | - | - | - | 3,500 | 33,300 |
| - Guidance | 36,800 | - | - | - | - | - | - | 36,800 |
| - Social Worker | - | - | - | - | - | - | - | - |
| - Librarian | - | - | - | - | - | - | - | - |

Atlanta Preparatory Academy

Grant Breakdown

| | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 |
|--|---------------------|----------------------------------|--------------------------------------|---------------------------------|-----------------------------|-----------------------------------|---------------------|---------------------|
| | Year 1 | Title I - Disadvantaged Students | Title II-A Improving Teacher Quality | Title II-D Enhancing Technology | Title V Innovative Programs | Title IV Safe & Drug Free Schools | Medicaid Reimbrsmnt | Gen'l Fund |
| - Instr Tech Coord | | | | | | | | |
| - Parent Liason | | | | | | | | |
| - Library Aide | | | | | | | | |
| - Tchr Assts Reg | 189,000 | 14,259 | | | | | | 174,741 |
| - Tchr Assts SPED | | | | | | | | |
| - Clerical | 25,000 | | | | | | | 25,000 |
| - Business Manager | | | | | | | | |
| - Bookkeeper | | | | | | | | |
| - Custodian | 22,000 | | | | | | | 22,000 |
| - Security | | | | | | | | |
| - OASIS | | | | | | | | |
| - Food Service Manager | | | | | | | | |
| - Food Service Worker | 13,420 | | | | | | | |
| - Transportation | | | | | | | | |
| - Substitutes | 15,000 | | | | | | | 15,000 |
| Subtotal Salary Costs | \$ 1,483,620 | \$ 14,259 | \$ 26,617 | \$ - | \$ - | \$ - | \$ 3,500 | \$ 1,425,824 |
| Other Employment Costs (OEC's) | | | | | | | | |
| FICA | 113,497 | 1,091 | 2,036 | | | | | 109,076 |
| Pension | 14,552 | 143 | 266 | | | | | 13,974 |
| Unemployment | 29,672 | 285 | 532 | | | | | 28,516 |
| Worker's Comp | 6,995 | 51 | 96 | | | | | 6,154 |
| Health | 186,120 | 2,689 | 2,635 | | | | | 176,063 |
| Subtotal - OEC's | \$ 350,837 | \$ 4,259 | \$ 5,566 | \$ - | \$ - | \$ - | \$ 762 | \$ 333,783 |
| Professional Development | | | | | | | | |
| E12 Dues & Fees Instr | 7,750 | | | | | | | 7,750 |
| E12 Travel Instr | 7,750 | | | | | | | 7,750 |
| E12 Dues & Fees Admin | 750 | | | | | | | 750 |
| E12 Travel Admin | 2,250 | | | | | | | 2,250 |
| E12 Tuition Reimbursement | 3,100 | | | | | | | 3,100 |
| E12 Prof Dvlpmt Consultants | 15,500 | 5,247 | 5,842 | | | | | 4,411 |
| Subtotal Professional Development | \$ 37,100 | \$ 5,247 | \$ 5,842 | \$ - | \$ - | \$ - | \$ - | \$ 26,011 |
| Subtotal Personnel Costs | \$ 1,871,557 | \$ 23,765 | \$ 38,024 | \$ - | \$ - | \$ - | \$ 4,262 | \$ 1,785,619 |
| Other Operating Expenses | | | | | | | | |
| Contract Svcs | | | | | | | | |
| Instr Contract Svcs | | | | | | | | |
| E10 Contracted Specials Tchrs | | | | | | | | 3,027 |
| E10 Contracted SPED Tchrs | 3,027 | | | | | | | |
| E10 Contracted Tutors | | | | | | | | |
| E10 Student Teachers | | | | | | | | |
| Q1 Instr Cmpttr Install | | | | | | | | |
| E12 Instr Cmpttr Svc | | | | | | | | |
| E12 Instr Copier Lease (Operating) | 10,000 | | | | | | | 10,000 |
| E12 Mgmt Svcs - Educational | 258,449 | | | | | | | 258,449 |
| Operating Loan - Interest | | | | | | | | |
| Operating Loan - Principal | | | | | | | | |

Atlanta Preparatory Academy

Grant Breakdown

| | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | |
|--|---------------------|----------------------------------|--------------------------------------|---------------------------------|-----------------------------|-----------------------------------|---------------------|---------------------|
| | Year 1 | Title I - Disadvantaged Students | Title II-A Improving Teacher Quality | Title II-D Enhancing Technology | Title V Innovative Programs | Title IV Safe & Drug Free Schools | Medicaid Reimbrsmnt | Gen'l Fund |
| Equipment Lease - Interest | 57,672 | - | - | - | - | - | - | 57,672 |
| Equipment Lease - Principal | 269,949 | - | - | - | - | - | - | 269,949 |
| E10 Rpr Maint Instr Equip | - | - | - | - | - | - | - | - |
| E10 Field Trips & Activities | 12,250 | - | - | - | - | - | - | 12,250 |
| Subtotal Instr Contract Svcs | \$ 611,347 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 611,347 |
| Admin Contract Svcs | | | | | | | | |
| E12 Legal Services | 12,250 | - | - | - | - | - | - | 12,250 |
| SEP Audit Services | 16,859 | - | - | - | - | - | - | 16,859 |
| QTR Insurance | 22,050 | - | - | - | - | - | - | 22,050 |
| ADV Crim Background Checks | 2,390 | - | - | - | - | - | - | 2,390 |
| ADV Marketing | 24,825 | - | - | - | - | - | - | 24,825 |
| E12 Adm Copier Lease (Operating) | 10,000 | - | - | - | - | - | - | 10,000 |
| E12 Postage & Shipping | 7,350 | - | - | - | - | - | - | 7,350 |
| E12 Telephone & Internet Access | 33,200 | - | - | - | - | - | - | 33,200 |
| E10 Stnt Acctg Sftwr | 10,838 | - | - | - | - | - | - | 10,838 |
| E12 Mgmt Svcs - Admin | 258,449 | 735 | 1,176 | 147 | 103 | 74 | - | 258,449 |
| E12 Indirect Costs | 2,384 | - | - | - | - | - | - | 150 |
| GA Oversight Fee | - | - | - | - | - | - | - | - |
| E12 Admin Equip Rpr & Maint | 5,000 | - | - | - | - | - | - | 5,000 |
| Subtotal Admin Contract Svcs | \$ 405,595 | \$ 735 | \$ 1,176 | \$ 147 | \$ 103 | \$ 74 | \$ - | \$ 403,361 |
| Support Contract Svcs | | | | | | | | |
| E10 Nursing Services | 7,300 | - | - | - | - | - | - | 7,300 |
| E10 SPED Svcs Support | 90,650 | - | - | - | - | - | - | 90,650 |
| E10 Support Travel | - | - | - | - | - | - | - | - |
| E10 Fd Svc Contract Svcs | 149,672 | - | - | - | - | - | - | - |
| E10 OASIS Contract Svcs | - | - | - | - | - | - | - | - |
| E10 Transportation Svcs | 61,000 | - | - | - | - | - | - | - |
| Subtotal Support Contract Svcs | \$ 308,622 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 97,950 |
| Facility Contract Svcs | | | | | | | | |
| E12 Facility Rent | 300,000 | - | - | - | - | - | - | 300,000 |
| Facility Debt Service - Interest | - | - | - | - | - | - | - | - |
| Facility Debt Service - Principal | - | - | - | - | - | - | - | - |
| E10 Cleaning Services | 58,800 | - | - | - | - | - | - | 58,800 |
| E12 Electricity | 56,448 | - | - | - | - | - | - | 56,448 |
| Q23 Heat | 15,680 | - | - | - | - | - | - | 15,680 |
| E12 Water | - | - | - | - | - | - | - | - |
| E12 Sewer | 3,528 | - | - | - | - | - | - | 3,528 |
| E12 Trash | 4,655 | - | - | - | - | - | - | 4,655 |
| E12 Other Utilities | - | - | - | - | - | - | - | - |
| E12 Security Services | 12,000 | - | - | - | - | - | - | 12,000 |
| E12 Maint Equip Rpr & Maint | 2,000 | - | - | - | - | - | - | 2,000 |
| E12 Bldg Maint & Rpr Svcs | 40,000 | - | - | - | - | - | - | 40,000 |
| Subtotal Facility Contract Svcs | \$ 493,111 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 493,111 |
| Subtotal Contractual Services | \$ 1,818,675 | \$ 735 | \$ 1,176 | \$ 147 | \$ 103 | \$ 74 | \$ - | \$ 1,605,769 |

Atlanta Preparatory Academy

Grant Breakdown

| | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 |
|---|-------------------|----------------------------------|--------------------------------------|---------------------------------|-----------------------------|-----------------------------------|---------------------|-------------------|
| | Year 1 | Title I - Disadvantaged Students | Title II-A Improving Teacher Quality | Title II-D Enhancing Technology | Title V Innovative Programs | Title IV Safe & Drug Free Schools | Medicaid Reimbrsmnt | Gen'l Fund |
| Suppl & Mtrls | | | | | | | | |
| Instr Supplies & Matis | | | | | | | | |
| TST Testing Materials | 18,375 | - | - | - | - | - | - | 18,375 |
| E10 Paragon Materials | 52,180 | - | - | - | 3,327 | - | - | 48,853 |
| Q1 Textbooks | 107,800 | - | - | - | - | - | - | 107,800 |
| Q1 Library Books | 56,000 | - | - | - | - | - | - | 56,000 |
| Q1 Instructional Software | 47,530 | - | 4,753 | - | - | - | - | 42,777 |
| E10 Instructional Suppl & Mtrls | 32,830 | - | - | - | - | 2,377 | - | 30,454 |
| E10 SPED Books & Supplies | 4,900 | - | - | - | - | - | - | 4,900 |
| Subtotal Instr Supplies & Matis | \$ 319,615 | \$ - | \$ 4,753 | \$ 3,327 | \$ 2,377 | \$ - | \$ - | \$ 309,158 |
| Admin Suppl & Matis | | | | | | | | |
| E12 Office Supplies | 29,400 | - | - | - | - | - | 738 | 28,662 |
| Subtotal Admin Suppl & Matis | \$ 29,400 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 738 | \$ 28,662 |
| Support Suppl & Matis | | | | | | | | |
| E10 Nursing Supplies | 4,900 | - | - | - | - | - | - | 4,900 |
| E10 Fd Svc Supplies & Materials | - | - | - | - | - | - | - | - |
| E10 OASIS Supplies & Materials | - | - | - | - | - | - | - | - |
| E10 Trans Supplies & Materials | - | - | - | - | - | - | - | - |
| Subtotal Support Suppl & Matis | \$ 4,900 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 4,900 |
| Facility Supplies & Matis | | | | | | | | |
| E12 Maint Supplies | 24,500 | - | - | - | - | - | - | 24,500 |
| E10 Custodial Supplies | 24,500 | - | - | - | - | - | - | 24,500 |
| Subtotal Facility Supplies & Matis | \$ 49,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 49,000 |
| Subtotal Supplies & Materials | \$ 402,915 | \$ - | \$ 4,753 | \$ 3,327 | \$ 2,377 | \$ 738 | \$ - | \$ 391,720 |
| Capital & One-Time Exp Equipment | | | | | | | | |
| Instr Furniture Non-Cap | 213,822 | - | - | - | - | - | - | 213,822 |
| Instr Hardware Non-Cap | 170,025 | - | - | - | - | - | - | 170,025 |
| Instr Equip/Mach Non-Cap | - | - | - | - | - | - | - | - |
| Admin Furniture Non-Cap | 25,235 | - | - | - | - | - | - | 25,235 |
| Admin Equip Non-Cap | 107,000 | - | - | - | - | - | - | 107,000 |
| Admin Hardware Non-Cap | 68,376 | - | - | - | - | - | - | 68,376 |
| Admin Hardware Cap | 61,520 | - | - | - | - | - | - | 61,520 |
| Maint Equip/Machinery Non-Cap | 5,000 | - | - | - | - | - | - | 5,000 |
| Fd Svc Machinery/Equipment Cap | - | - | - | - | - | - | - | - |
| OASIS Equipment Non-Cap | - | - | - | - | - | - | - | - |
| Transportation Equipment Cap | - | - | - | - | - | - | - | - |
| Subtotal Equipment | \$ 650,978 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 650,978 |
| Facility Imprvrmts | | | | | | | | |
| Facility Acquisition & Improvements | - | - | - | - | - | - | - | - |
| Playground | 45,000 | - | - | - | - | - | - | 45,000 |
| Subtotal Facility Imprvrmts | \$ 45,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 45,000 |

Atlanta Preparatory Academy

Grant Breakdown

| | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 | 2009 |
|--|---------------------|----------------------------------|--------------------------------------|---------------------------------|-----------------------------|-----------------------------------|---------------------|---------------------|
| | Year 1 | Title I - Disadvantaged Students | Title II-A Improving Teacher Quality | Title II-D Enhancing Technology | Title V Innovative Programs | Title IV Safe & Drug Free Schools | Medicaid Reimbrsmnt | Gen'l Fund |
| E12 Contingency | 105,367 | | | | | | | 105,367 |
| QTR Interfund Transfers Out | - | | | | | | | - |
| Subtotal Capital & One-Time Exp | \$ 801,345 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 801,345 |
| Total Expenses | \$ 4,894,492 | \$ 24,500 | \$ 39,200 | \$ 4,900 | \$ 3,430 | \$ 2,450 | \$ 5,000 | \$ 4,584,453 |
| Summary | | | | | | | | |
| Operating Revenues | 4,214,669 | 24,500 | 39,200 | 4,900 | 3,430 | 2,450 | 5,000 | 3,965,147 |
| Less: Operating Expenditures | (4,093,147) | (24,500) | (39,200) | (4,900) | (3,430) | (2,450) | (5,000) | (3,783,108) |
| Subtotal: Net Operating Income / Loss | \$ 121,523 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 182,039 |
| Transfers In | 695,978 | | | | | | | 695,978 |
| Less: Capital & One-Time Expenditures | (801,345) | | | | | | | (801,345) |
| Net Change in Fund Equity | \$ 16,156 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 76,672 |
| Net "Current Position", Beginning | 34,084 | | | | | | | 34,084 |
| Net "Current Position", End | \$ 50,240 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 110,756 |

Appendix J:
Sample Evaluation Rubric



Mosaica Education, Inc.
Program Implementation Review Tools

Included in this packet:

Paragon Checklist: This checklist contains criteria and a rubric briefly and clearly describing what one should see and hear in a distinguished, good, developing, or emerging Paragon classroom. Teachers should look at the checklist frequently as a reminder of what they need to do to become distinguished Paragon teachers. PFs should use the checklist during informal classroom visits as a communication tool for coaching sessions. CAOs may use the checklist for classroom visits to get a sense of how individual teachers are succeeding in implementing Paragon.

Morning Checklist: Based on the Paragon checklist, this checklist's criteria and related descriptions help CAOs and PFs determine a teacher's areas of distinction and areas of need in implementing math, Language Arts, and science. As with the Paragon checklist, PFs use this during informal classroom visits as a communication tool when coaching teachers. Teachers and CAOs also use the checklist as a touchstone of what is needed to succeed in these core areas.

School-wide Paragon Checklist: Based on the Paragon Checklist, this tool provides CAOs and RVPs with a description of what they should see and hear for each key checkpoint as they conduct their frequent reviews of the success of Paragon implementation in the school. It includes a note-taking guide for use during school-wide walkthroughs.

Mosaica Model Instructional Review Form: This tool will aid RVPs and CAOs in getting a quick read of a teacher's success (or challenge) in engaging and instructing students.

Paragon Night Checklist: PFs and CAOs each have key roles to make Paragon Night successful. This checklist serves as a quick reminder to PFs of what needs to be done before, during and after each Paragon Night. This tool complements the Paragon Night Guide.

Paragon Unit Reflection Form: Reflection is key to a teacher's growth and success in the classroom. PFs will guide teachers to complete and review this form in grade group meetings after the completion of each Paragon unit. It will serve as a tool to inspire celebrations of success and to address areas of challenge. Teachers will keep one copy of the completed form in their ITB and will send one copy electronically or in hard copy to the Paragon Design Team.

PSAP Form: This form, the Personalized Student Achievement Plan, is to be completed for each student by the teacher to guide individual instruction. Teachers can also use it as a communication tool with parents and students showing challenges and progress. Each form should be reviewed and updated every 10 weeks. The CAO and PF should be aware of the overall needs of students and cognizant of teachers' understanding and use of the form.

Literacy Initiative Checklist: This checklist should be understood and used by Regional leaders, the CAO, the PF and teachers to ensure that key components of the Literacy Initiative are being implemented successfully.

Teacher: _____ Observer: _____ Date: _____

Checklist: Paragon in the Classroom

Directions: Note carefully each checkpoint during Paragon observations and circle the applicable rating.

| Paragon Checkpoint | 4 Distinguished | 3 Good | 2 Developing | 1 Not yet Evident |
|--|--|--|---|--|
| Is the Essential Question displayed in the room? | The Essential Question is clearly and prominently displayed. It is eye-catching and consistent with the unit being taught. When asked, students can clearly articulate what the EQ is and its purpose. | The Essential Question is clearly and prominently displayed. It is consistent with the unit being taught. Some students can clearly articulate what the EQ is and its purpose. | The Essential Question is displayed. There may be more than one EQ posted and it's not entirely clear which one is currently being taught. Some students can articulate the EQ and its purpose. | The Essential Question is not displayed. When asked, students cannot articulate what the EQ is and its purpose. |
| Is a significant portion of the room dedicated to displaying students' Paragon work? | Paragon's presence is immediately recognizable. The classroom is filled with student work and projects from the current Paragon unit being implemented, and with past work (although current work is predominant). Students and teacher can speak knowledgeably about the work displayed and the content of the current unit, as well as previous units. | A significant portion of the room is clearly celebrating students' work in Paragon and reflects the current unit. Students and teacher can speak about the displays and the content of the current unit. | Some student work from the current Paragon unit is displayed, but it is not prominent. Some students can speak about the work displayed and can address the content of the current unit. | Little or no student work is displayed. Students have a difficult time speaking about Paragon in general or the content of the current unit. |
| Is the lesson content accurately implemented and paced appropriately? | Teacher guides students to explore content within allotted time, making appropriate adjustments to meet student interest and need. Implementation calendar is accessible; lesson is on schedule. Content matches information in the overviews, as well as the lesson's "At a Glance." Teacher is clearly implementing curriculum as intended. | Lesson is on schedule and content matches information in the overviews, as well as the lesson's "At a Glance." Implementation is as intended. | Lesson is a bit off from implementation schedule. Content of lesson somewhat matches overviews and "At a Glance." | Teacher is not implementing or pacing the curriculum according to schedule or plan. |
| Is the teacher encouraging students to find their own answers? | It is obvious the teacher has fostered a community of independent learners. All students are working to solve problems and find answers. The teacher uses strategies such as specific encouragement and/or Socratic questioning to facilitate learning. | Students are working to find answers. The teacher provides guidance as needed and gives sincere praise. | The teacher interacts somewhat with students as they work on a task, giving some praise and direction. | The teacher has modified the lesson to be entirely teacher-directed. |
| Are supplies and resources being used appropriately and creatively? | Distribution and use of Black Line Masters, <i>Nystrom Atlases</i> , Paragon books and magazines (i.e. <i>Cobblestone</i>), the Interactive Paragon Journal or Paragon Journal, and art supplies are well organized, used appropriately and creatively, to maximize student learning. Students have access to previously used resources for review and for making connections to current content. | Use of Black Line Masters, <i>Nystrom Atlases</i> , Paragon books and magazines, the Interactive Paragon Journal and Paragon Journal, and art supplies are being used according to the lesson. | Teacher uses some but not all of the resources available. There seems to be great inconsistency in the use of resources. For example, the Interactive Paragon Journal is used, but very sporadically. | Many resources are not being used, for example, they are in a closet or cupboard untouched. There is no evidence of journals. |
| Are students engaged in their work? | All students are appropriately engaged in their work and are on task. The room has a feeling of concentration, excitement, and love of learning. Student expectations are posted; they know what to do and how to carry it out, and they are clearly embracing their own learning. | Students are focused and working on the task at hand. They have a clear understanding of expectations and how to reach the outcome. | Some students are working, but not all are on task. Expectations are not posted and there is some ambiguity as to what needs to be done and/or how to achieve it. | Few/no students are engaged and cannot articulate what they are supposed to be doing. Room feels disorganized. |
| Are a variety of effective teaching strategies used as appropriate? | Several effective teaching strategies are used throughout the lesson to engage learners and to maximize student achievement. Students are clearly familiar with the strategies and do not need much explanation. (i.e. they can engage in a Socratic discussion without much direction.) | ETS are used as described in the lesson. The teacher clearly understands how to use each. Students need some explanation. | The teacher has some difficulty using effective teaching strategies intended for the lesson. A lot of time is spent in explaining the strategies. | The teacher does not use effective teaching strategies as prompted in the lessons. |

Teacher: _____ Observer: _____ Date: _____

Checklist: Paragon in the Classroom (page 2)

| Paragon Checkpoint | 4 Distinguished | 3 Good | 2 Developing | 1 Not Yet Evident |
|---|--|--|---|---|
| Is the teacher differentiating instruction? | Teacher clearly demonstrates an understanding of individual student needs and appropriately modifies strategies, materials, and resources accordingly. Teacher is able to provide differentiated instruction that teaches to student's multiple intelligences and maximizes student achievement. | Teacher demonstrates an understanding of individual student needs. S/he uses effective teaching strategies, and/or modifies materials and resources to meet students at their point of need. | Teacher is somewhat aware of student needs and attempts to address these through differentiated instruction. | Teacher seems unaware of individual student needs and/or makes no attempt to differentiate instruction. |
| Is technology integrated appropriately? | PowerPoints, images, music, video, and/or computers are organized and incorporated seamlessly into the lesson as intended. Teacher clearly understands the importance and variety of technology available, and how to integrate each piece to maximize student achievement. Students are very comfortable with the use of technology. | PowerPoints, images, music, video, and/or computers are incorporated into the lesson as intended. The teacher understands the importance of integrated technology. Most students are comfortable with the use of technology. | Teacher makes an attempt to use some technology as described in the lesson. A lot of class time is spent in setting up and/or "tinkering" with technology before using it. Students need a lot of explanation and/or prompting when using technology. | Teacher does not integrate technology into the lesson and/or inappropriately uses technology; for example, using the computers as a "reward" for good behavior. |
| Is the teacher using community-building strategies effectively? | It is obvious the teacher has created a classroom community. The teacher uses several strategies from the Building Community Tool Kit, i.e., clearly communicates expectations both orally and visually; offers positive choices; encourages students to solve problems together; knows and respects each student's individual needs and preferences; and gives sincere, specific encouragement. | The teacher uses one or more strategies from the Tool Kit. S/he communicates expectations clearly, offers positive choices, encourages students to solve problems together, knows and respects each student's individual needs and preferences, and gives encouragement. | The teacher seems aware of some of the Building Community strategies and attempts to use at least one. | The teacher seems unaware of the Building Community strategies and does little to build community. This is a very teacher-directed, authoritative classroom and/or a very chaotic classroom. |
| Is the teacher aware of the lesson outcome and using it as a basis for informally/ formally assessing student work? | The teacher checks for understanding throughout the lesson and revises activities and/or teaching strategies as needed to ensure that students are meeting the lesson outcome. The teacher is familiar with and uses the stated objectives at the beginning of each Investigation to help guide unit implementation. | The teacher checks for understanding throughout the lesson to ensure that students are meeting the lesson outcome. The teacher is familiar with the stated objectives at the beginning of each Investigation and uses them to guide implementation. | The teacher seems to have some understanding of the connection between the outcome and assessment opportunities. The teacher is somewhat familiar with the stated objectives at the beginning of each Investigation, but doesn't know their importance. | The teacher is not aware of the purpose of the lesson outcomes or the objectives stated at the beginning of each Investigation. It is not evident that the teacher checks for understanding or appropriately assesses students regularly. |
| Does the teacher understand the alignments to state standards for this unit? | Unit alignments to state standards are accessible and teacher portion is complete. The teacher clearly understands how this lesson is meeting standards and s/he assesses student understanding accordingly (either formally or informally). | Unit alignments to state standards are accessible and teacher portion is complete. The teacher appears to understand how this lesson is meeting standards. | Unit alignments to state standards are accessible but teacher portion is incomplete. The teacher has a limited understanding of how Paragon is aligned to state standards. | The teacher is completely unaware of how Paragon is aligned to state standards. |

Comments:

Teacher: _____ Observer: _____ Date: _____

Morning Program Checklist

Circle subject
area observed:

Math Science
Language Arts

Directions: Note carefully each checkpoint during morning program observations and circle the applicable rating.

| Subject Area Checkpoint | 4 Distinguished | 3 Good | 2 Developing | 1 Not yet Evident |
|--|---|--|--|--|
| Is the teacher engaged in teaching? | Teacher is clearly engaged in the content and process of the lesson. Teacher facial and body expression, movement, voice tone and words, convey and model high interest and passion regarding the subject matter, the activity, the outcome, student learning, and the joy of learning overall. | Teacher conveys an interest in the content and process of the lesson. Movement and voice conveys and models this interest to students. | Teacher seems somewhat interested by the lesson content or activities, but movement and voice do not consistently convey this. | Teacher stays at desk and does little to express interest. Teacher does not seem engaged by the activities and the content. |
| Are the relevant state standards for the lesson posted and addressed? | Alignments to state standards are clearly and accurately on posted lesson plans and indicated on an easily accessible implementation calendar. The teacher clearly understands how this lesson is meeting standards and s/he assesses student understanding accordingly. | State standards are posted and accessible. The teacher understands how the lesson is addressing standards. | State standards are posted but teacher has a limited understanding of how the curriculum is aligned to state standards. | Standards are not posted or are posted incorrectly. Teacher is unaware of how the curriculum aligns to state standards. |
| Are students writing across the curriculum? | Student writing in the subject area is abundant, appropriate, and displayed. Evidence of student improvement and understanding of the writing process is clear. | It is clear that effort is made to include appropriate writing activities. | Some writing is being done and/or some writing is present on walls or in journals. | No evidence of writing is present. |
| Is key content terminology displayed and incorporated into the lesson? (ie: Word Walls?) | A Word Wall for the subject area is clearly and prominently displayed. It is eye-catching and consistent with the unit being taught. It is used several times throughout the lesson. When asked, students can clearly articulate why the terminology is on the wall and how it applies to what they are exploring. | Key terminology is displayed, is consistent with the unit taught, & used during the lesson. Many students can articulate the purpose of the terminology. | Some related subject area terminology is displayed. Some students can articulate the purpose of the terminology. | No subject area terminology is displayed. |
| Is student work displayed? | Room is filled with student work, projects, and experiments from current and past units of the subject area being observed. Student writing in each subject is published and displayed. Students and teacher can speak knowledgeably about the work displayed and the content of the current unit, as well as previous units. | A significant portion of the room is celebrating students' work. Students and teacher can speak about the displays & the content of the current unit. | Some student work from the subject area is displayed, but is not prominent. Some students can speak about the work displayed. | Little or no student work is displayed. Students have a difficult time speaking about the subject area in general. |
| Is the teacher encouraging students to find their own answers? | It is obvious the teacher has fostered a community of independent learners. All students are working to solve problems and find answers. The teacher uses strategies such as specific encouragement and/or Socratic questioning to facilitate learning. | Students are working to find answers. The teacher provides guidance as needed and gives sincere praise. | The teacher interacts somewhat with students as they work on a task, giving some praise and direction. | The teacher has modified the lesson to be entirely teacher-directed. |
| Are content specific supplies and resources being used appropriately and creatively? | Distribution and use of texts, books, handouts, charts, story maps, lists, journals, manipulatives, science kits, and art supplies are well organized, used thoroughly, appropriately and creatively, to maximize student learning. Students have access to and clearly know the system for obtaining and using resources and reference material. | Use of texts, books, handouts, charts, story maps, lists, journals, manipulatives, science kits, and art supplies are organized & used appropriately to enhance achievement. | Teacher uses some but not all of the resources available. There is inconsistency in the use of resources. For example, manipulatives are used but only very sporadically. | Many resources are not being used, for example, they are in a closet or cupboard untouched. |
| Is technology integrated appropriately? | PowerPoints, images, music, video, and/or computers are organized and incorporated seamlessly into the lesson. Teacher clearly understands the importance/variety of technology available, and how to integrate each piece to maximize student achievement. Technology is used to expand research, engage students and display understanding. Students are comfortable with technology. | PPTs, images, music, video, and/or computers are incorporated. Teacher understands the importance of integrated technology. Students are at ease with technology. | Teacher attempts to use some technology. A lot of class time is spent in setting up technology before using it. Students need a lot of prompting and/or explanation when using technology. | Teacher does not integrate technology into the lesson and/or uses technology inappropriately; ie., uses the computers as a "reward" for good behavior. |

Morning Program Checklist (page 2)

| Subject Area Checkpoint | 4 Distinguished | 3 Good | 2 Developing | 1 Not Yet Evident |
|---|---|---|---|--|
| Are students engaged in their work? | All students are appropriately engaged in their work and are on task. The room has a feeling of concentration, excitement, and love of learning. Student expectations are posted; they know what to do and how to carry it out, and they are clearly embracing their own learning. | Students are focused and working on the task at hand. They have a clear understanding of expectations and how to reach the outcome. | Some students are working, but not all are on task. Expectations are not posted and there is some ambiguity as to what needs to be done and/or how to achieve it. | Few/no students are engaged and cannot articulate what they are supposed to be doing. Room feels disorganized. |
| Are effective teaching strategies employed? | Several ETS are used throughout the lesson to engage learners and to maximize student achievement. The teacher is clearly adept at using the key 6 ETS and the Four Blocks in the subject area observed. | Some of the ETS or Four Blocks strategies are used as described in the curriculum. The teacher uses each appropriately. | The teacher has some difficulty using effective teaching strategies intended for the lesson. A lot of time is spent in explaining the strategies. | The teacher does not use effective teaching strategies. |
| Is the teacher differentiating instruction? | Teacher clearly demonstrates an understanding of individual student needs and appropriately modifies strategies, materials, resources, and assessments accordingly. Teacher is able to provide differentiated instruction that teaches to student's multiple intelligences and maximizes student achievement. | Teacher demonstrates an understanding of individual student needs. S/he uses ETS, and/or modifies materials and resources to meet students at their point of need. | Teacher is somewhat aware of some student needs and attempts to address these by altering activities. | Teacher seems unaware of individual student needs and/or makes no attempt to differentiate instruction. |
| Is the teacher using community-building strategies effectively? | The teacher has clearly fostered a classroom community and adeptly and purposefully uses several strategies from the Building Community Tool Kit, i.e., clearly communicates expectations both orally and visually; offers positive choices; encourages students to solve problems together; knows/respects each student's individual preferences and needs; gives sincere, specific encouragement. | The teacher uses two or more strategies from the Tool Kit to proactively manage the classroom and/or foster student interest. | The teacher seems aware of some of the Building Community strategies and attempts to use at least one. | The teacher seems unaware of the Building Community strategies and does little to build community. This is a very teacher-directed, authoritative classroom and/or a very chaotic classroom. |
| Is the lesson content accurately implemented and paced appropriately? | Teacher guides students to explore content within allotted time, making appropriate adjustments to meet student interest/need. Implementation calendar is accessible; lesson is on schedule. Content matches lesson plan. Teacher is clearly implementing curriculum as intended. | Lesson is on schedule and content matches information in the lesson plan and calendar. Implementation is as intended. | Lesson is a bit off from implementation schedule. Content of lesson somewhat matches lesson plan and/or scope and sequence. | Teacher is not implementing or pacing the curriculum according to schedule or plan. |
| Is there evidence of on-going assessment (observation, conferencing, questioning, quizzes, student work, etc.)? | The teacher checks for understanding throughout the lesson and revises activities and/or teaching strategies as needed to ensure that students are meeting the lesson outcome. The teacher is familiar with state standards and clearly understands how to use and/or modify assessments to check for student understanding of each benchmark or performance indicator. | The teacher checks for understanding throughout the lesson to ensure that students are meeting the lesson outcome. The teacher is familiar with state standards and can make connections between benchmarks and the assessment. | The teacher seems to have some understanding of the connection between the outcome and assessment. The teacher is unclear as to how standards connect. | It is not evident that the teacher checks for understanding or appropriately assesses students regularly. |

Comments:

School-wide Paragon Checklist

Directions: Note carefully each checkpoint and become familiar with what you should see and hear in a school with distinguished Paragon implementation. Use the note-taking guide (page 3) during your school-wide walkthrough.

| Paragon Checkpoint | Distinguished Classroom Practice | What a School-wide Observer Should See and Hear |
|--|--|---|
| Is the Essential Question displayed in the room? | The Essential Question is clearly and prominently displayed. It is eye-catching and consistent with the unit being taught. When asked, students can clearly articulate what the EQ is and its purpose. | <ul style="list-style-type: none"> The Essential Question is clearly and prominently displayed. The Essential Question is consistent with the unit being taught. Students can clearly articulate what the EQ is and its purpose. Teachers can explain the importance of the EQ to the unit. The CAO can identify an EQ for a particular grade level. |
| Is a significant portion of the room dedicated to displaying students' Paragon work? | Paragon's presence is immediately recognizable. The classroom is filled with student work and projects from the current Paragon unit being implemented, and with past work (although current work is predominant). Students and teacher can speak knowledgeably about the work displayed and the content of the current unit, as well as previous units. | <ul style="list-style-type: none"> Original student work is displayed in the hallway. There is a variety of student work displayed. The student work reflects work in the current unit. Students talk about their work with knowledge and enthusiasm. Teachers can explain the significance of the work in terms of unit content. The CAO is knowledgeable about how the student work connects to the unit content. |
| Is the lesson content accurately implemented and paced appropriately? | Teacher guides students to explore content within allotted time, making appropriate adjustments to meet student interest and need. Implementation calendar is accessible; lesson is on schedule. Content matches information in the overviews, as well as the lesson's "At a Glance." Teacher is clearly implementing curriculum as intended. | <ul style="list-style-type: none"> Lessons are on schedule across the building and Paragon is taught for the fully allotted time. Teachers can discuss appropriate pacing and any adjustments they have made. Teachers know which other grades are experiencing similar content in the unit and are making connections. The CAO has a general idea of what lessons teachers should be teaching, based on knowledge of the implementation calendar. Paragon Night is on schedule and students and teachers are well prepared for the event. |
| Is the teacher encouraging students to find their own answers? | It is obvious the teacher has fostered a community of independent learners. All students are working to solve problems and find answers. The teacher uses strategies such as specific encouragement and/or Socratic questioning to facilitate learning. | <ul style="list-style-type: none"> Students are working to find answers to teachers' questions. Teachers provide guidance and sincere praise. Students are willing to participate, to venture guesses, to solve problems, and to ask their own questions in class. Students respond to your questions thoughtfully, demonstrating experience and comfort with Socratic questioning. |
| Are supplies and resources being used appropriately and creatively? | Distribution and use of Black Line Masters, <i>Nystrom Atlases</i> , Paragon books and magazines (i.e. <i>Cobblestone</i>), the Interactive Paragon Journal or Paragon Journal, and art supplies are well organized, used appropriately and creatively, to maximize student learning. Students have access to previously used resources for review and for making connections to current content. | <ul style="list-style-type: none"> Students are using Black Line Masters, <i>Nystrom Atlases</i>, Paragon books and magazines, the Interactive Paragon Journal/Binder. A variety of art supplies are being used according to the lessons. Students have ready access to supplies and other resources (i.e., books from previous units) to supplement what they are learning. Displayed work shows that a variety of resources have been used. Students talk with enthusiasm about books, magazines, art activities, etc. The CAO is committed to budgeting for Paragon. |
| Are students engaged in their work? | All students are appropriately engaged in their work and are on task. The room has a feeling of concentration, excitement, and love of learning. Student expectations are posted; they know what to do and how to carry it out, and they are clearly embracing their own learning. | <ul style="list-style-type: none"> Students are focused and working on the task at hand. Student expectations are posted, and students know what to do. Students comprehend the content of the lesson. Students describe what they are learning with enthusiasm and joy, and they make connections to their own lives. The CAO can describe student engagement based on his/her conversations with students. |
| Are a variety of effective teaching strategies used as appropriate? | Several effective teaching strategies are used throughout the lesson to engage learners and to maximize student achievement. Students are clearly familiar with the strategies and do not need much explanation. (i.e. they can efficiently engage in a Socratic discussion without much direction.) | <ul style="list-style-type: none"> Students and teachers are using appropriate graphic organizers. Students are working productively in cooperative groups. Students are engaged in Socratic discussion. Teachers activate students' prior knowledge of a concept or topic. Students are engaged in role-play. Students are engaged in personal connection journaling. Teachers are asking open-ended, significant questions. The CAO knows and can identify effective teaching strategies. |

School-wide Paragon Checklist (page 2)

| Paragon Checkpoint | Distinguished Classroom Practice | What a School-wide Observer Should See and Hear |
|--|--|--|
| Is the teacher differentiating instruction? | Teacher clearly demonstrates an understanding of individual student needs and appropriately modifies strategies, materials, and resources accordingly. Teacher is able to provide differentiated instruction that teaches to student's multiple intelligences and maximizes student achievement. | <ul style="list-style-type: none"> All students are working, but not all students are doing the same work. Activities demonstrate a focus on a variety of the multiple intelligences (students may be writing, drawing, using the computer, making charts, discussing, journaling, etc.) All students in the school participate in Paragon. (Some students may have special education support, but are in the regular classroom.) The CAO supports a variety of student activities based on needs and can help teachers find ways to differentiate instruction. |
| Is technology integrated appropriately? | PowerPoints, images, music, video, and/or computers are organized and incorporated seamlessly into the lesson as intended. Teacher clearly understands the importance and variety of technology available, and how to integrate each piece to maximize student achievement. Students are very comfortable with the use of technology. | <ul style="list-style-type: none"> PowerPoints, images, music, video, and/or computers are incorporated into the lesson as intended. Individuals or groups of students are using student computers. Students talk about and are excited about using technology in their lessons. Student projects demonstrate that technology has been used. Teachers discuss the importance of integrated technology. The CAO supports the use of technology by students and teachers and knows in which classrooms the most effective use occurs. |
| Is the teacher using community-building strategies effectively? | It is obvious the teacher has created a classroom community. The teacher uses several strategies from the Building Community Tool Kit, i.e., clearly communicates expectations both orally and visually; offers positive choices; encourages students to solve problems together; knows and respects each student's individual needs and preferences; and gives sincere, specific encouragement. | <ul style="list-style-type: none"> Teachers know their students (interests, needs, mistaken goals) and have proactive and appropriate discussions about student needs. There is a positive climate in classrooms, with teachers giving encouragement and praise, offering choice, and giving instructive consequences. There is positive energy in classrooms, and it is obvious that students and teachers have built relationships. Students speak of their teachers with respect and enthusiasm. There are no (or few) students in the office for disciplinary action; problems are resolved at the classroom level. |
| Is the teacher aware of the lesson outcome and using it as a basis for informally/formally assessing student work? | The teacher checks for understanding throughout the lesson and revises activities and/or teaching strategies as needed to ensure that students are meeting the lesson outcome. The teacher is familiar with and uses the stated objectives at the beginning of each Investigation to help guide unit implementation. | <ul style="list-style-type: none"> Teachers check for understanding throughout the lesson to ensure that students are meeting the lesson outcome. Teachers use a variety of assessment tools. Teachers can discuss how the stated objectives at the beginning of each Investigation are being implemented. Teachers can discuss how the Cumulative Assessment connects to the intended outcomes of the unit. The CAO can discuss a variety of ways this Paragon unit is being assessed. |
| Does the teacher understand the alignments to state standards for this unit? | Unit alignments to state standards are accessible and teacher portion is complete. The teacher clearly understands how this lesson is meeting standards and s/he assesses student understanding accordingly (either formally or informally). | <ul style="list-style-type: none"> Standards are evident in lesson plans and may be posted in classrooms or hallways. Teachers discuss how units align to state standards and how they overtly focus on state vocabulary and concepts. The CAO has a working knowledge of state standards and can discuss school-wide efforts to address the standards. |

Comments:

School: _____ Observer: _____ Date: _____

Note-taking Guide: School-wide Paragon Checklist

Directions: Use this note-taking guide to jot notes during your walkthrough. Use the model bullet points as a reminder to observe key points in terms of classrooms/halls, teachers, students, and the CAO.

| Paragon Checkpoint | What a School-wide Observer Should See and Hear |
|---|---|
| Is the Essential Question displayed in the room? | <ul style="list-style-type: none"> • The classrooms/halls • The teachers • The students • The CAO |
| Is a significant portion of the room dedicated to displaying students' Paragon work? | |
| Is the lesson content accurately implemented and paced appropriately? | |
| Is the teacher encouraging students to find their own answers? | |
| Are supplies and resources being used appropriately and creatively? | |
| Are students engaged in their work? | |
| Are a variety of effective teaching strategies used as appropriate? | |
| Is the teacher differentiating instruction? | |
| Is technology integrated appropriately? | |
| Is the teacher using community-building strategies effectively? | |
| Is the teacher aware of the lesson outcome and using it as a basis for informally/ formally assessing student work? | |
| Does the teacher understand the alignments to state standards for this unit? | |

Comments:

Name: _____ Date: _____ Time: _____

Mosaica Model Instructional Review Form (3-5 minutes)

| | |
|---|--|
| Content (what the teacher wants students to learn) | Context (what students are doing) |
|---|--|

Students:

- _____ are comprehending
- _____ are making connections to their lives
- _____ are applying their learning
- _____ can describe what they are learning/doing
- _____ express joy in learning

Teacher:

- _____ clearly communicates objectives
- _____ is constructivist (guides students to find answers)
- _____ models effectively
- _____ uses effective questioning techniques, wait-time
- _____ uses manipulatives, books, and resources (all 3)
- _____ differentiates instruction for level and interest
- _____ teaches to the multiple intelligences
- _____ uses appropriate informal and/or formal assessment
- _____ integrates technology appropriately

Walk the walls

- _____ % of student work versus teacher materials
- _____ Paragon Essential Question is clearly displayed
- _____ Appropriate standards are in view
- _____ % of the room dedicated to Paragon & Paragon Plus

Which community building strategies are being used:

- _____ knows students (mistaken goals, interests, needs)
- _____ communicates clear expectations
- _____ gives specific encouragement and praise
- _____ creates and fosters relationships
- _____ focuses on the desired behavior
- _____ offers positive choice
- _____ creatively enlists student attention
- _____ redirects attention to be on task
- _____ solves problems with students
- _____ gives instructive consequences

Engagement (%
of students on
task as you enter)

Which effective teaching strategies are evident:

- _____ Graphic organizers
- _____ Cooperative groups
- _____ Activating prior knowledge
- _____ Socratic discussion
- _____ Personal connection journaling
- _____ Role-plays
- _____ other _____
- _____ number of computers on
- _____ number of computers in use by students

.....
Name: _____ Date: _____ Time: _____

Mosaica Model Instructional Review Form (3-5 minutes)

| | |
|---|--|
| Content (what the teacher wants students to learn) | Context (what students are doing) |
|---|--|

Students:

- _____ are comprehending
- _____ are making connections to their lives
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- _____ clearly communicates objectives
- _____ is constructivist (guides students to find answers)
- _____ models effectively
- _____ uses effective questioning techniques, wait-time
- _____ uses manipulatives, books, and resources (all 3)
- _____ differentiates instruction for level and interest
- _____ teaches to the multiple intelligences
- _____ uses appropriate informal and/or formal assessment
- _____ integrates technology appropriately

Walk the walls

- _____ % of student work versus teacher materials
- _____ Paragon Essential Question is clearly displayed
- _____ Appropriate standards are in view
- _____ % of the room dedicated to Paragon & Paragon Plus

Which community building strategies are being used:

- _____ knows students (mistaken goals, interests, needs)
- _____ communicates clear expectations
- _____ gives specific encouragement and praise
- _____ creates and fosters relationships
- _____ focuses on the desired behavior
- _____ offers positive choice
- _____ creatively enlists student attention
- _____ redirects attention to be on task
- _____ solves problems with students
- _____ gives instructive consequences

Engagement (%
of students on
task as you enter)

Which effective teaching strategies are evident:

- _____ Graphic organizers
- _____ Cooperative groups
- _____ Activating prior knowledge
- _____ Socratic discussion
- _____ Personal connection journaling
- _____ Role-plays
- _____ other _____
- _____ number of computers on
- _____ number of computers in use by students

Paragon Night Guide

Paragon Night Checklist

| Completed at the beginning of the unit (5 weeks prior to Paragon Night) | | | |
|--|----------------------------|----------|-----------|
| Assigned Task | Person(s) Assigned to task | Due Date | Completed |
| Set the Paragon Night date and add it to the school master calendar. (A Paragon Night should last for approx. 1-2 hours typically on a Wednesday or Thursday evening). | | | |
| Meet with teaching staff to brainstorm ideas for Paragon Night at least 5 weeks before the event. (Let them work within the theme of the unit time period.) | | | |
| Meet with CAO to brainstorm and identify parent education topic. | | | |
| Provide teachers with a time line of when projects, skits, songs etc. need to be completed. | | | |
| Meet with individual grade level groups 3 weeks before to ensure that they are making progress on their preparations. | | | |
| Publicize Paragon Night in the community: <ul style="list-style-type: none"> • Local newspaper • Local news stations • Other local publications. | | | |
| Other: | | | |
| Completed 1-2 weeks before Paragon Night | | | |
| Create a program to hand out at the door based on the contributions to Paragon Night from each grade level/class. | | | |
| Plan for Paragon Night set-up and clean up with school janitorial staff. | | | |
| Decide on what technology will be needed and reserve it well in advance: <ul style="list-style-type: none"> • TV/DVD/VCR • Sound System • Projector | | | |
| Schedule rehearsals for Grade levels in the multi-purpose room or within their individual classrooms. | | | |
| Create / send Paragon Night flyer to parents and Board of Directors. | | | |
| Other: | | | |

Paragon Night Guide

Paragon Night Checklist (page 2)

| Completed during the week of Paragon Night | | | |
|--|----------------------------|----------|-----------|
| Assigned Task | Person(s) Assigned to task | Due Date | Completed |
| Review expectations with teachers at the staff meeting before Paragon Night. | | | |
| Prepare your introduction speech as the emcee of Paragon Night. (How you will articulate the vision of this Paragon Night to the visitors). Prepare introductions for each presentation to connect to the theme. | | | |
| Prepare any material necessary for the parent education portion. | | | |
| Set up and decorate with teachers after school 1-2 days prior to Paragon Night. | | | |
| Other: | | | |
| Completed during Paragon Night | | | |
| Greet parents and visitors at the front door at Paragon Night. Have a sign in sheet for parents (as documentation for Title I and other requirements). | | | |
| Begin Paragon Night on time! (Remember that parents have schedules too) | | | |
| Take photos and/or video of Paragon night. | | | |
| Write thank you notes to those involved in Paragon Night. (teachers, support staff, janitors, parent volunteers etc.) | | | |
| Send Paragon photos to the Regional Paragon Coordinator. | | | |
| Meet with teachers to share successes and discuss lessons learned from the first Paragon Night. | | | |
| Schedule all Paragon Nights for the remainder of the year. | | | |
| Send press release and photo to newspaper. | | | |
| Notes/Reflection: | | | |

Personalized Student Achievement Plan (PSAP)

Please tab to each gray area to complete information

Student's Name:

Date: / /

Goals to be met:

Goal # 1 Academic:

Goal # 2 Academic:

Goal # 3 Social/Behavioral:

Goal # 4 Other:

Current ILS Scores:

Reading:

Math:

Action Plan for Success: *(include activities/assessment methods for teacher, student, and parent)*

Action 1:

Action 2:

Action 3:

Action 4:

Agreed to By:

Teacher

Parent/Guardian

Review of Goals

 / /
Today's Date

Current ILS Scores:

Reading:

Math:

Assessment results used to measure goal(s) must be listed and align with original action plans as goals are reviewed.

Review of Goal 1:

Restate Goal:

Assessments used to measure goal:

Was goal met: Yes: No:

Describe:

Review of Goal 2:

Restate Goal:

Assessments used to measure goal:

Was goal met: Yes: No:

Describe:

Review of Goal 3:

Restate Goal:

Assessments used to measure goal:

Was goal met: Yes: No:

Describe:

Review of Goal 4:

Restate Goal:

Assessments used to measure goal:

Was goal met: Yes: No:

Describe:

Literacy Initiative Checklist

Directions: Note carefully each checkpoint during Literacy Initiative observations and circle the applicable rating.

| | | 4 Distinguished | 3 Good | 2 Developing | 1 Not yet Evident |
|----------------------------|---|--|---|--|---|
| First Things First | Literacy Initiative Component | | | | |
| | 90-60-60-90 90 minutes of E/LA 60 minutes of Mathematics 60 minutes of Science 90 minutes of Paragon | All teachers are implementing the MEI Curriculum Model of uninterrupted blocks of time. Uninterrupted blocks of time are honored and clearly followed on a daily basis by all teachers. | Most teachers are implementing the MEI Curriculum Model of uninterrupted blocks of time. Uninterrupted blocks of time are followed on a daily basis by most teachers. | Some teachers are implementing the MEI Curriculum Model of uninterrupted blocks of time. Uninterrupted blocks of time are followed on a daily basis by some of the teachers. | The 90-60-60-90 curriculum model is not evident. |
| | Integrated Learning System (ILS) (If technology is in place) | Full implementation of the ILS is evident in all classrooms. This is evident by charts and systems noting time on ILS of 15 minutes in reading and 10 minutes of math, for each student, each day. | Most teachers are implementing the ILS. This is evidenced by charts and systems noting time on ILS of 15 minutes in reading and 10 minutes of math, for each student, each day. | Some teachers are implementing the ILS. This is evidenced by sporadic charts and systems noting time on ILS of 15 minutes in reading and 10 minutes of math, for each student, each day. | The ILS is not being used. The ILS is not in place. |
| | After-school Tutorial | The after-school tutorial is in place specifically targeting students below grade level in reading and mathematics. There is a system in place to add new students and remove students from the program as students succeed--to maximize this program. | The after-school tutorial is in place specifically targeting students below grade level in reading and mathematics. | The after-school tutorial is being developed. | The after-school tutorial is not in the planning or implementation phase. |
| Literacy Initiative | Instructional Grouping | The practice of instructional grouping is fully implemented. Students are regrouped every 10 weeks with a diagnostic assessment following the model of 1 grade above or 1 grade below. | The practice of instructional grouping is being phased in. Some grades are regrouped every 10 weeks with a diagnostic assessment following the model of 1 grade level above or 1 grade level below. | The practice of instructional grouping is in the planning phase. | The practice of instructional grouping is not in place or being planned. |
| | Full and Effective Implementation of English / Language Arts Program | All parts of the OCR program are taught each day. Teachers use data from the diagnostic assessments to differentiate instruction on a daily basis. | Most parts of the OCR program are taught each day. Teachers use data from the diagnostic assessments to differentiate instruction almost daily. | Some parts of the OCR program are taught each day. Teachers sporadically use data from the diagnostic assessments to differentiate instruction. | The implementation of the OCR program is not evident. |
| | Writing Across the Curriculum | School leaders and teachers participate in frequent Writing professional development throughout the school year. All Paragon, Mathematics and Science writing elements are fully implemented in each class. | School leaders and teachers participate in Writing PD throughout the school year. Most Paragon, Mathematics and Science writing elements are fully implemented. | School leaders and teachers participate in some Writing PD throughout the school year. Some Paragon, Mathematics and Science writing elements are implemented. | Writing PD and Paragon, Mathematics and Science writing elements are barely or not yet implemented. |
| | Community Literacy | There is full implementation of Classroom, Family and Community Literacy activities throughout the school and in each classroom. This is observed with family workshops, Newsletters and | There is evidence of implementation of Classroom, Family and Community Literacy activities throughout the school and in most classrooms. | There is some evidence of implementation of Classroom, Family and Community Literacy activities throughout the school and in some classrooms. | Classroom, Family and Community literacy have not been implemented. |

| | | | | | |
|--|--|--|--|--|--|
| | | community activities and partnerships. | | | |
|--|--|--|--|--|--|

**Appendix K:
Paragon Alignment to GPS**

State: Georgia

This alignment indicates how Mosaica's Grade 4 Social Studies curriculum fulfills the Georgia Performance Standards for Social Studies.

Historical Understandings

SS4H1 The student will describe how early Native American cultures developed in North America.

a. Locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole).

b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 1: How did the English establish their first successful colonies in North America?

Lesson 1: What was the purpose of settling Jamestown?

Lesson 2: What did the colonists find in Jamestown?

Lesson 3: How did Jamestown finally succeed?

Lesson 4: Why did the Pilgrims come to America?

Lesson 5: How did the Pilgrims come to be successful?

NOTE: The above indicators are also addressed in the Paragon Curriculum, Grades 1, 2, and 3.

SS4H2 The student will describe European exploration in North America.

a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.

b. Describe examples of cooperation and conflict between Europeans and Native Americans.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 1: How did the English establish their first successful colonies in North America?

Lesson 1: What was the purpose of settling Jamestown?

Lesson 2: What did the colonists find in Jamestown?

Lesson 3: How did Jamestown finally succeed?

Lesson 4: Why did the Pilgrims come to America?

Lesson 5: How did the Pilgrims come to be successful?

Investigation 2: What was it like to live in a New England colony?

Lesson 4: How did Puritan beliefs influence how they governed themselves?

Investigation 3: How did the colonial settlements of England expand?

Lesson 1: How did geography affect the colonies?

Lesson 2: How were the original thirteen colonies established?

NOTE: The above indicators are also addressed in the Paragon Curriculum, Grades 1 and 3.

SS4H3 The student will explain the factors that shaped British colonial America.

a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.

b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 2: What was it like to live in a New England colony?

Lesson 1: What were New England homes like?

Lesson 2: What did children do?

Lesson 3: What jobs did people perform?

Lesson 4: How did Puritan beliefs influence how they governed themselves?

Lesson 5: What were the Salem Witch Trials?

Investigation 3: How did the colonial settlements of England expand?

Lesson 1: How did geography affect the colonies?

Lesson 2: How were the original thirteen colonies established?

Lesson 3: What is a plantation?

Lesson 4: How was life on a plantation different from life in a New England town?

Lesson 5: How can we recreate a colonial town?

SS4H4 The student will explain the causes, events, and results of the American Revolution.

a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.

b. Explain the writing of the Declaration of Independence; include who wrote it,

how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

c. Describe the major events of the Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord and Yorktown.

d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 1: How do people win their independence?

Lesson 1: Why did the colonists start thinking of themselves as Americans?

Lesson 2: What is “taxation without representation”?

Lesson 3: How did the Revolutionary War start?

Lesson 4: What is the Declaration of Independence?

Lesson 5: What happened in the Revolutionary War?

Investigation 2: How can free and independent states become unified?

Lesson 1: Why is unity important?

Lesson 2: What is the Constitution?

Lesson 3: What is the Bill of Rights?

Lesson 4: How do the branches of government work?

Lesson 5: Who was the first president of our country?

| |
|--|
| NOTE: Several of the above indicators are also addressed in the Paragon Curriculum, Grade 3. |
|--|

SS4H5 The student will analyze the challenges faced by the new nation.

a. Identify the weaknesses of the government established by the Articles of Confederation.

b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.

c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.

d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.

e. Describe the causes of the War of 1812; include burning of the Capitol and the White House.

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 1: How do people win their independence?

Lesson 1: Why did the colonists start thinking of themselves as Americans?

Lesson 2: What is “taxation without representation”?

Lesson 3: How did the Revolutionary War start?

Lesson 4: What is the Declaration of Independence?

Lesson 5: What happened in the Revolutionary War?

Investigation 2: How can free and independent states become unified?

Lesson 1: Why is unity important?

Lesson 2: What is the Constitution?

Lesson 3: What is the Bill of Rights?

Lesson 4: How do the branches of government work?

Lesson 5: Who was the first president of our country?

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 3: How does a country begin to grow?

Lesson 1: Who was Thomas Jefferson?

Lesson 2: What was the Louisiana Purchase?

Lesson 3: Why was western exploration important?

Lesson 4: Who were Lewis and Clark?

Lesson 5: How did American democracy influence other parts of the world?

Lesson 6: What is the role of a newspaper in a democracy?

NOTE: The above indicators are also addressed in the Paragon Curriculum, Grades 1 and 3.

SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.

a. Discuss biographies of Harriet Tubman and Elizabeth Cady Stanton.

b. Explain the significance of Sojourner Truth’s address (“Ain’t I a Woman?” 1851) to the Ohio Women’s Rights Convention.

Unit 7, Grade 4: How do people use ideas to justify action?

Investigation 1: What ideas did Americans have about slavery?

Lesson 1: Why was cotton important to slavery?

Lesson 2: What was life like for a slave?

Lesson 3: Why weren't slaves allowed to read and write?

Lesson 4: How did slaves escape?

Lesson 5: What did abolitionists do?

Investigation 2: What ideas caused the Civil War?

Lesson 1: What were the differences between the North and South before the Civil War?

Lesson 2: Who was Abraham Lincoln?

Lesson 3: What is secession?

Lesson 4: What did people do during the Civil War?

Lesson 5: What were some of the major events of the Civil War?

Investigation 3: How can an ending be a beginning?

Lesson 1: How did the Civil War end?

Lesson 2: Why was Lincoln assassinated?

Lesson 3: How did laws change to protect black people's rights?

Lesson 4: What jobs did freed slaves work after the Civil War?

Lesson 5: How can we learn from the past?

NOTE: Grade 4 students also learn about the abolitionist and suffrage movements in the African-American History Guide and in the Women's History Guide.

Geographic Understandings

NOTE: Mosaica Education, Inc. uses the Nystrom Atlas Program in conjunction with the Paragon curriculum in grades K-5. Using desk atlases, maps, and other resources, students develop geographic understandings as they relate to their study of history.

SS4G1 The student will be able to locate important physical and man-made features in the United States.

a. Locate major physical features of the United States; include the Atlantic Coastal Plain, Great Plains, Continental Divide, the Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes.

b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 1: How did the English establish their first successful colonies in North America?

Lesson 1: What was the purpose of settling Jamestown?

Lesson 2: What did the colonists find in Jamestown?

Lesson 3: How did Jamestown finally succeed?

Lesson 4: Why did the Pilgrims come to America?

Lesson 5: How did the Pilgrims come to be successful?

Investigation 2: What was it like to live in a New England colony?

Lesson 1: What were New England homes like?

Investigation 3: How did the colonial settlements of England expand?

Lesson 1: How did geography affect the colonies?

Lesson 2: How were the original thirteen colonies established?

Lesson 3: What is a plantation?

Lesson 4: How was life on a plantation different from life in a New England town?

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 3: How does a country begin to grow?

Lesson 1: Who was Thomas Jefferson?

Lesson 2: What was the Louisiana Purchase?

Lesson 3: Why was western exploration important?

Lesson 4: Who were Lewis and Clark?

SS4G2 The student will describe how physical systems affect human systems.

a. Explain why each of the native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.

b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

c. Explain how the physical geography of each colony helped determine economic activities practiced therein.

d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).

e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 1: How did the English establish their first successful colonies in North America?

Lesson 1: What was the purpose of settling Jamestown?

Lesson 2: What did the colonists find in Jamestown?

Lesson 3: How did Jamestown finally succeed?

Lesson 4: Why did the Pilgrims come to America?

Lesson 5: How did the Pilgrims come to be successful?

Investigation 2: What was it like to live in a New England colony?

Lesson 1: What were New England homes like?

Investigation 3: How did the colonial settlements of England expand?

Lesson 1: How did geography affect the colonies?

Lesson 2: How were the original thirteen colonies established?

Lesson 3: What is a plantation?

Lesson 4: How was life on a plantation different from life in a New England town?

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 3: How does a country begin to grow?

Lesson 1: Who was Thomas Jefferson?

Lesson 2: What was the Louisiana Purchase?

Lesson 3: Why was western exploration important?

Lesson 4: Who were Lewis and Clark?

Government/Civic Understandings

NOTE: Mosaica Education, Inc. will be producing a Civics Guide that will further address government and civic indicators.

SS4CG1 The student will describe the meaning of:

- a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).**
- b. “We the people” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.**
- c. The federal system of government in the U.S.**

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 1: How do people win their independence?

Lesson 4: What is the Declaration of Independence?

Investigation 2: How can free and independent states become unified?

Lesson 1: Why is unity important?

Lesson 2: What is the Constitution?

Lesson 3: What is the Bill of Rights?

Lesson 4: How do the branches of government work?

Lesson 5: Who was the first president of our country?

SS4CG2 The student will explain the importance of freedom of expression as written in the First Amendment to the U. S. Constitution.

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 2: How can free and independent states become unified?

Lesson 2: What is the Constitution?

Lesson 3: What is the Bill of Rights?

SS4CG3 The student will describe the functions of government.

- a. Explain the process for making and enforcing laws.**

- b. Explain managing conflicts and protecting rights.**
- c. Describe providing for the defense of the nation.**
- d. Explain limiting the power of people in authority.**
- e. Explain the fiscal responsibility of government.**

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 2: How can free and independent states become unified?

Lesson 4: How do the branches of government work?

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

- a. Explain the necessity of respecting the rights of others and promoting the common good.**
- b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).**

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 1: How do people win their independence?

Lesson 1: Why did the colonists start thinking of themselves as Americans?

Lesson 4: What is the Declaration of Independence?

Investigation 2: How can free and independent states become unified?

Lesson 1: Why is unity important?

Lesson 2: What is the Constitution?

Lesson 3: What is the Bill of Rights?

Lesson 4: How do the branches of government work?

Unit 7, Grade 4: How do people use ideas to justify action?

Investigation 1: What ideas did Americans have about slavery?

Lesson 5: What did abolitionists do?

Investigation 2: What ideas caused the Civil War?

Lesson 1: What were the differences between the North and South before the Civil War?

Investigation 3: How can an ending be a beginning?

Lesson 3: How did laws change to protect black people's rights?

Unit 8, Grade 4: What ideas will people struggle for?

Investigation 1: What ideas needed change?

Lesson 1: What is discrimination?

Lesson 2: What discrimination did African Americans encounter?

Lesson 3: What ideas did people have about women?

Lesson 4: What discrimination did African Americans encounter in sports?

Lesson 5: What discrimination did women encounter in sports?

Investigation 2: What did women struggle for?

Lesson 1: How did women make their voices heard?

Lesson 2: How did women get the vote?

Investigation 3: What did African Americans struggle for?

Lesson 1: What is non-violence?

Lesson 2: How were buses desegregated?

Lesson 3: How were schools desegregated?

Lesson 4: Who was Martin Luther King, Jr.?

Lesson 5: How can I tell the stories of these struggles?

SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 1: How do people win their independence?

Lesson 1: Why did the colonists start thinking of themselves as Americans?

Investigation 2: How can free and independent states become unified?

Lesson 5: Who was the first president of our country?

Investigation 3: How does a country begin to grow?

Lesson 1: Who was Thomas Jefferson?

Lesson 4: Who were Lewis and Clark?

Unit 7, Grade 4: How do people use ideas to justify action?

Investigation 1: What ideas did Americans have about slavery?

Lesson 5: What did abolitionists do?

Investigation 2: What ideas caused the Civil War?

Lesson 2: Who was Abraham Lincoln?

Unit 8, Grade 4: What ideas will people struggle for?

Investigation 1: What ideas needed change?

Lesson 1: What is discrimination?

Lesson 2: What discrimination did African Americans encounter?

Lesson 3: What ideas did people have about women?

Lesson 4: What discrimination did African Americans encounter in sports?

Lesson 5: What discrimination did women encounter in sports?

Investigation 2: What did women struggle for?

Lesson 1: How did women make their voices heard?

Lesson 2: How did women get the vote?

Lesson 3: Who was Eleanor Roosevelt?

Lesson 4: Who was Amelia Earhart?

Lesson 5: How did women help the US win World War II?

Investigation 3: What did African Americans struggle for?

Lesson 1: What is non-violence?

Lesson 2: How were buses desegregated?

Lesson 3: How were schools desegregated?

Lesson 4: Who was Martin Luther King, Jr.?

Lesson 5: How can I tell the stories of these struggles?

NOTE: Grade 4 students also meet great Americans and learn about their qualities and contributions in the African-American History Guide and in the Women's History Guide.

Economic Understandings

NOTE: Mosaica Education, Inc., provides a proprietary economics guide that is used in both grades 4 and 5, called *Paragon Plus: Entrepreneurship Guide*. In addition, many strands of economics are woven into the Paragon curriculum. The alignment below is from both the Entrepreneurship Guide and from the Paragon curriculum.

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

- a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to the New World).**
- b. Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).**
- c. Describe how specialization improves standards of living (such as how specific economies in the three colonial regions developed).**
- d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).**
- e. Describe how trade promotes economic activity (such as how trade activities in the early nation were managed differently under the Articles of Confederation and the Constitution).**
- f. Give examples of technological advancements and their impact on business productivity during the development of the United States.**

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 1: How did the English establish their first successful colonies in North America?

Lesson 1: What was the purpose of settling Jamestown?

Lesson 2: What did the colonists find in Jamestown?

Lesson 3: How did Jamestown finally succeed?

Lesson 4: Why did the Pilgrims come to America?

Lesson 5: How did the Pilgrims come to be successful?

Investigation 2: What was it like to live in a New England colony?

Lesson 1: What were New England homes like?

Lesson 2: What did children do?

Lesson 3: What jobs did people perform?

Investigation 3: How did the colonial settlements of England expand?

Lesson 1: How did geography affect the colonies?

Lesson 2: How were the original thirteen colonies established?

Lesson 3: What is a plantation?

Lesson 4: How was life on a plantation different from life in a New England town?

Lesson 5: How can we recreate a colonial town?

Unit 6, Grade 4: How do ideas found a new civilization?

Investigation 1: How do people win their independence?

Lesson 1: Why did the colonists start thinking of themselves as Americans?

Lesson 2: What is “taxation without representation”?

Investigation 3: How does a country begin to grow?

Lesson 1: Who was Thomas Jefferson?

Lesson 2: What was the Louisiana Purchase?

Lesson 3: Why was western exploration important?

Lesson 4: Who were Lewis and Clark?

Lesson 5: How did American democracy influence other parts of the world?

Lesson 6: What is the role of a newspaper in a democracy?

Unit 7, Grade 4: How do people use ideas to justify action?

Investigation 1: What ideas did Americans have about slavery?

Lesson 1: Why was cotton important to slavery?

Investigation 2: What ideas caused the Civil War?

Lesson 1: What were the differences between the North and South before the Civil War?

Entrepreneurship Guide: How does an entrepreneur succeed in business?

Lesson 1: What is a business?

- Students will be able to define what a business is.
- Students will be able to define what an entrepreneur is.
- Students will be able to differentiate between goods and services.

Lesson 2: How do entrepreneurs develop business ideas?

- Students will be able to explain how innovation is a new way of delivering a product.
- Students will be able to analyze stories of successful entrepreneurs.
- Students will be able to identify qualities which make a successful entrepreneur.

Lesson 3: How do entrepreneurs create their products?

- Students will be able to develop ideas for a business product.
- Students will be able to define factors of productions.
- Students will be able to create a prototype of their product.

Lesson 4: How do entrepreneurs prepare their products for market?

- Students will be able to refine their product based on market research and information from focus groups.
- Students will be able to analyze the packaging and logos of successful products.

Lesson 5: How do entrepreneurs sell their products?

- Students will be able to understand that the goal of advertising is to sell products.
- Students will be able to understand and identify the different methods of advertising.

**Appendix L:
Sample School Calendar**

Sample Schedule

Elementary—3 Classes per Grade

| | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|--|--------------------------|--------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 8:00-8:15 | Morning Routines (attendance, lunch count, homework check, etc.) | | | | | | | | | | | | | | | | | | | | | | | |
| 8:15-8:30 | Literacy Block 90 minutes | | | | | | | | | | | | | | | | | | | | | | | |
| 8:30-8:45 | | | | | | | | | | | | | | | | | | | | | | | | |
| 8:45-9:00 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:00-9:15 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:15-9:30 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:30-9:45 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:45-10:00 | Mathematics Block 60 minutes | | | | | | | | | | | | | | | | | | | | | | | |
| 10:00-10:15 | | | | | | | | | | | | | | | | | | | | | | | | |
| 10:15-10:30 | | | | | | | | | | | | | | | | | | | | | | | | |
| 10:30-10:45 | | | | | | | | | | | | | | | | | | | | | | | | |
| 10:45-11:00 | | | | | | | | | | | | | | | | | | | | | | | | |
| 11:00-11:15 | | | | | | | | | | | | | | | | | | | | | | | | |
| 11:15-11:30 | Lunch and Recess | | | | | | | | | | | | | | | | | | | | | | | |
| 11:30-11:45 | Lunch and Recess | | | | | | | | | | | | | | | | | | | | | | | |
| 11:45-12:00 | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:00-12:15 | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:15-12:30 | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:30-12:45 | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:45-1:00 | | | | | | | | | | | | | | | | | | | | | | | | |
| 1:00-1:15 | | | | | | | | | | | | | see notes below | | | Paragon 90 minutes |
| 1:15-1:30 | | | | | | | | | | | | | see notes below | | | Paragon 90 minutes |
| 1:30-1:45 | | | | | | | | | | | | | Specials 45 minutes | Specials 45 minutes | Specials 45 minutes | Science 60 minutes |
| 1:45-2:00 | | | | | | | | | | | | | Specials 45 minutes | Specials 45 minutes | Specials 45 minutes | Science 60 minutes |
| 2:00-2:15 | | | | | | | | | | | | | see notes below | | | Specials 45 minutes |
| 2:15-2:30 | | | | | | | | | | | | | Science 60 minutes |
| 2:30-2:45 | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | Science 60 minutes | | | | | | | | | | | | |
| 2:45-3:00 | see notes below | | | Specials 45 minutes | | | | | | | | | | | | |
| 3:00-3:15 | see notes below | | | Specials 45 minutes | | | | | | | | | | | | |
| 3:15-3:30 | Dismissal | | | | | | | | | | | | | | | | | | | | | | | |

Each class has 30 minutes to be used for: Read Aloud, Special Assembly, Special Class Presentations, Paragon Night Preparations, etc.
Specialists teach Literacy and Mathematics Blocks

Middle School 2 Classes per Grade for 6, 7 and 8

| Times | 6 | 6 | 7 | 7 | 8 | 8 | |
|-------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------|----------------------------|
| 8:00-8:15 | Advisory | | | | | | |
| 8:15-8:30 | ELA Block 90 minutes | Science 60 minutes | ELA Block 90 minutes | Science 60 minutes | ELA Block 90 minutes | Spanish 45 minutes | |
| 8:30-8:45 | | Spanish 45 minutes | | Special Paragon Arts | | Science 60 minutes | |
| 8:45-9:00 | | | | | | | |
| 9:00-9:15 | | Paragon 90 minutes | | Special Paragon Arts | | Paragon 90 minutes | Special Paragon Arts |
| 9:15-9:30 | | | | | | | |
| 9:30-9:45 | Math 60 minutes | Lunch Recess | Math 60 minutes | Lunch Recess | Math 60 minutes | | |
| 9:45-10:00 | | | | | | | |
| 10:00-10:15 | Lunch Recess | Special Paragon Arts | Lunch Recess | Lunch Recess | Lunch Recess | | |
| 10:15-10:30 | | | | | | | |
| 10:30-10:45 | Spanish 45 minutes | Lunch Recess | Special Paragon Arts | Lunch Recess | Lunch Recess | | |
| 10:45-11:00 | | | | | | | |
| 11:00-11:15 | Special Paragon Arts | ELA Block 90 minutes | Spanish 45 minutes | ELA Block 90 minutes | Spanish 45 minutes | | |
| 11:15-11:30 | | | | | | | |
| 11:30-11:45 | Science 60 minutes | ELA Block 90 minutes | Science 60 minutes | ELA Block 90 minutes | Science 60 minutes | | |
| 11:45-12:00 | | | | | | | |
| 12:00-12:15 | Special Paragon Arts | Special Paragon Arts | Spanish 45 minutes | Special Paragon Arts | Special Paragon Arts | | |
| 12:15-12:30 | | | | | | | |
| 12:30-12:45 | Paragon 90 minutes | Math 60 minutes | Paragon 90 minutes | Math 60 minutes | Paragon 90 minutes | | |
| 12:45-1:00 | | | | | | | |
| 1:00-1:15 | Science 60 minutes | Special Paragon Arts | Science 60 minutes | Spanish 45 minutes | Special Paragon Arts | | |
| 1:15-1:30 | | | | | | | |
| 1:30-1:45 | Paragon 90 minutes | Math 60 minutes | Paragon 90 minutes | Math 60 minutes | Math 60 minutes | | |
| 1:45-2:00 | | | | | | | |
| 2:00-2:15 | Paragon 90 minutes | Math 60 minutes | Paragon 90 minutes | Math 60 minutes | Math 60 minutes | | |
| 2:15-2:30 | | | | | | | |
| 2:30-2:45 | Paragon 90 minutes | Math 60 minutes | Paragon 90 minutes | Math 60 minutes | Math 60 minutes | | |
| 2:45-3:00 | | | | | | | |
| 3:00-3:15 | Paragon 90 minutes | Math 60 minutes | Paragon 90 minutes | Math 60 minutes | Math 60 minutes | | |
| 3:15-3:30 | | | | | | | |
| | Dismissal | | | | | | |

The 1 hour difference for the Math & Science teachers, could be management of: AST, oversight of Community Literacy Committee, WAC Committee, Local Professional Development Committee

Appendix M: CFO Resume

RITA HACKEL CHAPIN

100 Wall Street, 9th Floor

New York, NY 10005

(212) 232-0305, x 204

E-mail: rchapin@mosaicaeducation.com

EXPERIENCE

2000- Present

MOSAICA EDUCATION, INC.

Executive Vice President (2002 - Present)

Member of the company's seven-member senior management team, reporting to Chief Operating Officer. Responsible for school enrollment and outreach, budget development and implementation, grant writing, and purchasing.

- Drive enrollment efforts. During the current (2005-2006) school year, these efforts resulted in an 11% increase in same school growth and 21% increase in overall growth.
- Work with school leadership teams and Boards of Trustees to prepare charter renewal documents.
- Lead grant writing and development efforts to enable schools to enhance programs and build a secure fund balance.
- Manage start-up plans for new schools.

Senior Vice President (2000 - 2002)

Responsible for support functions at the schools, including marketing communications, grant writing, technology, purchasing and new school development.

- Worked with Boards of Trustees to develop community outreach efforts ensuring awareness and understanding of the choice these schools offer.
- Created the annual Parent Satisfaction Survey for all schools.
- Directed the implementation of technology maximizing the performance of internet-based systems.
- Led the charter application effort and grant writing for a new charter school in New York City. School opened with 350 students and ended the year with a cash surplus and 90% re-enrollment.

1989 - 2000

CITIGROUP / CITIBANK

Vice President

U.S. Marketing Director - Core Consumer Banking (4/97- 1/2000)

Developed and implemented targeted marketing programs to build Citibank's core consumer franchise.

- Designed and implemented transaction pricing capability to enhance customer and product profitability.
- Led the New York Investments Charter Team that helped to increase revenue by 40% through such recommendations as a Do-It-Yourself Investor initiative and a major IRA campaign.
- Introduced Citibank's Roth IRA with a multifaceted campaign that reversed a 17% year-over-year decline and turned it into a 52% gain.
- Served as the Citibank IRA expert on Fox television and radio.
- Refined utilization of database to increase response rates from targeted segments, e.g., early baby boomers for retirement and single parents for credit.
- Developed advertising and direct mail campaign which increased credit applications on a sustaining basis.

Director of Marketing, Small Business & Professional - New York Consumer Bank (12/95- 4/97)

Conceived and implemented a strategy to maximize the revenue potential of small business and professional customers (\$500,000 to \$20 million in annual sales)—a market segment which had historically received only sporadic marketing focus. Built staff and infrastructure to support this effort.

- Developed a revenue acceleration plan which identified six key areas of industry focus and specified actions to capitalize on each. Grew customer base while increasing opening balances by 43%.
- Evaluated existing pricing structure and successfully lobbied for substantial modifications which increased revenue and led to more efficient utilization of branch sales resources.

Pricing and Customer Manager - New York Consumer Bank (6/95-12/95)

Evaluated and reconfigured the Bank's pricing structure with the goal of reversing customer attrition and expanding customer base and profitability by increasing the value and perceived value which customers receive.

- Collaborated with market research firm in analyzing existing research and setting parameters for future research to determine existing and potential customer perceptions and preferences.
- Managed customer retention effort, e.g., 30 and 60-day calls to address customer dissatisfaction.

CitiGold Service/Systems Champion - U.S. Marketing (4/94- 6/95)

Directed the efforts of a multi-disciplinary team charged with completing and fine-tuning the national rollout of CitiGold, an offering for affluent customers that combines brokerage, banking and borrowing.

- Ensured that processes were in place to deliver improved service. Determined standards and measurement methods and developed a training and customer service program.
- Coordinated the enhancement of system functionality and product set to maintain competitiveness.

Consultant, Business Process Re-engineering - Citicorp Technology Office (5/93- 4/94)

Provided business process consulting services in support of an eight-member Financial Control design team charged with redesigning the entire finance function within the North American Consumer Bank. Trained and coached team members on analysis, team dynamics, change management, and project management.

Mortgage Originations Team Manager - Citicorp Mortgage Inc. (6/91 - 5/93)

Managed a staff of 20 Underwriters, Account Executives and Customer Service Representatives. Responsible for delivering investor-quality loans from New York City, New York State and Maine.

- Assigned, while overseeing the above, to crisis manage the review and "cure" of a pipeline of 2100 committed mortgage files, directing a contractor/temporary staff of 35.
- Managed staff through unprecedented volume caused by dramatically lower market interest rates, more competitively-priced products and stronger advertising.

Director of Distribution Channels - New York Consumer Bank (10/90 - 6/91)

Implemented strategic shift from broker-based to direct distribution channel, leveraging telemarketing and retail branches. Led a multi-functional task force charged with designing and managing a Long Island-based pilot program. Rolled out pilot to the entire market.

- Achieved a twelve-fold increase in application volume over the prior year.
- Designed a competitively priced mortgage product, CitiRate, to capture credit-worthy customers.
- Restructured the telemarketing sales process to include an ability to refer inquiries from prospects.

Director of MortgagePower PLUS - New York Consumer Bank (1/89 - 6/91)

Recruited to evaluate and implement MortgagePower PLUS, a unique on-line service enhancement which provided brokers and consumers with unprecedented speed in achieving access to mortgage information.

- Developed and implemented a comprehensive business plan.
- Rolled out this enhancement, increasing mortgage volume by 15% and customer satisfaction scores by 6%.

1984 - 1988

McKINSEY & COMPANY, INC., New York, New York

Engagement Manager

Managed teams of consultants and client personnel to solve a wide range of business problems, principally within consumer goods, health care, and communications sectors.

Developed business strategies and improved profit performance for clients that ranged from \$100 million to \$5 billion in sales. Examples of specific accomplishments:

- Developed a sales strategy for a multi-billion-dollar package goods company to enable it to compete effectively in an industry segment in which selling skills were becoming increasingly important.
- Managed a team of consultants in the turnaround of a \$250 million health care company.

Recommendations resulted in a new field structure which utilized a satellite branch concept and eliminated expensive layers of management.

- Evaluated the attractiveness of the existing book publishing business of a leading communications client and helped manage a 5-person team of senior client executives who were closely involved in the project. Recommended continued and growing participation in this business with a shift in segment emphasis through acquisition. Conducted screen to identify attractive acquisition targets. Client acquired one of the identified targets.

1978 - 1984

INTERNATIONAL PAPER COMPANY, New York, New York

Product Manager (1981-1984). Developed and implemented a consumer marketing program to communicate the benefits of paperboard milk packaging. Succeeded in making this an industrywide effort supported by the Paperboard Packaging Council after executing successful test markets.

Controller - Land & Timber, Bodcaw Company, Pineville, Louisiana (1979-1981). Managed the financial functions of this newly acquired company and its integration into the parent company.

Senior Financial Analyst (1978-1979). Evaluated investment opportunities, including the \$800 million acquisition of Bodcaw Company and a joint venture to mine lignite.

1973-1976

LAWRENCE TOWNSHIP SCHOOLS, Lawrenceville, New Jersey

Taught Algebra, Geometry and Pre Calculus. Coached the first girl's track team.

EDUCATION

THE WHARTON SCHOOL, University of Pennsylvania

MBA, May 1978. Emphasis on finance and strategy.

THE UNIVERSITY OF WISCONSIN - MADISON

BA, December 1972. Mathematics major.

Appendix N:
Community Support Documents

**HISTORIC
LAKEWOOD HEIGHTS**
Atlanta's Holistic Health Oasis

Dr. Beverly Hall
Superintendent
Atlanta Public Schools
130 Trinity Avenue SW
Atlanta, GA 30303
Date 11/29/06

293 Jordan Street SE
Atlanta, GA 30315
H 404.622.9862
C 404.964.3303
taragoers@mindspring.com
www.l-neighbors.org/30315/LakewoodHeights

Dear Dr. Hall,

As the incoming president for 2007 of the Lakewood Heights Community Civic Association, I would like to express my support for the creation of the Atlanta Preparatory Academy in the Lakewood Heights neighborhood.

More and more people are settling into Lakewood Heights every month. Positive redevelopment is taking place in the area, and Lakewood Heights is becoming an enjoyable place to live and work. All that is missing is an exceptional school that will not only give our children a thorough education, but also the opportunity for parents and neighbors to take an active role in its creation and management. I feel that the Atlanta Preparatory Academy is just that school.

I have been discussing the charter that is currently being reviewed by Atlanta Public Schools with my neighbors, and more and more of them are showing their support for the school. I fully expect Lakewood Heights to embrace Atlanta Preparatory Academy and help the school become successful. Our neighborhood welcomes Atlanta Preparatory Academy and hopes to have a positive relationship with the school for many years to come.

Sincerely yours,

Tara Goers
2007 President
Lakewood Heights Community Civic Association

To Whom It May Concern:

I am writing to express my support for the Atlanta Preparatory Academy charter school. This type of institution will be of utmost value to the children and community of the Lakewood Heights area. I wish it every success

Steve Jarvis
Foundations Studies Professor
Savannah College of Art and Design

To whom it may concern,

11/29/06

I am writing in support of the Charter School proposal for Lakewood Heights. I am a resident of Lakewood and the Chair of the Sculpture Department for the Savannah College of Art and Design in Atlanta. I support a stronger focus on education and the Arts in the Lakewood neighborhood. Some of the things I can offer the school are tours of SCAD, notification of art related children's events at the High Museum, invite children to see a bronze pour, I can supply teaching interns, workshops and volunteers. I would also be willing to be on the board if asked. Please feel to contact me regarding how I may assist you.

Susan Krause
Chair of Sculpture
The Savannah College of Art and Design -Atlanta
1600 Peachtree St, Atlanta, GA 30309
skrause@scad.edu
(404)457-9632

Bio

Susan Krause was born in Toronto, Canada and received her education at the Ontario College of Art and Design graduating with the Emanuel Hahn Sculpture Award as well as an art history award in sculpture. She continued her education in Canada, receiving a bachelors degree with a fine arts major from the University of Guelph in 1996. She has lived and worked in NYC attending the School of Art at Columbia University, won a scholarship to the prestigious Skowhegan School of Painting and Sculpture in Maine and was accepted to the MFA program at Yale University in 1987 on a full scholarship where she graduated with the Blaire Dickenson Award as an outstanding female artist. Susan has shown work in Canada, Europe and the USA and was included in the Florence Biennale in Italy in 2001. She lives part-time in a small historic community in Alamos, Mexico where she is involved in community art education, is a board member of a bi-cultural ecological community and is active in historical architectural preservation there. Susan and Steve Jarvis have also traveled as a team throughout Argentina on a grant to show work, do workshops and lecture. Susan is formally trained in figurative / traditional sculptural processes and has produced work for such clients as the Jaguar Car Company and Kahlua Liqueur. Her current projects dealing with social, cultural and authenticity issues and are in the form of installation art. Susan has been teaching for 15 years, 5 for The Savannah College of Art and Design and is the Chair of the new Sculpture department at SCAD's new Atlanta campus.

SUSAN KRAUSE Born- Toronto, Canada.

1846 Jonesboro Rd, Atlanta, GA 30315
SKR215@juno.com (404)457-9632

EDUCATION

Yale University, School of Art, New Haven, CT, **MFA-Sculpture**, 1989
University of Guelph, Guelph, Ontario, Canada, **BA**, 1985.
Ontario College of Art and Design, Toronto, Ontario, Canada, **A.O.C.A.**, 1981-85.

Skowhegan School of Painting and Sculpture, Skowhegan, ME, 1988.
Vermont Studio School, Johnson, Vermont, 1987 & 1985.
Columbia University, School of Art, New York, 1986.

TEACHING

Chair of Sculpture- Savannah College of Art and Design, Atlanta, GA, 2006
Emphasis-Starting up new major, running facilities, curriculum assessment, recruitment, budgeting, advising.

Professor- Savannah College of Art and Design, Atlanta, GA, 2005-2006
Emphasis-To teach and assist in getting the Foundations and sculpture area up and running, mentor new faculty, help develop sculpture curriculum for Fall 2006.

Professor- Savannah College of Art and Design, Savannah, GA, 2000-2005
Emphasis-Foundation studies, sculpture, installation, special topics, new genre.

Associate Faculty - Pima Community College, Tucson, AZ, 1989-2000
Emphasis- 2D, 3D, Sculpture, Independent Studies.

Faculty - University of Alaska, Fairbanks, AK, summers 1991-1993.

Instructor- Classes in Alamos, Sonora, Mexico to promote educational diversity- 2004-ongoing

VISITING ARTIST/ LECTURER

Presenter- Foundation Art & Theory in Education (FATE) Conference, Columbus, OH 2005
Instituto Sonorense de Cultura, Alamos, Mexico 2004
Presenter- The Georgia Art Education Association, Savannah, GA, 2004
Presenter- The Texas Art Education Association, Galveston, TX, 2004
El Museo Costumbrista de Sonora, Sonora, Mexico 2004
University of Tucamon, School of Art, Tucamon, Argentina, 2004
University of Salta, Salta, Argentina, 2004
The University of California at Davis, Davis CA, 2003
University of Arizona, Tucson, AZ, 2000
California State University at Long Beach, CA, 1993.

HONORS, AWARDS, GRANTS

International visiting artist , TCE Foundation, Cordoba, Argentina, 2004
Board Member/ Founder of Fresh Tank Installation and Performance Art Center, Savannah, GA, 2002
Presidential Fellowship Savannah College of Art and Design (Project grant) 2001-02
Board member of Dinnerware Gallery, Tucson, AZ, 2000
Juror for the University of Arizona, 1991 & 1998.
Tucson artist in Residence Installation Grant, 1992.
Jurors Award, 24th Southwest Exhibition, Yuma, Arizona, 1990.
Yale University, Blair Dickinson Award (Excellence as a graduating woman), 1989.
Yale University, Full Tuition Scholarship, 1987-1989
Skowhegan School of Painting and Sculpture, Tuition Scholarship, 1988.
Liquitex Award, Skowhegan, 1988.
Emanuel Hahn Sculpture Award 1985.
Ontario College of Art, Art History Achievement Award in sculpture, 1985.

ONE PERSON SHOWS

"Home Fronts" The Fresh Tank, Savannah, GA 2003
"Bread" Installation, The Fresh Tank, Savannah, GA. 2002
"Moment in Otherness" Installation, Saltworks Project Room Gallery, Atlanta GA 2002
"Ex More" Shane House Center for the Arts, Tucson, AZ, 2000
"Common Ground- 6 Installations" (Tucson Artist in Residence Grant), Tucson, AZ, 1993-1994.
"Connections" Installation, California State University at Long beach, CA, 1993.
"Life's Forces" Union Gallery, University of Arizona, Tucson, AZ, 1990
"Mirrors" Installation, Toronto, Canada, 1987.

SELECTED EXHIBITIONS

Collaboration Susan Krause / Steve Jarvis curated by Michael Bock, Alamos, Sonora, Mexico 2007
"Times Body of Evidence" Wright State University, Dayton, OH 2006
"Vital Voice" Women's Caucus for the Arts, Brandeis University, Boston, MA 2006
"New Species" Break 2.3 Ljubljana, Slovenia, 2005
"Just B" The B-Complex, Atlanta GA, 2005
"Kloone 2000" (open portfolio) Retort, Amsterdam, The Netherlands 2005
"Aquapin" Aqua Space, Savannah GA 2005
"The imminent beginning, the imminent end" Starca Art Center, Savannah GA, 2005
"In House" The Red Gallery, Savannah, GA 2005
"You Can't Fool Mother Nature" The B-Complex Gallery, Atlanta, GA 2005
Visiting artist -Center for Cultural Enrichment, Oncativo, Argentina, 2004
"Works in the Airport" Savannah / Hilton Head International Airport, 2003 & 2004
ArtPapers Auction, Artscool Gallery, Atlanta, GA 2004
"Out of Bounds" Boundary Hall Gallery, Savannah GA, 2004
"Making your mark" Red Gallery, Savannah, / Savannah Gallery, Atlanta GA 2003
Three by 3, Starland Project, Savannah, GA 2003
The Hair Video Show, Art Spot, Atlanta, GA 2003
"Pin Up" MOCA Georgia, Atlanta, GA, 2002
Biennial Site Specific Art Symposium, Starland Project, Savannah, GA 2002
Software-The Vagina Show, Art Spot, Atlanta, GA, 2002
Biennale Internazionale Dell'Arte Contemporanea, Florence, Italy, 2001
"Drawing" Savannah College of Art and Design, Savannah, GA, 2001
"Now" Dinnerware Gallery, Tucson, AZ, 2001
"Dinnerware at 20" Tucson, AZ, 2000
"Painter, Sculptor, Printmaker, Jeweler", Center for the Arts, Tucson, AZ, 1999.
"Silent Victims" Woman Made Gallery, Chicago, IL, 1998.
TMA Faculty Show, Temple of Music and Art, Tucson, AZ, 1998.
"Photo and Foundry", Center of the Arts, Tucson, AZ, 1997.
"Ring of Fire" Central Arts Collective, Tucson, AZ, 1995.
Arizona Biennial Tucson Museum of Art, Tucson, AZ, 1993.
"Exposed" Central Arts Collective, Tucson, AZ, 1993.
Faculty Show University of Alaska, Fairbanks, AK, 1991-1993.
"Let the Work Speak for Itself" Northern Illinois University, IL, 1991.
24th & 25th Southwestern Annual Exhibition Yuma, AZ, 1990 & 1991
"Art as a Social Comment" Brockman Gallery, Los Angeles, CA 1990.

PUBLICATIONS

Featured in Drain magazine, www.drain.com Nov 2005
'Just: B'cause exposes artists' Jerry Cullum, AJC- Access Atlanta, 2005
"3 by Three", Bertha Husband, Connect Savannah, April, 2003
"Location location location" Bertha Husband, Connect Savannah, Nov, 2002
Inside Atlanta's Art Scene Joey Orr, Jezebel Magazine, April 2002
"Open Wide" Felicia Feaster Atlanta Creative Loafing Feb, 2002
Interview- Scad TV, ABC affiliate station, February, 2001
"Seesaw effect blends works well" Charlotte Lowe-Tucson Citizen, Feb, 1993
"Art with little thought" Robert Cauthorn- The Arizona Daily Star, April, 1993
"A few Good Pieces" Charlotte Lowe- Tucson Citizen, April, 1993
"Probing boundaries" Margaret Reagan- Arizona Daily Star, April, 1993
Arizona Illustrated Interview, KUAT-PBS Affiliate, Nov, 1993

TRAVEL / FOREIGN LANGUAGES / AFFILIATIONS

Fluent in German / proficient in Spanish

Board Member of Rancho San Sylvester Ecological Community, Alamos, Sonora, Mexico.

Member of Foundation Art & Theory in Education

Member of College Arts Association

Member Alamos Wildlands Project, Najapatia, Sonora, Mexico

Lives and works part-time in Alamos, Sonora, Mexico

Extensive travel throughout the U.S.A., Europe, Canada, Mexico, Argentina, Central America.

Signed petitions and student enrollment information including student names, addresses and schools of origin are on file with Ms. Jean Cohen at Atlanta Public Schools.