

August 1, 2016

Alabama Public Charter School Commission
Alabama State Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Alabama Public Charter School Commissioners,

This correspondence is to confirm the Mobile Area Education Foundation’s submission of a start-up charter application serving Mobile County and surrounding areas. This charter school will be called the Acceleration (Accel) Day and Evening Academy. It will target students who are 16 years or older and have fallen behind in high school, dropped out, or otherwise desire a different option to graduate ready for college and careers. It will use personalized and project-based learning to ensure students gain the skills to be successful after high school and will partner with postsecondary institutions to help students earn postsecondary credits and credentials before graduating from high school.

The Mobile Area Education Foundation staff completed this start-up charter application for the Accel Day and Evening Academy. Any reference materials or copyrighted materials are cited appropriately and were used with permission of the copyright holder.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Carolyn R. Akers".

Carolyn R. Akers
Chief Executive Officer
Mobile Area Education Foundation

President

Mark Spivey

Vice President

Robert Baker

Secretary/Treasurer

Jim Walker

Board Members

Karen Outlaw Atchison

Shayla Jones Beaco

Raymond Bell

Talma Carstarphen

Chris Comstock

Glenn Hodge

Mike Hofto

Mike Marshall

Danisha Maye

Jesse McDaniel

Rob McGinley

Melissa Morrissette

Monica Motley

Henry O’Connor

Martha Peek

Scott Posey

John Seibt

Bill Sisson

Carol Statter

Jill Stork

Don Stringfellow

Scott Tindle

Lissa Watkins

Contina Woods

Chief Executive Officer

Carolyn Akers

Cover Sheet & Enrollment Projection

Acceleration (Accel) Day and Evening Academy

Name of proposed school: Acceleration (Accel) Day and Evening Academy

Primary contact person(s): Carolyn Akers

Mailing address: [REDACTED]

Phone: (day) (251) 476-0002 (evening) [REDACTED]

Email address: [REDACTED] Fax: [REDACTED]

Primary contact for facilities planning: Same

Phone Number: Same E-mail: Same

Name of entity or interest group applying: MAEF Public Charter Schools, subordinate of Mobile Area Education Foundation (MAEF)

Names, roles, and current employment of all persons materially involved in the preparation of this application or the organization or governance of the proposed school (*you may add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Carolyn Akers	Chief Executive Officer/ MAEF	Chief Executive Officer
Dr. Harold Dodge	Department Chair/ University of South Alabama College of Education	Special Advisor
Rob McGinley	Partner/ McDowell Knight Roedder & Sledge, L.L.C.	Board Member
Dr. Jeremiah Newell	Chief Operating Officer /MAEF	Chief Operating Officer
Mark Spivey	Vice President/ BB&T Bank	Board Member
Henry O'Connor	Partner/ Jones and Walker	Board Member
Marietta Urquhart	Corporate Realtor/White-Spunner Corporate Realty	Real Estate Agent

Does this applicant entity or interest group have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide school opening information.
Acceleration (Accel) Day and Evening Academy

Opening Year	*Geographic Area	Opening Grades	Grade Levels at Full Enrollment
2017	Mobile County Public School System (MCPSS)	9-12	9-12

*Identification of geographic area may be as specific as a school zone or as general as the school district targeted for school location but it must include the name of the local education agency (LEA) with authority over the area of the proposed school. Additionally, it may also include a specific neighborhood or school with the LEA.

Model or focus of proposed school (e.g., arts, college preparation, dual-language, and/or other):
 Back on track to college and careers school model targeted 16 years or older high school students who are off-track to graduation or who have already dropped out.

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school?

Yes No

If Yes, identify the ESP or other partner organization: _____

Does the school intend to partner or be affiliated with an organization through which a single governing board governs or will govern multiple schools?

Yes No

If Yes, identify the organization:

Proposed Principal/Head of School Information (if identified):

Name of proposed principal candidate: Not yet identified

Current employment: _____

Daytime phone: _____ Cell: _____

E-mail: _____

Executive Summary

The executive summary should provide a concise statement/synopsis of the following:

- The proposed plan for the school.
- The geographic and population considerations of the school environment.
- The challenges particular to those considerations.
- The applicant team’s capacity to successfully open and operate a high-quality school given the above considerations.

- 1. Mission and Vision.** State the mission and vision of the proposed school. The mission statement describes the fundamental purpose of the school, relating why it will exist. The vision statement outlines how the school will operate and what it aims to achieve in the long term. The mission and vision statements provide the foundation for the entire proposal.

The mission and vision statements, when combined, should:

- Identify the students and community to be served.
- Illustrate what success will look like.
- Align with the purposes of the *Alabama School Choice and Student Opportunity Act (Act 2015-3)* and the authorizer’s stated priorities for schools.

- 2. Educational Need and Anticipated Student Population.** Describe the anticipated student population, the students’ anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with student enrollment eligibility and selection criteria.

- 3. Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school is projected to do more effectively than the schools that are now serving the targeted population and how the school plans to achieve its goals.

- 4. Community Engagement.** Describe the relationships that have been established to generate community engagement in and support for the proposed school and how needs and/or solicited support for the school have been assessed. Briefly describe these activities and summarize the results.

- 5. Leadership and Governance.** As an attachment, list the members of the school’s proposed leadership team and governing board, including their roles with the school, their current job titles and employers, and full resumes (including contact information and professional biographies for each individual listed).

About the Applicant:

In August of 2017, MAEF Public Charter Schools, a subsidiary of the Mobile Area Education Foundation, proposes to open the Acceleration (Accel) Day and Evening Academy to serve overage/undercredited high school students in grades 9-12 in Mobile County and the surrounding areas. For over 25 years, the Mobile Area Education Foundation has supported public schools, investing over \$25 million in efforts to support public schools in the Mobile Area. MAEF will continue these efforts to ensure a vibrant public education ecosystem in the greater Mobile area through Accel.

Accel's Vision, Mission, and Values:

The vision of the Accel Day and Evening Academy is **to re-engage and inspire youth to unlock their academic potential and graduate high school as life-long learners, ready for college, careers, and civic life (vision statement)**. To achieve this vision, we will **connect to students' gifts and passions through personalized learning pathways that build students' academic skills, professional mindsets, and social and emotional well-being, so they are prepared for college and careers (mission statement)**.

Accel's students and staff will be guided by five core values: **achievement, collaboration, care, empowerment, and life-long learning.**

- **Achievement** underscores the belief that we can reach our goals through focus and hard work.
- **Collaboration** reminds us that we can be our best and achieve the most when we work well with others.
- **Care** emphasizes that we must show appreciation and concern for our community and fellow-man.
- **Empowerment** means that we must take the initiative to give voice and power to our interests in a responsible way.
- **Lifelong-Learning** encourages students to seek "learning" in and out of school for the rest of their lives.

Educational Need and Anticipated Population:

In the Mobile area, 675 students from the Class of 2015 either dropped out of school, or were not on track for graduation. This data suggest that some 1,000 high school students are either not on-track to graduation or have already dropped out of Mobile's schools. What's more, the majority of high school graduates are not graduating college and career ready. Only 15% of high school graduates in the Mobile area are able to perform proficiently on all four parts of the ACT, a national college entrance exam. According to the 2015 WorkKeys data for Mobile County Public Schools, only 40% of students graduated Career Ready. (WorkKeys is an ACT test that measures career readiness and is used by the State of Alabama to determine the career readiness of graduating seniors.) Currently, only the Evening Educational Options Program (operated in partnership between MAEF and MCPSS) is designed to serve overaged/undercredited youth, but this school can only serve 100 MCPSS students annually compared to the estimated 1,000 students across the area (including all Mobile and Baldwin County school districts) each year who need such an option. The Accel Day and Evening Academy is designed to expand the number of overaged/undercredited students who can be served in the Mobile Area and to deepen the quality of the learning for these students to ensure they not only graduate, but graduate college and career ready.

Education Plan/School Design:

Accel will deliver a student-centered education and instructional model through a four part instructional design.

Acceleration (Accel) Day and Evening Academy

- Part 1: **Success Seminars:** Courses designed to accelerate learning for students who are not able to read on an 8th grade level or master pre-algebra concepts, as measured by a school-developed entry-level assessment of math and literacy.
- Part 2: **Blended Learning Lab:** Accel will use teacher-assisted, online learning, also known as blended learning. Students will take the majority of their coursework using the Apex Learning computer-based learning platform. This technology program provides students with an opportunity to progress rapidly academically through online learning. Unlike a traditional classroom where the student/teacher ratio can range anywhere from 25 to 1, Apex Learning offers a 1 to 1 student/teacher ratio or ratios that are substantially less than the average class size when delivering group instruction (i.e. 8:1). This personalized environment facilitates immediate teacher feedback, customization, and differentiation of teaching.
- Part 3: **Learning Studios:** To deepen students' learning and ensure that they can truly "think" on the content, as well as see the real-world connection to what they are learning, students in each core course will engage in a competency-based group project that integrates the key learning of the course and is designed to emphasize the essential skills for the ACT. These real-world projects will require students to apply the content learned through Apex Learning, reflect upon their areas of strength, and address their areas of weakness.
- Part 4: **College and Career Coursework:** Students will be truly prepared for college and careers in the Mobile area by taking academic and technical dual enrollment coursework at Bishop State Community College as well as participate in industry approved apprenticeship programs.

Community Engagement:

The Mobile Area Education has a strong track record of connecting the community to schools. During the 2015-2016 school year, it supported over 1,200 school/community partnerships. As a school/community connector, MAEF and its subsidiary MAEF Public Charter Schools have approached the formation of Accel Day and Evening Academy in a similarly collaborative manner. The leadership team has already met with national experts in the education field, local business leaders, community college leaders, school district leaders, municipal leaders, and community advocates to garner feedback and support for Accel. These efforts have resulted in a school model that is both inline with national best practices and the needs of the local community. After successful approval, the leadership team of Accel will continue to focus on community engagement and partnerships.

Leadership and Governance:

The applicant team for Accel boasts nearly a century of combined years of experience in public education. The staff team is comprised of Mrs. Carolyn Akers, the founding Chief Executive Officer of the Mobile Area Education Foundation with over 25 years at the helm of MAEF; Dr. Jeremiah Newell, Chief Operating Officer of MAEF and the founding developer and director of the Evening Educational Options Program, upon which Accel is based; and Dr. Harold Dodge, the former Superintendent of Mobile County Public School System. Founding MAEF/MPCS board members Rob McGinley, Henry O'Connor, and Mark Spivey further support this staff team. Finally, it is augmented with the support of Marietta Urquhart, an experienced corporate realtor for White-Spinner Realty. (Full resumes are attached)

6. Enrollment Summary. Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	At Capacity 20-____
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	50	50	50	60	80	
10	90	90	90	90	90	
11	90	90	90	90	90	
12	70	90	90	90	90	
	300	320	320	330	350	

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

According to local school district data and estimates, at least 1,000 youth in Mobile and Baldwin counties are either dropouts or overaged/undercredited. In previous dropout recovery efforts, MAEF and other partner agencies served some 1,200 youth annually. There are currently no schools available in Mobile and Baldwin counties who provide overaged/undercredited and dropout youth the opportunity to earn a diploma. Given this need and lack of options, we believe 300 students is a conservative estimate. Furthermore, MAEF’s prior experience of running the Evening Educational Options Program provides us the experience and expertise to serve 300 students in the first year. While we acknowledge this school size to be larger than is typical of start-up charters, we are confident this size is optimal, since we have experience delivering a similar program and will not have the sizeable learning curve of starting a completely new model. Additionally, the 300-student size will not represent enrollment at time during the day, but will instead represent the combined number of students over the course of the day. To accommodate the school size and ensure an orderly learning environment, these 300 students will include approximately 150-200 during the day session of the school and 100-150 during the evening session. The school will only plan to grow by 50 students over 5-years to ensure consistency of size and delivery of outcomes. This small and manageable size will allow the school to meet the individualized needs of each student served at Accel.

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT A

**ACCEL'S LEADERSHIP TEAM AND GOVERNING BOARD LIST
AND RESUMES**

Full Name	Current Job Title and Employer	Position with Proposed School
Carolyn Akers	Chief Executive Officer/ MAEF	Chief Executive Officer
Dr. Harold Dodge	Department Chair/ University of South Alabama College of Education	Special Advisor
Rob McGinley	Partner/ McDowell Knight Roedder & Sledge, L.L.C.	Board Member
Dr. Jeremiah Newell	Chief Operating Officer /MAEF	Chief Operating Officer
Mark Spivey	Vice President/ BB&T Bank	Board Member
Henry O'Connor	Partner/ Jones and Walker	Board Member
Marietta Urquhart	Corporate Realtor/White-Spunner Corporate Realty	Real Estate Agent

The Mobile Area Education Foundation Board of Directors approved the above to serve as the initial Board of Directors for ACCEL during the Board meeting on April 18, 2016.

Carolyn Akers
Mobile Area Education Foundation



Carolyn Akers is the Chief Executive Officer of the Mobile Area Education Foundation. Since the founding of MAEF in 1992, she has emerged as a leader among advocates for education on the state, regional and national levels.


In Mobile, Carolyn serves on a number of community boards and commissions and is a graduate of Leadership Mobile and Leadership Alabama. She has received Leadership Alabama's Outstanding Alumnus Award and *The Little Red Schoolhouse* Award from the Council for Leaders in Alabama Schools (CLAS), the statewide organization of school leaders.

She has served on the steering committees of Mobile United, Envision-Coastal Alabama and the state A+Research and Education Foundation. She was appointed to serve as chairman of Mayor Sam Jones' Education Task Force, Mayor Sandy Stimpson's Transition Team and as co-chair of Governor Bob Riley's State of Alabama Education Task Force. Currently, she sits on the Board of Directors for the A+Research and Education Foundation, the John F. Will Scholarship Foundation and the Alabama Region Nine Southwest Alabama Workforce Development Council.

Other awards include: the prestigious national McKee Award for Partners in Education, the 2001-2002 Southeastern Association of Elementary School Principals Award for Outstanding Contributions to Public Education, the 2002 Lillian McGowin/AFP for Outstanding Civic Leader, and the 2005 Wendy D. Purifoy Award which recognizes distinguished contributions by a local education foundation to create conditions of learning that benefit all children. In 2012, Carolyn was named Alabamian of the Year by the Anniston Star.

Carolyn is a graduate of the University of Alabama, with a B.S. in Biology and Chemistry and a Master's in Microbiology.

Harold W. Dodge
University of South Alabama
Leadership and Teacher Education



Education

Ed.D., Virginia Tech, 1981.
Major: Educational Administration
Dissertation Title: A National Study of the Attitudes of School Board Members Toward the Reduction of Programs and Services

Certificate of Advanced Study, Virginia Tech, 1981.
Major: Educational Administration

MS, Old Dominion University, 1970.
Major: Educational Administration

BS, Old Dominion University, 1968.
Major: History and Social Studies

Professional Positions

Academic - P-12

Superintendent, Mobile County Schools. (July 1998 - December 2007).

Superintendent, Cumberland County Schools, Virginia. (July 1994 - July 1998).

Superintendent, Montgomery County Schools Virginia. (July 1988 - July 1993).

Superintendent, University City Public Schools. (October 1984 - July 1988).

Assistant Superintendent, University City Public Schools. (October 1983 - October 1984).

Principal-High School, Chesapeake Public Schools. (August 15, 1975 - October 15, 1983).

Principal-Junior High, Chesapeake Public Schools. (August 1, 1973 - August 15, 1975).

Principal-Elementary, Chesapeake Public Schools. (August 31, 1972 - August 1, 1973).

Assistant Principal-High School, Chesapeake Public Schools. (January 1, 1972 - August 1, 1972).

Assistant Principal-Middle, Chesapeake Public Schools. (August 1, 1971 - December 31, 1971).

Teacher-History, Psychology, Chesapeake Public Schools. (August 1, 1968 - August 1, 1971).

Academic - Post-Secondary

Chair-Leadership and Teacher Education-COE, University of South Alabama. (August 15, 2011 - Present).

Associate Professor, University of South Alabama. (January 1, 2008 - Present).

Interim Chair-Leadership and Teacher Education, University of South Alabama. (August 15, 2008 - August 15, 2011).

Adjunct, Longwood University-Virginia. (1996 - 1998).

Visiting Professor, Virginia Tech. (1989 - 1994).

Licensures and Certifications

Class AA, Superintendent, Alabama Department of Education. (1998 - Present).

Superintendent of Schools, Missouri Department of Education. (1985 - Present).

Superintendent, Social Studies, Virginia Department of Education. (1981 - Present).

Professional Memberships

Alabama Association of School Administrators. (1998 - Present).

National School Board Association. (1985 - Present).

Development Activities Attended

Conference Attendance, "Accreditation for Continuous Improvement," NCATE, St. Louis, Missouri. (June 2, 2011 - June 4, 2011).

NCATE Recency, "Planning for Instructional Success," Dothan City Schools, Dothan, Alabama. (2008 - 2010).

Workshop, "Chairing the Academic Department," American Council on Education, Austin, Texas. (November 5, 2008 - November 8, 2008).

NCATE Recency, "Supervisory Overview," University of South Alabama, Mobile, Alabama. (September 10, 2008 - September 24, 2008).

NCATE Recency, "School Finance," Alabama State Department of Education, Montgomery, Alabama. (May 19, 2008 - May 21, 2008).

Conference Attendance, "Creating Conditions for Success," SREB, Atlanta, Georgia. (May 9, 2008).

Awards and Honors

Outstanding Civilian Service Medal, United States Army. (November 2007).

Selected for Membership Center for Leadership School Reform, Bell South. (1999).

Top 100 Educator, Executive Educator. (1993).

TEACHING

Teaching Experience

University of South Alabama

EDL, Theories of Instructional Leadership, 1 course.

EDL 501, Theories Instructnl Leadership, 12 courses.
EDL 505, Bus Mgmt of Lrng Organizations, 8 courses.
EDL 525, School Finance, 1 course.
EDL 550, Principles of School Leadership, 2 courses.
EDL 590, Sp Top -, 1 course.
EDL 594, Supervisory Leadership, 2 courses.
EDL 598, Residency, 1 course.
EDL 699, Research Project, 14 courses.
EDL 801, Supervisory Leadership, 1 course.

RESEARCH

Published Intellectual Contributions

Journal Articles

Dodge, H. W. Room for All. *American School Board Journal*, October, 1994, 6.

Dodge, H. W. Truancy-The Alarm Sounds. *Virginia Journal of Education*, Jan, 1982.

Dodge, H. W. Your Portrait: Schools Boards Have a New Look. *The American School Board Journal*, January, 1982.

Dodge, H. W. In Search of Excellence. *Journal of Curriculum and Instruction*, May, 1984.

Dodge, H. W. Taking Sides on Controversial Subjects. *The School Administrator*(Ninth Edition), 6.

Dodge, H. W. The Legal Cost of Challenging the Far Right. *The School Administrator*, October, 1993.

Presentations Given

Dodge, H. W., Urban Leadership, "Leadership in Stormy Times," Urban Superintendents Association of America, Charleston, South Carolina. (October 2006).

Dodge, H. W., Amercian Psychological National Conference, "Responding to Large-Scale Natural Disasters," APA, New Orleans, La.. (August 2006).

Dodge, H. W., 16th Education Trust National Conference, "Transcending Katrina: School University Collaboration," Ed Trust, Washington D.C.. (November 2005).

Dodge, H. W., State Department of Education, "Passing a Successful Tax Issue-Community Based," State Department of Education, Montgomery, Alabama. (2001).

Dodge, H. W., Virginia School Board Convention, "Full-Inclusion," VSBA, Williamsburg, Virginia. (November 1998).

Dodge, H. W., NSBA Annual Convention, "Successful Tax Issues," NSBA, San Diego, California. (April 1993).

Dodge, H. W., National School Board Conference on Legal Issues, "Freedom of Speech," COSA, San Diego, California. (September 1991).

Dodge, H. W., National School Board Convention, "Community Involvement," NSBA, San Diego, California. (April 1985).

Dodge, H. W., New England Educational Research Conference, "Administration and Finance," New England Educational Research, Lenox, Mass.. (March 1982).

Dodge, H. W., Governors Conference on Education, "School Community Relations," State Department of Education-Virginia, Richmond, Virginia. (October 1978).

Contracts, Grants and Sponsored Research

Grant

Not Funded

Smith, Agnes E, Gray, David L, Dodge, Harold W, "Effective Principals for Successful Schools," Sponsored by US Department of Education, Federal, \$1,000,000.00.

SERVICE

Department Service

Committee Chair, Assessment Committee. (2008 - 2009).

Committee Chair, New Faculty Induction Committee. (2008 - 2009).

College Service

Committee Member, NCATE Standard 2. (2011 - Present).

Committee Member, NCATE Steering Committee. (2011 - Present).

Committee Member, Dean's Administrative Council. (2008 - Present).

University Service

Committee Member, Talent Search. (2009 - Present).

Public Service

Committee Member, All Saints Church-Vestry, Mobile, Alabama. (2009 - Present).

Committee Member, Restructuring Wilmer Hall, Mobile, Alabama. (2009 - Present).

Committee Member, St. Judes Children's Hospital, Mobile, Alabama. (2008 - Present).

Committee Member, YMCA Executive Board, Mobile, Alabama. (2008 - 2010).

Consulting

Training/Education, Wiregrass Foundation, Dothan, Alabama. (2008 - 2010).

Training/Education, Baldwin Public Schools, Baldwin, County. (2009).

Awards and Honors

Service, Professional

Superintendent of the Year-Alabama, Alabama Association of School Administrators. (2006).

Public Servant of the Year-Mobile, Mobile United. (May 15, 2001).

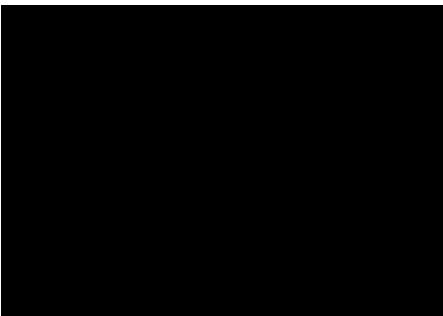
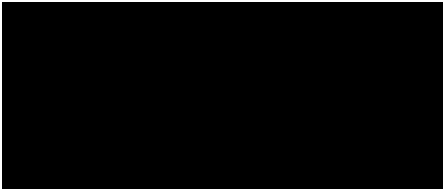
MCDOWELL KNIGHT

MCDOWELLKNIGHTROEDDER & SLEDGE, LLC



ROBERT. B. MCGINLEY, JR.

McDowell Knight Roedder & Sledge



ROBERT. B. MCGINLEY, JR.

Mr. McGinley's business acumen has been honed since his undergraduate days at Washington & Lee, where his chosen curriculum included a major emphasis on economics and finance. Those skills propelled him to an in-house position with an internet business directly after law school, followed by years of practice in the financial transactions practice group in King & Spalding's Atlanta office. Since returning to Mobile in 2004, he has continued to refine his skills with years of experience representing the interests of businesses in a variety of transactions and commercial matters requiring litigation.

Recent significant cases and transactions include:

- Represented a defendant in a series of arbitration hearings involving securities fraud, with all cases resulting in the dismissal of the defendant
- Represented banks in numerous real estate and asset-backed loans, including:
 - a \$20,000,000+ loan to a local hospital
 - a loan of approximately \$5,000,000 to a carpet supply company
 - a \$4,000,000+ loan to a commercial developer
- Represented a local business seeking to purchase millions of dollars in assets, located across the US and China, from a troubled business
- Represented various businesses in multi-million dollar tax valuation disputes with the Mobile County Board of Equalization

EDUCATION

- University of Alabama School of Law, Juris Doctor, 2000, cum laude
 - Alabama Law Review
 - Elected Chief Justice, Honor Court

- Bench and Bar Honor Society

- Washington & Lee University, Bachelor of Arts, Williams School of Commerce, 1995

AREAS OF PRACTICE

- Real Estate
- Employment and Labor
- Commercial and Business Litigation
- Finance and Banking

- Represented a group of physicians in the sale of partnership interests and the establishment of a new practice

Mr. McGinley seeks to offer each client high-quality and efficient services suitable to the size and scope of each transaction or case. He is married to a former attorney, and together they are parents to two daughters and a son. The McGinleys are members of Dauphin Way United Methodist Church.

PROFESSIONAL ORGANIZATIONS

- Alabama State Bar
- Mobile Bar Association
- State Bar of Georgia
- Mississippi Bar Association

CIVIC AND CHARITABLE ORGANIZATIONS

- Mobile Area Education Foundation
 - Board of Directors, 2009-present
- Mobile Symphony Orchestra
 - Board of Directors, 2012-present
- Mobile Area Chamber of Commerce
 - Board of Advisors, 2008-present
- Leadership Mobile
 - Graduate, Class of 2012
- Washington & Lee Alumni Association
 - President, Mobile Chapter

Jeremiah D. Newell

PROFESSIONAL PROFILE

Educational leader with over ten years of experience in state and district improvement, designing and leading dropout prevention and recovery school models, developing state-wide policies on high school graduation, school turnaround and teacher training programs, and building community/district collective impact partnerships; Most noted for playing an integral role in the improvement of high school graduation rates in Mobile County Public Schools (Mobile, Alabama – 60,000 student district) from 55 percent to 82 percent in four years (representing over 1,000 more graduates annually)

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION, CAMBRIDGE, MA. May 2015
Doctor of Education Leadership (Ed.L.D.)

UNIVERSITY OF SOUTH ALABAMA, MOBILE, AL. Transfer 2011
Doctor of Philosophy in Instructional Design and Development (Ph.D.)

UNIVERSITY OF SOUTH ALABAMA, MOBILE, AL. May 2008
Bachelor of Science in Secondary Education/Language Arts (B.S.)
Honors: Magna Cum Laude GPA: 3.89

EMPLOYMENT

MOBILE AREA EDUCATION FOUNDATION (MOBILE, ALABAMA) July 2015- Ongoing
Chief Operating Officer

- Led team of 20 staff, managed a budget in excess of \$2 million, and supported a 20+ member Board of Directors to meet the organization's mission of improving public education outcomes in the greater Mobile, Alabama area
- Program Coordinator for Annie E. Casey's Evidence2Success in Mobile, Alabama

RHODE ISLAND DEPARTMENT OF EDUCATION (PROVIDENCE, RHODE ISLAND) July 2014- June 2015
Fellow/EdLD Resident, Division of Accelerating School Performance

- Served as Chief of staff for the Division of Accelerating School Performance, supported strategy development and execution of division priorities connected to increasing the number of students graduating college and career ready, turning around low-performing schools, and increasing high quality charter schools
- Led the agency's 2015-2020 statewide PK-12 strategic planning process based upon design thinking and community organizing

HARVARD GRADUATE SCHOOL OF EDUCATION (CAMBRIDGE, MASSACHUSETTS) August 2012-June 2014
Education Consultant

- Southern Education Foundation (Atlanta, GA): Co-developed a strategy for accelerating innovation and improvement in Southern states through the formation of network improvement communities aligned to specific reform goals and measurable outcomes
- Public Education Foundation (Chattanooga, TN): Provided strategic direction in the development of Grades 9-14 Career and College Student Pathways for Southeast Tennessee (4 urban, suburban, and rural school districts)
- Mobile Area Education Foundation (Mobile, AL): Supported the executive leadership and Board of Directors of MAEF in developing and executing its business strategy as a local education fund encouraging public school district education improvements in Mobile County and influencing state-level policy in Alabama
- Mobile County Public School System (60,000 students) (Mobile, AL): Worked under the Superintendent of Schools to develop a coherent 9-12 grade Career Academy plan for all 13 high schools

Teaching Fellow August 2013-May 2014

- Member of the teaching team for Harvard Graduate School of Education Courses- L100: The Workplace Lab taught by Professor Deborah Jewell-Sherman and L103b:Strategic Management by Professor Mark H. Moore (Harvard Kennedy School) to develop aspiring system-level leaders of the Harvard Doctor of Education Leadership Program.
- Co-designed, taught, and supported the weekly instructional plan
- Coordinated with national partners to create customized team-based learning experiences for students

MOBILE AREA EDUCATION FOUNDATION (MOBILE, ALABAMA)

August 2004-2012

Director of Multiple Pathways (October 2010-2012)

- Led all Mobile County Public School System (MCPSS) dropout prevention and recovery school models serving some 500 students annually across the district
- Led the RAMP to Graduation Initiative, a community-wide dropout prevention, intervention, and recovery initiative to turnaround two of the school district's lowest performing middle and high schools- Secured a \$9 million U.S. Department of Education High School Graduation Initiative Grant, which funded the program
- Served on the Job's for the Future/Youth Transition Funder's Group Pathways to Graduation Workgroup, a select national committee of practitioners working to expand the knowledge-base and influence policy to design schools and programs to ensure off-track high school students graduate college and career ready
- Resulted in improvement of MCPSS district-wide graduation rate from 55% to 82% in four years, and B.C. Rain High School Graduation rate increased from 49% to 85% in four years

Director of Evening Educational Options Program (September 2009-2012)

- Created and led the first dropout prevention and recovery school model in Mobile County called the Evening Educational Options Program (EEOP)- a night high school designed to serve the most at-risk students who are in danger of dropping out by providing performance-based instruction, intensive counseling support, career-based internships, and post-secondary planning
- Resulted in over 500 overaged/undercredited graduates in three years

RAMP Program Coordinator (August 2007-2009)

- Co-led the Research Alliance for Multiple Pathways (RAMP), a systemic dropout prevention community collaborative whose focus included developing data systems to identify off-track youth, evaluating community and school district policies that force youth to dropout out of school, performing needs assessments to identify gaps in services for youth in the community, and developing high quality education pathways that prepare all students for college and work;
- Resulted in a school district/community co-owned "blueprint" for multiple education pathways
- Facilitated community organizing efforts through the "Yes We Can" Initiative to empower community members to define and support public educational improvements (reaching nearly 5,000 citizens)



Areas of Practice

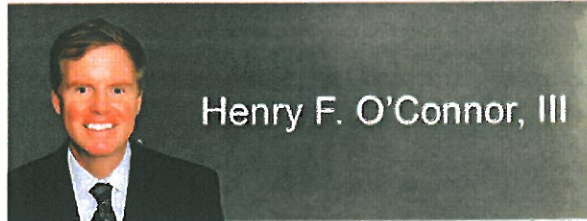
Banking & Financial Services
Business & Commercial Transactions
Real Estate: Land Use, Development
& Finance

Education

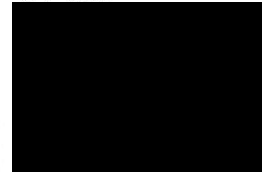
University of Virginia School of Law,
J.D., 1994
Dartmouth College, 1990, *cum laude*

Bar Admissions

Alabama
Louisiana



Partner



Henry O'Connor is a partner in the firm's Business & Commercial Transactions Practice Group and has more than two decades of leadership experience in the legal, real estate, and financial services industries. Mr. O'Connor advises investors, owners, operators, developers, borrowers, and lenders in the full spectrum of commercial transactions, including purchases, sales, mergers and acquisitions, private equity investments, and other financing matters.

Prior to joining Jones Walker, Mr. O'Connor served as President of the Mobile, Alabama market for Trustmark National Bank following its merger with BancTrust Financial Group, Inc. At BancTrust, he served as Executive Vice President - Director of Corporate Strategy and coordinated the merger with Trustmark. Prior to this, he was a Managing Director of IPC Capital Partners, a private investment firm focused on real estate and other alternative asset investments.

Mr. O'Connor began his career in private practice. During this time, he served for nine years as managing member and a name partner of the law firm he co-founded in New Orleans, specializing in commercial real estate acquisition, development and finance.

Mr. O'Connor was also a partner in a privately-held developer of select-service hotels in Louisiana.

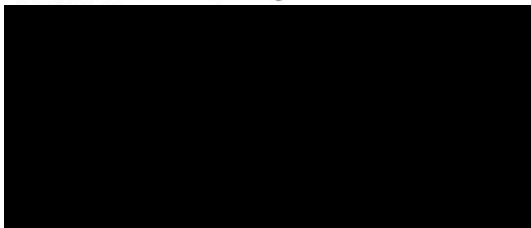
Mr. O'Connor is deeply involved in the business and civic communities of greater Mobile. He serves currently as a member of the Executive Committee of the United Way of Southwest Alabama and on the board of the Mobile Area Education Foundation. Mr. O'Connor is also a member of the Advisory Boards of Trustmark National Bank – South Alabama Region and Southern Community Capital, respectively, and is member of the regional advisory board of Leadership Alabama. He previously served on the board of directors of the Mobile Area Chamber of Commerce and the Community Foundation of South Alabama.

Mark L. Spivey



Title

Vice President
Commercial Banking



Experience

Mark Spivey has been in banking for 14 years and has worked with BB&T for the past 3 years where he currently serves as Vice President for their Commercial Banking Department in Mobile, AL. As a Commercial Banker, Mark's focus is helping businesses achieve their goals by assisting customers in analyzing problems and proposing banking solutions. He has served as a Commercial Relationship Manager, Business Banker, Credit Analyst, and Branch Manager during his banking career.

Date of Birth

September 4, 1979

Birthplace

Montgomery, AL

Education

B.S., Finance/Banking, University of South Alabama (Magna Cum Laude)
Master of Business Administration, University of South Alabama (Magna Cum Laude)

Affiliations

- President, Mobile Area Education Foundation
- Board Member, United Cerebral Palsy
- Board of Advisors, University of South Alabama College of Education
- Board of Advisors, University of South Alabama Mitchell College of Business
- Mobile Area Chamber of Commerce Chamber Chase Campaign
- Mobile Bay 40 Under 40 in 2012
- Sunrise Rotary Club of Mobile
- Senior Bowl Committee
- Mobile Touchdown Club
- MS Leadership Mobile Class of 2011
- 2016 Graduate and Class President of Leadership Mobile

MARIETTA MURRAY URQUHART



PERSONAL:

Birth date: 6-6-55

Family: Spouse

Dr. William Johnson Urquhart
Bay Area Physicians for Women
University of Alabama -1974 B.S.
University of Alabama at Birmingham
College of Medicine-1978 M.D.

Children

Marietta Urquhart Holmes (Charles Webb Holmes)
Laura Urquhart Davison (Jay Paul Davison)

WORK EXPERIENCE:

September 2015-Present
WHITE-SPUNNER REALTY
Commercial Associate and Realtor

January 31, 2003-September 2015
HEGEMAN REALTY CO., INC. MOBILE, AL
Sales Associate

1983-1985
BAY AREA PHYSICIANS FOR WOMEN, MOBILE, AL
Office Manager

1978-1980
UNIVERSITY OF KENTUCKY MEDICAL CENTER, LEXINGTON, KY
Information Specialist-Performed Public Relations duties for the
five colleges of the Medical Center as well as University Hospital

1977-1978
CAMP FIRE YOUTH-BIRMINGHAM, AL
Director, Hire-A-Kid

EDUCATION:

UNIVERSITY OF ALABAMA AT BIRMINGHAM

B.A. English and Mass Communications—1976

UNIVERSITY OF ALABAMA AT TUSCALOOSA

Attended 1973-1975

JULIUS T. WRIGHT PREPARATORY SCHOOL, MOBILE, AL

Graduate, 1973

ACCREDITATIONS:

Licensed Realtor, Alabama Board of Realtors

PROFESSIONAL MEMBERSHIPS:

National Board of Realtors

Mobile Area Board of Realtors

Commercial Exchange Club

CHURCH AFFILIATION: St. Paul's Episcopal Church

COMMUNITY ACTIVITIES:

LEADERSHIP POSITIONS

Chairman of the Board of Trustees—UMS-Wright 2000-2002

President of the Board of Directors—Leadership Mobile 2000-2002

President of the Board of Directors—Volunteer Mobile 1999-2000

President of Junior League of Mobile—1993-94

President of Women of the Church—St. Paul's Episcopal—1998

Graduate, Leadership Mobile—1996

Leadership Alabama Graduate---2005

Commissioner, Alabama State Commission for National and Community Service-

BOARD MEMBERSHIPS—PRESENT

Trustee, University of Alabama System

Maritime Museum of the Gulf Coast

UMS-WRIGHT Foundation Board of Trustees

Community Foundation of South Alabama, Board Member

First Community Bank—Director, Loan Committee, Governance Committee

BOARD MEMBERSHIPS—PAST

UMS-Wright Board of Trustees

St. Paul's Episcopal Church Vestry

Volunteer Mobile

Mobile Tricentennial Steering Committee

Mobile Area Chamber of Commerce—1993

Leadership Mobile

Mobile Advisory Board for Department of Human Resources

Dumas Wesley

Junior League of Mobile

SouthTrust Bank of Mobile, NA

Salvation Army of Mobile, Advisory Board

Mobile United, Advisory Board and Steering Committee

AWARDS:

First Lady of Mobile, 2005

Alumna of the Year, UMS-Wright

Sustainer of the Year, Junior League of Mobile

Section 1. Educational Program Design & Capacity

Education Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the research-based evidence that has demonstrated success for this education program with the anticipated student population.

In the Mobile area, 675 students from the Class of 2015 either dropped out of school, or were not on track for graduation. This data suggest that some 1,000 high school students are either not on-track to graduation or have already dropped out of Mobile's schools. What's more, the majority of high school graduates are not graduating college and career ready. Only 15% of high school graduates in the Mobile area are able to perform proficiently on all four parts of the ACT, a national college entrance exam. According to the 2015 WorkKeys data for Mobile County Public Schools, only 40% of students graduated Career Ready. (WorkKeys is an ACT test that measures career readiness and is used by the State of Alabama to determine the career readiness of graduating seniors.) Currently, only the Evening Educational Options Program (operated in partnership between MAEF and MCPSS) is designed to serve overaged/undercredited youth, but this school can only serve 100 MCPSS students annually compared to the estimated 1,000 students each year who need such an option.

The Accel Day and Evening Academy is designed to expand the number of overaged/undercredited students who can be served in the Mobile Area and to deepen the quality of learning for these students to ensure they not only graduate, but graduate college and career ready. The vision of the Accel Day and Evening Academy is **to re-engage and inspire youth to unlock their academic potential and graduate high school as life-long learners, ready for college, careers, and civic life.** To achieve this vision, we will **connect to students' gifts and passions through personalized learning pathways that build students' academic skills, professional mindsets, and social and emotional well-being, so they are prepared for college and careers (mission statement).**

Accel's students and staff will be guided by five core values: **achievement, collaboration, care, empowerment, and life-long learning.**

- **Achievement** underscores the belief that we can reach our goals through focus and hard work.
- **Collaboration** reminds us that we can be our best and achieve the most when we work well with others.
- **Care** emphasizes that we must show appreciation and concern for our community and fellow-man.
- **Empowerment** means that we must take the initiative to give voice and power to our interests in a responsible way.
- **Lifelong-Learning** encourages students to seek "learning" in and out of school for the rest of their lives.

The students and staff will embody the school's vision and mission everyday through these five values. Both students and staff will be expected to exhibit these core values daily as an integral part of the

culture of the school. These core values will be the basis for school-wide behavior, classroom engagement and management, and faculty feedback and evaluations.

The Accel Day and Evening Academy is uniquely designed to prepare the community's most vulnerable youth for the workplace and careers of the 21st Century. It will promote **achievement** by building upon the three R's of education: (1) Rigor: offering challenging curriculum that gives students the knowledge and skills they need for life after high school, (2) Relevance: creating direct connections between the classroom and the real-world through student-led projects and workplace experiences that keep students engaged in the learning process, and (3) Relationships: building strong mentorship between youth and adults to ensure students have the support network needed to experience future success.

What does "rigor" and "relevance" mean at Accel?

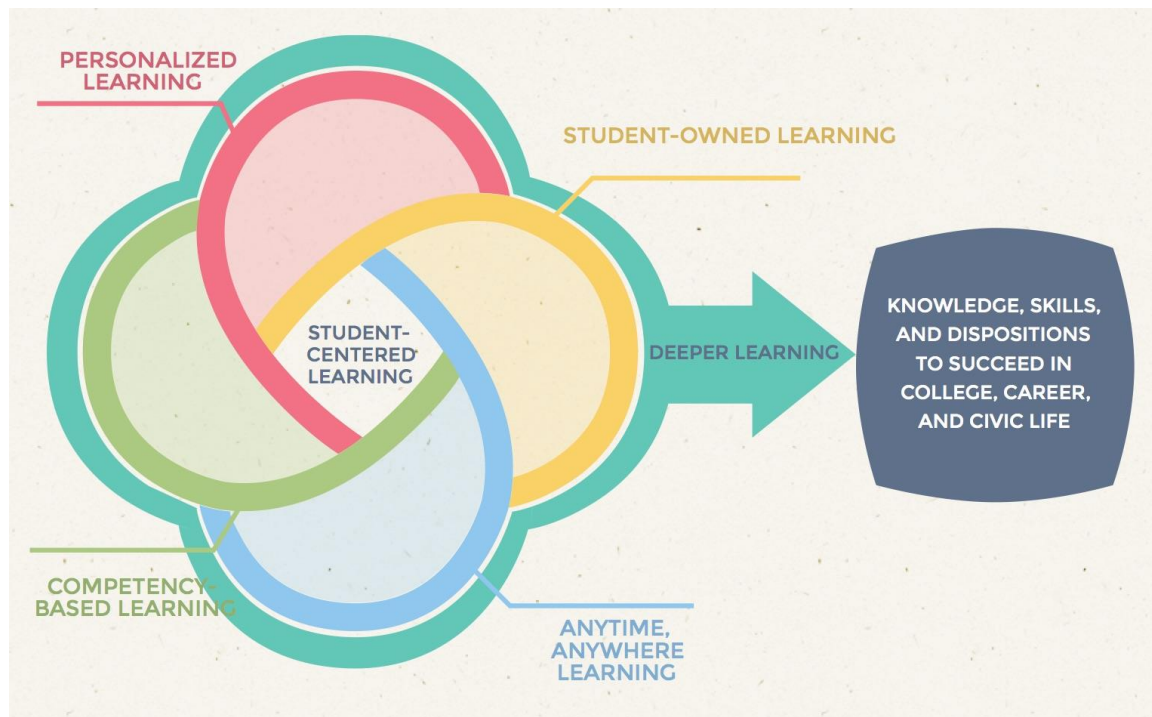
Building upon the research of Dr. David Conley, Accel will build a learning environment that prepares students to "think, know, act, and go". By **think**, we mean students will be able to think critically. Students will be able to process, examine, question, and look at patterns in content knowledge. By **know**, we mean students will put forth the effort to develop the key foundational knowledge in the core academic subjects that are aligned to the college and workforce entrance requirements. By **act**, we mean students will be empowered to take ownership in their own learning through exploration and exposure to career and college opportunities beyond school through college dual enrollment, career internships, and job-based apprenticeship programs. Lastly, by **go**, we mean students will have the exposure and confidence to navigate the transition from high school to college and careers successfully.

To prepare students to think, know, act, and go, we will utilize a student-centered learning framework. (See Figure 1) This framework was developed by Jobs for the Future, an organization nationally renowned for their expertise in creating high quality learning environments to help the most disadvantaged youth get back on track to college, The student-centered learning framework empowers students by emphasizing:

- **Student mastery**, where students think deeply, and explore topics of interests through personalized-learning (learning at the student's individual pace),
- **Student-owned learning** (exploration of student's career interests and passions),
- **Competency-based learning** (showing mastery of content and skills through real-world projects), and
- **Any-time, any-where** learning (use of computer-based curriculum outside of school to expand learning opportunities to 24 hours a day).

This learning framework enables youth to demonstrate the values of **empowerment** by giving them the ability to guide their learning, **collaboration** by creating learning experiences where youth work together in groups, and **lifelong-learning** by instilling a desire to be aware of one's learning edges and to constantly expand one's knowledge.

Figure 1: Framework for Student-Centered Learning



Source: <http://www.jff.org/sites/default/files/initiatives/files/SATC-OnePager-112014.pdf>

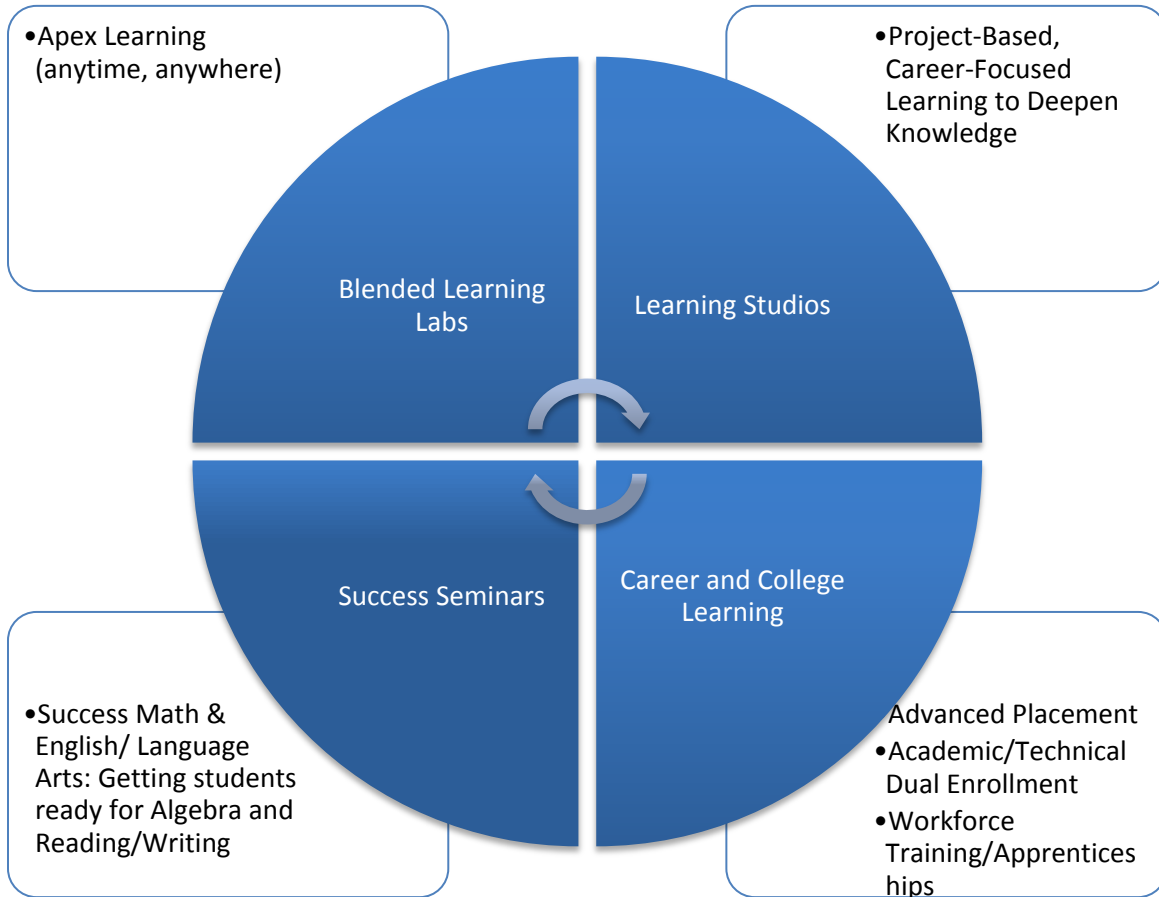
What will student-centered learning look like in action at Accel?

Accel will deliver our student-centered education and instructional model through a four part instructional design. (See Figure 2)

- Part 1: **Success Seminars:** Courses designed to accelerate learning for students who are not able to read on an 8th grade level or master pre-algebra concepts, as measured by a school-developed entry-level assessment of math and literacy.
- Part 2: **Blended Learning Lab:** Accel will use teacher-assisted, online learning, also known as blended learning. Students will take the majority of their coursework using the Apex Learning computer-based learning platform. This technology program provides students with an opportunity to progress rapidly academically through online learning. Unlike a traditional classroom where the student/teacher ratio can range anywhere from 25 to 1, Apex Learning offers a 1 to 1 student/teacher ratio or ratios that are substantially less than the average class size when delivering group instruction (i.e. 8:1). This personalized environment facilitates immediate teacher feedback, customization, and differentiation of teaching.
- Part 3: **Learning Studios:** To deepen students' learning and ensure that they can truly "think" on the content, as well as see the real-world connection to what they are learning, students in each core course will engage in a competency-based group project that integrates the key learning of the course and is designed to emphasize the essential skills for the ACT. These real-world projects will require students to apply the content learned through Apex Learning, reflect upon their areas of strength, and address their areas of weakness.
- Part 4: **College and Career Coursework:** Students will be truly prepared for college and careers in the Mobile area by taking academic and technical dual enrollment coursework at Bishop

State Community College as well as participate in industry approved apprenticeship programs.

Figure 2: Accel's Instructional Design Elements



In the “rigor, relevance, relationship framework”, what do “relationships” mean at Accel?

A critical element of Accel is the Accel Mastery Program (AMP). AMP is designed to help address students’ barriers to graduation and empower them to achieve their lifelong goals. AMP services complement Accel’s academic component by providing a variety of personal and youth development supports and life skills management services for students, including but not limited to: outreach and student recruitment, orientation and engagement, individual and family counseling and referrals, case management, extracurricular activities, youth leadership development, academic support and tutoring, college exploration and advisement, preparation for employment, employment placement, and support and guidance for planning for postsecondary experiences.

What evidence is there that Accel’s education program will be successful?

Accel Day and Evening Academy is derived from a strong evidence base that small, personalized

learning environments can have a tremendous impact on this target population of overage, undercredited students.

Evidence Point #1: MAEF has already developed a successful, innovative school model designed to serve overaged, undercredited high school students and get them back on track to high school graduation and college, called The Evening Educational Options Program (EEOP).

- In 2009, the EEOP program was collaboratively designed by MAEF and MCPSS to serve these students by providing accelerated credit recovery options along with intense social services and supports, to students who had already dropped out of school or were at risk of dropping out, in order to help these students graduate with a high school diploma and be placed in a job and/or postsecondary training. As a result of EEOP's efforts, 559 overaged/undercredited Mobile County Public School System students have graduated from high school over the past six years.
- In addition, researchers from the University of West Georgia conducted an impact analysis in 2010. In this evaluation, they performed a matched comparison between students in EEOP and students who were also overaged and undercredited but did not participate in the EEOP program. The researchers found that the non-EEOP student group had over twice as many students drop out. Additionally, there was a statistically significant difference in the numbers of credits earned between the two groups. The researchers found that the EEOP students earned an average of 6.3 credits during the six month timeframe reviewed and the not-in-program students earned 2.9 during the same timeframe. This represents over double the credit accumulation for EEOP students. In conclusion, EEOP successfully cut the dropout rate in half for overaged/undercredited students and doubled the number of high school credits earned over a six-month period.

Evidence Point #2: New York City Small Schools of Choice Approach closed 23 failing high schools and opened 216 successful small high schools, providing critical evidence that small, rigorous, personalized high school environments (like Accel) can have tremendous impact.

- *Sustained impacts on graduation with Regents diplomas:* With the addition of a second cohort, average four-year graduation effects have increased 8.6 percentage points (67.9 percent for "target SSC enrollees" vs. 59.3 percent for their control group counterparts). Almost all of this graduation effect reflects an increase in receipt of New York State Regents diplomas. For this type of diploma, students must pass a minimum of five Regents examinations (English Language Arts, Mathematics, Science, Global History, and American History) with a score of 65 points or above and must pass all courses that are required by the state.
- *Positive graduation effects for virtually every subgroup,* including students with low entering proficiency in math and English, males and females, blacks and Hispanics, and students eligible for free and reduced-priced lunch.
- *Five-year graduation effect:* Students in SSCs are 7.1 percentage points more likely to graduate in five years than their control group counterparts (75.2 percent vs. 68.1 percent).

Evidence Point #3: Big Picture Learning (BPL) Schools designed to provide real-world connections in learning within in a supportive environment.

- The network of small, student-centered schools does an excellent job of graduating high school students and keeping them in the postsecondary pipeline longer than their demographic peers. The BPL design of relationships and relevance does an outstanding job of engaging students and making them feel cared for, supported, and connected to adults. BPL alumni are superbly prepared for work.

Evidence Point #4: Boston Day and Evening Academy (BDEA) is a small Horace Mann competency-based charter school in Boston, MA designed to serve overage, undercredited high school students in both day and evening settings

- All BDEA students are at least two years behind traditional grade level, and all carry with them a combination of risk factors that include but are not limited to anxiety, depression, substance abuse, homelessness, exposure to violence, court involvement, unemployment, medical concerns, mental health concerns, food insecurity, recent death of family and/or friends, previous incarceration, ADHD, gang affiliation, sexual abuse, bullying, and pregnancy.
- A 2007 study of BDEA as a Pilot School in Boston Public Schools (BPS) found that pilot high school students show better MCAS (high-stakes testing) scores, higher attendance rates, and higher promotion rates. The BDEA four-year graduation rate for 2006 was more than 23 percentage points higher than the rate for BPS students, 75.7% as compared with 52.2% for BPS.
- In its 2015 annual report, BDEA served 489 students. Of the 68 students who graduated, 75 percent enrolled in postsecondary education. Additionally, 80 percent of students were proficient or higher on the ELA MCAS (Massachusetts Graduation Exam) and 75 percent were proficient or higher on the Math MCAS.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed applicable standards of academic proficiency.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Because the needs of Accel students are diverse, Accel will utilize diverse learning environments to provide effective instruction. To address the needs of overaged, undercredited youth, Accel will create a flexible and personalized learning environment, which provides a combination of computer-based, project-based, small-group remedial, and career and college based instruction.

Blended Learning Lab - Computer Directed/Teacher Assisted Instruction: All required core courses will be delivered through the Apex Learning computer platform, which is aligned to Alabama standards. Apex Learning offers a prescriptive learning platform which targets students current knowledge and scaffolds the learning. Teachers will provide 1:1 assistance when students are not mastering content in the Apex Learning Platform.

Learning Studios- Project-based Learning: To build upon the computer-directed learning, students will engage in real-world projects in their core courses, which deepen their learning and emphasize ACT skills. These projects will be completed in small groups (teams of 4 students) and will be assessed using a teacher-developed project rubric, aligned to ACT key skills.

Success Seminars -Small Group Remedial Instruction: Students with deficits in math and literacy

will engage in small-group classes (teacher ratios of no more than 1:10) where students will use a combination of direct instruction to learn skills and computer-based instruction to practice these skills.

College and Career Coursework- Dual enrollment, apprenticeships, and advanced placement: Students will take dual enrollment courses at the college location, enroll in apprenticeships at state-approved training centers, or take Advanced Placement courses either in small classes or through the Apex online platform.

2. Provide an overview of the planned curriculum, including, as an **attachment (Attachment 1)**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In an **attachment (Attachment 2)** explain the school's curriculum; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual basis.

Accel will deliver our student-centered education and instructional model through a four part instructional design. (See Figure 2)

- Part 1: Success Seminars: To be prepared for college and careers, students must have a firm academic foundation, but our target population often lacks this foundation and enters high school with significant deficiencies in mathematics and literacy. Success Seminars are developed to solidify Accel student's academic foundation. These courses are designed to accelerate learning for students who are not able to read on an 8th grade level or master pre-algebra concepts, as measured by a school-developed entry-level assessment of math and literacy. For those not passing this assessment, Accel students will engage in a semester long class focused on building students' literacy and numeracy skills. In these classes, teachers will work with students in small groups using a variety of multi-model content (textbooks, online resources, and Apex Learning tutorials) to boost students' reading and writing skills as well as prepare them to participate in Algebra courses successfully. These success classes will focus on critical skills that are precursors to high school success, such as the following:
 - Mathematics: Number sense, fractions, order of operations, adding and subtracting positive and negative numbers, integers, inequalities, and exponents
 - Literacy: Reading comprehension, paragraph writing, basic grammar concepts, sentence diagramming
- Part 2: Blended Learning Lab: One of the hallmarks of the Accel Academy is the use of teacher-assisted, online learning, also known as blended learning. Students will take the majority of their coursework using the Apex Learning computer-based learning platform. This technology program provides students with an opportunity to progress rapidly academically through online learning. Unlike a traditional classroom where the student/teacher ratio can range anywhere from 25 to 1, Apex Learning computer-based learning offers a 1 to 1 student/teacher ratio or ratios that are substantially less than the average class size when delivering group instruction (i.e.

8:1). This personalized environment facilitates immediate teacher feedback, customization, and differentiation of teaching.

- **Overview of Apex Learning:** Apex Learning Courses are based on leading learning research and state and national standards including the Alabama Courses of Study. Apex Learning has been a member of iNACOL since 2004, and its digital curriculum scores highly against iNACOL’s National Standards of Quality for Online Courses. Its courses are accredited by AdvancED. More than 120 Apex Learning courses are approved for National Collegiate Athletic Association (NCAA) eligibility, and the College Board has approved all Apex Learning Advanced Placement (AP) courses. Additionally, Apex Learning has nearly two decades of experience supporting programs of all sizes, including district-wide implementations in large school districts across the nation including the New York City Department of Education, Chicago Public Schools, Boston Public Schools, Houston Independent School District. In Alabama, Apex Learning has served Anniston City Schools, Calhoun County, Atalla City School District, Franklin City Schools, Russellville City Schools, Fairfield City Schools, Birmingham City Schools, Florence City Schools, Lawrence County, Opelika City Schools, Athens City Schools, and Talladega City Schools. Apex Learning has seen these districts achieve strong results, for example:
 - Boston Public Schools, MA: **Increased graduation rates by 7.7% points**
 - Houston Independent School District, TX: **Reduced dropout rates by 10.3% points over 3 years**
 - Apex Learning Virtual School: **Outperformed the national average on AP exams by 7% points**
- **Design of Apex Learning:** Courses utilize interactive graphics, frequent self-checks, videos, illustrations, graphic organizers, and audio-aided reading passages. Grades are determined by mini assessments throughout the course, as well as midterm and final exams. The courses most often needed for credit recovery include pretests that generate individualized learning plans based on material yet to be mastered. This helps students recover credits more efficiently and at an accelerated pace. The Apex Learning general studies curriculum features multiple course pathways designed to meet student needs at all levels. Rigor is consistent across the pathways to ensure that all students are engaged in courses that meet the required standards.
 - **Foundations Courses** meet the needs of both high school students and transitioning middle school students who are not prepared for grade-level academic challenges.
 - **Literacy Advantage** courses support academic success for students who are reading below proficiency, including English language learners, in the same rigorous, standards-based content as Core courses.
 - **Core** courses meet the needs of a range of students and also include targeted scaffolding for students who require additional learning support to successfully complete their courses.
 - **Honors** courses meet the needs of motivated students capable of

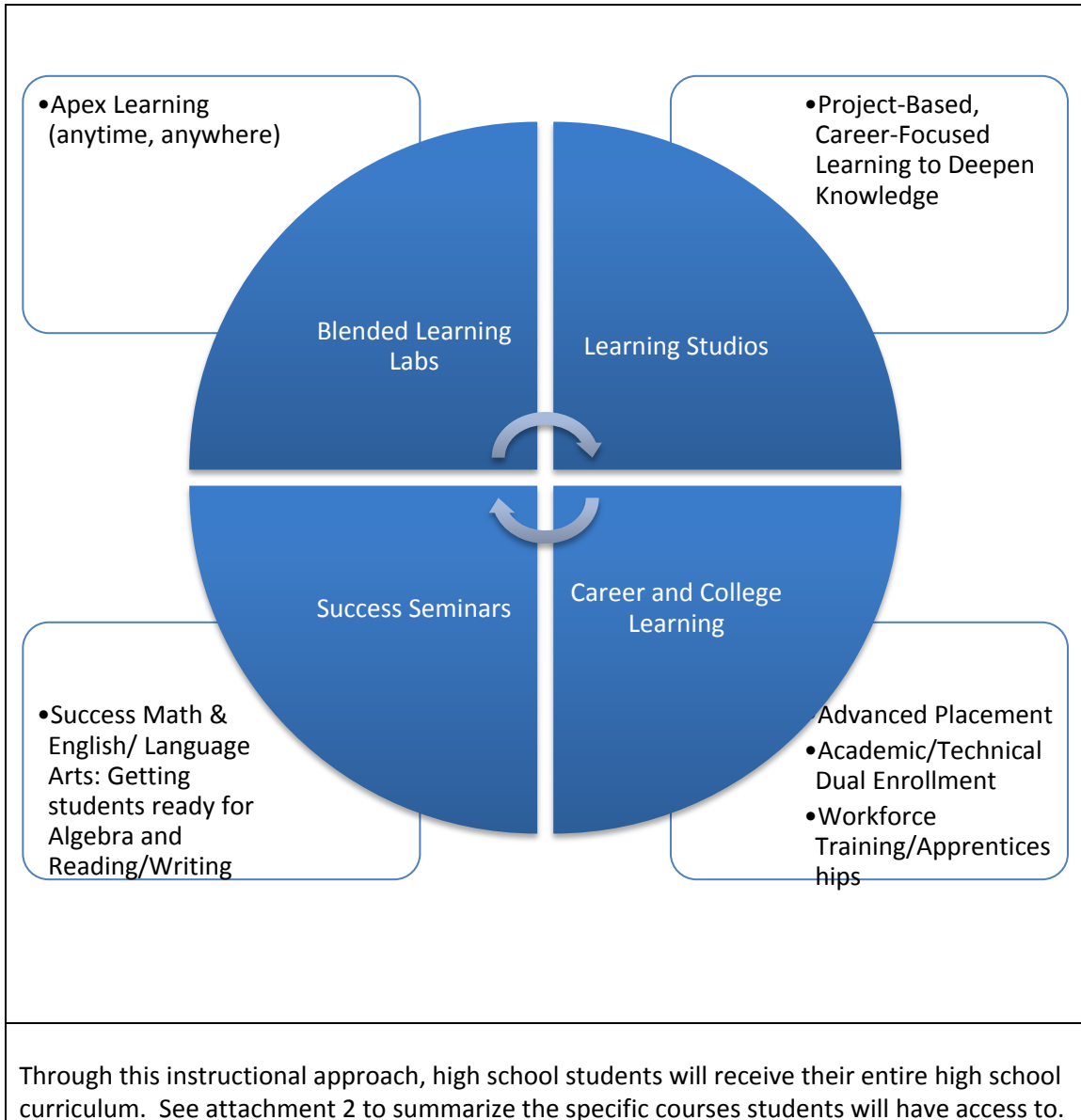
- accelerating their learning and deepening conceptual understanding.
- **Advanced Placement Courses.** Authorized by the College Board, Apex Learning AP courses meet higher-education expectations of college-level courses and prepare students to demonstrate achievement through success on the AP exams.
 - **Pre-Assessment Testing:** All students enrolled in Apex Learning will receive a comprehensive *diagnostic pre-assessment* to determine their academic strengths and weaknesses. The assessment used is the Apex Learning Criterion-Referenced Pre Test, which is fully aligned with the academic standards for Alabama. The results of the assessment will determine what the needs of the students are and what level of instruction is needed to help students move toward mastery of all identified academic standards. As a result of the pre-assessment, an Individualized Learning Plan is created for every student, and it becomes the guide for both direct and online instruction.
 - **Post-Assessment Testing:** The Apex Learning program provides ongoing assessments in the form of mini assessments for every online session, as well as benchmarks at certain junctures of the program.
 - **Apex Courses:** Accel will offer the following Apex courses:
 - Math: Algebra 1, Geometry, Algebra 2/ Trig, Consumer Math, Pre-Calculus, Calculus
 - English: English 9, English 10, English 11, English 12
 - Social Studies: History 9, History 10, History 11, History 12
 - Science: Biology, Physical Science, Chemistry, Environmental Science, Earth Science, Anatomy & Physiology, and Physics
 - Electives: Advanced Placement, Physical Education, Health, Music Appreciation, Foreign Languages (Spanish, French, Mandarin, etc), Art Appreciation, Business Technology Essentials, Career Preparedness
 - **Part 3: Learning Studios:** To deepen students’ learning and ensure they can truly “think” on the content, as well as see the real-world connection to what they are learning, students in each core course will engage in a competency-based group project that integrates the key learning of the course and is designed to emphasize the essential skills for the ACT. These real-world projects will require students to apply the content learned through Apex Learning, reflect upon their areas of strength, and address their areas of weakness.
 - Students will work in teams of 3-4 members to accomplish a project over the course of a 4 week period developed by the Learning Studio Instructor.
 - Students will begin with a review of the major content of the course (week 1).
 - Students will then research additional information on the topic and formalize their project scope (week 2).
 - Students will then engage in the project, reaching out to identified community partners, if needed (week 3).
 - Students will develop a written report and present their project and major learning (week 4).
 - Students will do a self-assessment of their learning, provide feedback to their

teammates on the quality of their collaboration, and receive an individual and group grade through a project-based rubric developed by the instructor. This rubric will draw from best practice in creating project-based learning from such evidence bases as the Buck Institute, Expeditionary Learning, and Big Picture Learning and be aligned to the appropriate ACT skills taught through this course. Students must earn a proficient rating on the rubric to complete the course.

- Examples of projects include the following:
 - Environmental Science: Conducting water monitoring of a local creek, using the data to make inferences about ways to improve the environment, presenting findings to local community environmental agencies and leaders
 - Geometry: Partnering with local architects, designers, or contractors to apply geometry to determine a building's dimensions
 - English 11: Engaging with local philanthropic and business foundations to develop funding/grant proposals to support a community-based effort
 - Government: Collaborating with state legislators to provide feedback on a bill currently under development

- Part 4: College and Career Coursework: Students will prepare for college and careers by taking advanced placement, academic and technical dual enrollment coursework at Bishop State Community College, and/or enroll in industry recognized apprenticeship programs through such organizations as the Alabama Industrial Development Training (AIDT) Center. Lists of possible options for dual enrollment include English, history, math, welding, advanced manufacturing, computer information systems, healthcare, etc. By graduation, students will have had the option to take up to 18 credit hours of college academic and technical coursework. Examples of dual enrollment courses include the following:
 - Academic Dual Enrollment: English 101/102, History 101/102, Bio 101/102, Math 110/112/116, Psychology 200, Sociology 200, Speech 106, Art 100/Music 101, CIS 146: Microcomputer Applications
 - Technical Dual Enrollment: Welding, Medical/Nursing, Masonry, Plumbing, Automotive, HVAC, Electrician, Aviation Technology

Figure 2: Accel's Instructional Design Elements



- Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population. Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.

To support Accel’s student-centered instructional framework, educators will emphasize the following instructional strategies:

Differentiated Instruction: Learning Lab Teachers will use the Apex Learning Management System to identify particular standards that are challenging for individual students. The teacher will then meet with the student 1:1 or in small groups of no more than 1:5 to review the content and teach mini-lessons to clarify misunderstandings and allow the student to continue to make progress in the course.

Project-Based Learning: Teachers will develop real-world projects to give students the opportunity to apply and deepen their learning. These projects will be based upon key ACT skills and incorporate team-based learning settings.

Understanding By Design in Success Classes and Learning Studios: To ensure youth with the most significant learning gaps are supported to be successful in Algebra and ELA 9, teachers will use Understanding by Design or backwards design (developed by Jay McTighe and Grant Wiggins) to identify the desired outcomes for successful Algebra and English 9 skills and then design curriculum units, assessments, and instructional activities that will enable a student to achieve these outcomes. Understanding by Design will also be utilized in Learning Studios to provide an effective structure for the development of project-based learning.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with applicable state and authorizer standards.

1. Describe the student performance standards for the school as a whole.

Accel's performance standards will be the complete set of Alabama College and Career Ready Standards for Grades 9-12. These standards are aligned to Common Core State Standards and include additional standards approved by the Alabama State Board of Education. Accel's teachers will use State of Alabama Courses of Study to develop and deliver all courses. Furthermore, the Apex Learning Platform has already successfully aligned its instructional modules to Alabama standards. The use of the Alabama College and Career Standards will ensure students entering Accel are educated to the same high standard as all Alabama public school students and are prepared to perform well on the ACT and WorkKeys as a part of Alabama's high-stakes testing and accountability system. This system is directly aligned to Accel's mission of preparing students to graduate college and career ready.

2. Provide, in an **attachment (Attachment 3)**, a complete set of the school's proposed learning standards for each grade the school will serve. Address the skills and knowledge each student will be expected to attain by the end of each grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.

Because many of the students served by Accel will have already failed a grade-level, Accel will develop a promotion system that is based upon three phases, rather than four grade levels. By so doing, it will accelerate the ability of students to progress and will refocus students from the stigma for being "stuck in a grade" to the freedom of moving from one phase to the next according their own pace and demonstration of competency. Attachment 3 details the complete set of learning standards for each phase, which align to the minimum required courses for this phase.

3. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will

take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.

Accel will focus on fully meeting the Alabama College and Career Ready Standards, rather than creating additional standards.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

How will students progress to graduation?

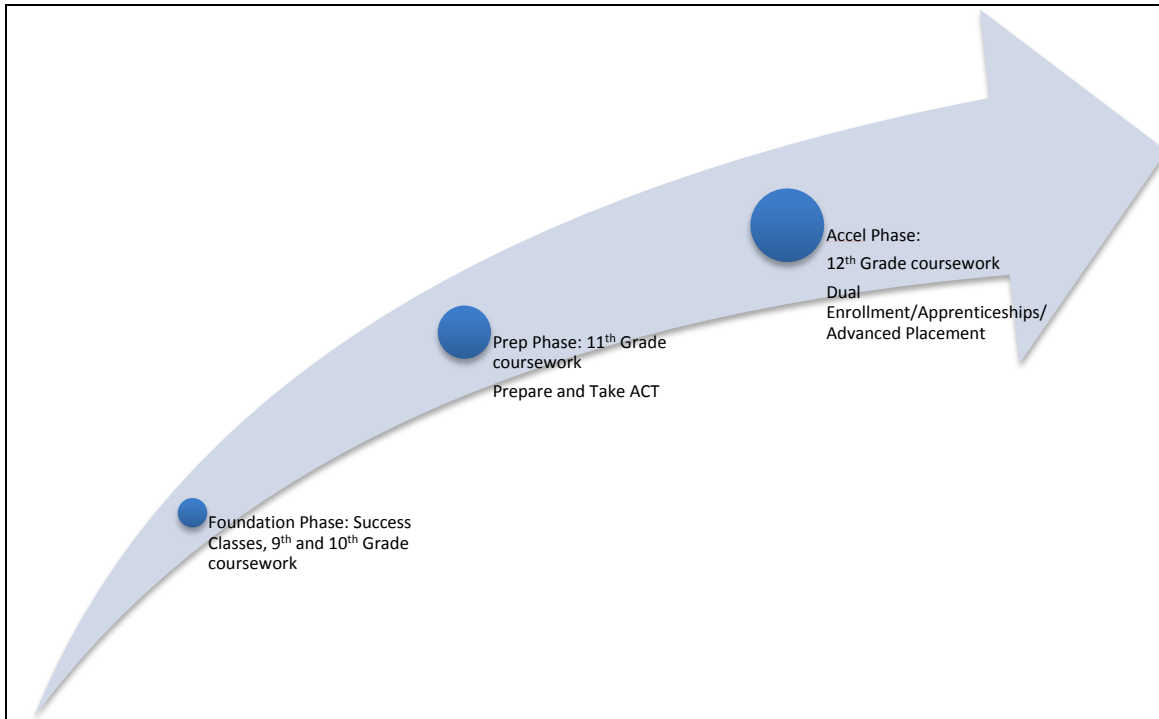
While graduate requirements will mirror the state’s requirements, Accel will be innovative in the way students reach these requirements. Accel’s grade progression will differ in two important ways. First, students will earn credit and be allowed to progress when they demonstrate competency, instead of remaining in a course for a mandatory amount of “seat time”. Students will demonstrate competency by making a C or higher in their Apex course and being graded “proficient” or higher in their studio project. See the table below for a summary of how competency will be measured.

Demonstration of Competency

<i>Core Courses and Electives</i>	<i>Studio Assessment</i>	<i>Dual Enrollment/Advance Placement Credit</i>
Passage of Apex Course with a 70 or higher	Earning a rubric score of “proficient” or higher on Studio project	Earning credit as determined by the postsecondary institution’s grading policies or earning a qualifying score on an AP exam

Secondly, students will move through three phases that provide increasing levels of college and career readiness at every phase, rather than moving through traditional 9th through 12th grade levels. The use of three phases, rather than four standard grade levels, is intended (1) to remove the stigma that some students may feel of failing high school grade levels in the past, (2) to emphasize that success in school is measured by college and career readiness, rather than earning credits to graduation, and (3) to allow students to move from phase to phase during a given year, rather than at the end of the year. Taken together, this innovation will enable students to graduate from Accel much more quickly than a traditional high school.

Figure 3: Academic Progression through Phases



Rather than matriculating by grade-levels, students will be able to move through phases of learning that are based upon successful demonstration and application of content knowledge measured by Alabama College and Career Ready Standards. Accel students will move through three sequential phases:

- Foundation Phase: Completion of Success Courses (if required) as well as 9th and 10th Grade coursework
- Prep Phase: Completion of 11th grade coursework, prepare and take ACT,
- Accel Phase: 12th grade coursework (required), up to 18 hours of dual enrollment coursework, apprenticeships, or advance placement credits (optional)

While Accel will move students to graduation differently than traditional schools, students' transcripts will have credits assigned upon completion of coursework using the traditional State of Alabama course catalogue. In this way, students' transcripts will resemble the transcripts of a traditional Alabama public school, making transfer to another school or enrollment into college or a training program much easier.

Informing students and parents of promotion and graduation requirements: During the parent/student orientation at initial intake, a member of the school staff will provide a student handbook, which includes these promotion policies and details. He/she will explain these promotional requirements. Additionally, during this intake process, the student and parent will sign a graduation and promotion policy form, which explains that they fully understand the promotion and graduation requirements of Accel. Promotion and graduation requirements will also be continually reinforced. Students will be provided a personal graduation checklist, which describes all graduation requirements and checks off the requirements they have already met. As students make progress, they and their advocate counselor will update their graduation checklist to show what phase they are in and what promotion and graduation

requirements they have remaining. This continual focus on progress towards graduation will foster the student understanding and intrinsic motivation needed to achieve their goals.

5. Provide, in an **attachment (Attachment 4)**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

Accel's exit standards will mirror the State of Alabama's graduation requirements with the additional expectation that students enroll in at least one postsecondary course to include academic or technical dual enrollment, advance placement courses, or industry apprenticeships. See Attachment 4.

High School Graduation Requirements

High schools will be expected to meet the applicable state and authorizer graduation requirements.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and authorizer standards, explain the additional requirements.

Accel will enable its students to meet high school graduation requirements by offering a full array of courses to students using the Apex Learning Platform augmented by Success Classes, Learning Studios and Postsecondary coursework.

Students will earn credit by demonstrating competency in a course. Competency will be demonstrated by earning a 70 percent or higher in the Apex Learning course and, if the course is a core course (Math, ELA, Science, or Social Studies), students must also earn a proficient rating or higher in the corresponding Learning Studio project. General electives will either be offered through Apex Learning or through the wide array of postsecondary classes students may pursue during the Accel Phase.

Grade point averages (GPA) will be calculated using a 4.0 scale with 4.0 representing an "A", 3.0 representing a "B", 2.0 representing a "C". Because of the 70 percent pass rate required in the Apex Learning Platform, students will not be allowed to earn less than a 2.0 in any course to provide evidence of competency in the content. This higher standard of pass rate will ensure students are truly graduating college and career ready, and that students are graduating meeting Dr. David Conley's well researched college and career expectations of being able to **think** critically, **know** the content, and **go** on to postsecondary learning successfully.

Upon successful completion of a course, the school guidance counselor will enter the final grade on the transcript. Transcripts will include the semester the course was completed, the state identified course number, the course name, and the final grade. The transcript will include a cumulative un-weighted GPA.

Accel will offer the following elective courses using the Apex Learning Platform:

- General Electives: Art Appreciation, Music Appreciation, Multicultural Studies,

Creative Writing, Media Literacy, Reading Skills and Strategies, Writing Skills and Strategies, Financial Literacy, Mathematics of Personal Finance, Probability & Statistics, Health, Physical Education, College and Career Preparation I&II

- Foreign Languages: French I &II; Spanish I,II,III; Mandarin Chinese I&II; German I&II; Latin I&II
- Advanced Courses: AP Calculus AB, AP Statistics, AP Psychology, AP English, AP U.S. History, AP Government and Politics

By offering such a large variety of electives, we hope to inspire students' passions for learning and explore possible career interests. In addition to these Apex –based courses, students will also be encouraged to take college dual enrollment courses and enter apprenticeship programs before high school graduation.

2. Explain how the graduation requirements will ensure students' college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).

Accel's entire focus is not just high school graduation, but graduating college and career ready. The graduation requirements of performing at a "C" or higher in all courses will push students to meet higher expectations and become more proficient in their content. Additionally, the requirement to expand their learning beyond the basic content in core courses through project-based learning allows them to see the relevance of what they are learning.

While students will not be required to earn a certain number of postsecondary education courses before graduation, the Accel phase will stretch students with a requirement to enroll in postsecondary technical or academic dual enrollment courses, AP courses, or industry apprenticeship programs before graduation. It will be the explicit expectation of the school that students will have enrolled in at least one postsecondary related course before graduation, and that extremely motivated students will have the opportunity to earn up to 18 hours of postsecondary credit before graduation.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Because this school will target youth who have dropped out or are at-risk of dropping out of school or are overaged and undercredited, Accel will focus on providing intensive structures and supports to enable students to be successful in meeting graduation requirements. The following structures will be crucial to ensuring students meet success

- Advocate Counselor: Building upon the critical component of the Evening Educational Options Program, each student will be assigned an advocate counselor who will act as their primary adult connection at the school. This trained counselor will work with the student and family to address any barrier to high school success including health issues, family crisis, parenting, unemployment, probation, homelessness, and many other challenges. This counselor will be available to support students day and evening and will monitor individual student's attendance and academic progress.
- Extended Hours and Support: Accel will be open from 8:30AM until 8:30 PM. Students who are identified as needed additional instructional support and time on task will be

required to attend extended learning sessions. This required instructional time will include a minimum of an hour, but school learning labs will be open to students wanting/needing additional time and support for up to twelve hours Monday-Thursday.

- Accel Seminar Class: Students in the Accel phase will have the added support of a postsecondary seminar class where students can receive tutoring in their college-level coursework, learn crucial organizational skills for college success, and receive individual support and monitoring by their advocate counselor to increase their likelihood of success.
- Accel Mastery Program (AMP) Support: AMP services complement Accel’s academic component by providing a variety of personal and youth development supports and life skills management services for students, including but not limited to: outreach and student recruitment, orientation and engagement, individual and family counseling and referrals, case management, extracurricular activities, youth leadership development, academic support and tutoring, college exploration and advisement, preparation for employment, employment placement, and support and guidance for planning for postsecondary experiences.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In an **attachment (Attachment 5)**, provide the school’s proposed calendar for the first year of operation, including total number of days/hours of instruction.

Accel Day and Evening Academy will operate from mid August until the end of June annually. With a focus on supporting struggling high school students, Accel must implement an academic schedule that is extensive and intensive. This expanded academic schedule will allow students who are already behind to have the added instructional time to accelerate their credit accumulation and meet rigorous graduation requirements for college and career readiness. The school calendar will ensure students have 186 days of instruction during the academic year. Attachment 5 details the academic schedule.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for subjects such as English language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. This response should include, in an **attachment (Attachment 6)**, a sample daily and weekly schedule.

Description of a typical school day

Accel’s school day will start at 8:30AM. Typically, the target student population experiences challenges with arriving to school in the early hours of traditional schools. Many Accel-like school models across the country have found that student attendance and tardiness improves when starting the school day around 8:30AM. The school will utilize a Monday/Wednesday/Friday and Tuesday/Thursday schedule with 75-minute class periods

and a 45-minute lunch/advisory period. This alternating schedule will enable students to balance their time among the core instructional components of the school (Success Seminars, Blended Learning Labs, Learning Studios, and Dual Enrollment). This schedule will also more closely mirror the college schedule, making enrollment in dual enrollment coursework much easier.

How might this play out in a typical day?

Foundation Phase Monday/Wednesday/Friday Schedule in action:

- Students arrive by 8:30 AM.
- From 8:30AM –9:45AM, Foundation level students not possessing entry-level ELA skills will go to Success Seminar ELA where students will work in small-groups on teacher led instruction to build literacy skills. This could include a writing workshop where students practice writing well-constructed paragraphs. Students with entry-level math and ELA skills will go to Learning Studio in either ELA or Math. There, they will work on team-based, real-world projects of a month in duration, designed to extend the learning of the Apex Learning course and emphasize key skills for the ACT.
- From 10:00 AM-11:15 AM, Foundation students not at entry level math skills will go to Success Seminar Math, where students will work in small- groups through teacher led instruction to build pre-algebra skills. Student with entry-level math skills will enter the blended learning lab to work on their assigned computer-based courses.
- Students will then go to lunch at 11:15AM for approximately 20 minutes to be followed up by a 20-minute student advisory class focused on the delivery of life skills curriculum to boost students’ social-emotional development and career readiness. This curriculum is intended to help students build their ability to show **care** (Accel core value) and concern for themselves and others.
- From 12:00PM- 2:45, Foundation students will engage in blended learning lab time, where they will work on their assigned computer –based courses for the remainder of the day.

Example of School Schedule –Monday, Wednesday, and Friday

Day Schedule	Time	Foundation Phase	Prep Phase	Accel Phase
Block 1	8:30-9:45	Success Seminar ELA or Learning Studio ELA/Math	Lab Time	Lab Time
Block 2	10:00-11:15	Success Seminar Math or Lab Time	Lab Time	Learning Studio – ELA/Math
Lunch/Advisory Period	11:15-Noon	Lunch/Advisory	Lunch/Advisory	Lunch/Advisory
Block 3	12:00- 1:15	Lab Time	Learning Studio – ELA/Math	Dual Enrollment or Lab Time
Block 4	1:30 – 2:45	Lab Time	Lab Time or Dual Enrollment	Dual Enrollment

Example of School Schedule Tuesday & Thursday

Day	Time	Foundation	Prep Phase	Accel Phase
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Schedule		Phase		
Block 1	8:30-9:45	Lab Time	Learning Studio –Science/SS	Lab Time
Block 2	10:00- 11:15	Success Seminar –Math or Learning Studio Science/SS	Lab time	Lab Time
Lunch /Activity Period	11:15-Noon	Lunch/Advisory	Lunch/Advisory	Lunch/Advisory
Block 3	12:00- 1:15	Success Seminar – ELA or Lab Time	Lab Time or Dual Enrollment	Learning Studio – Science/SS or Dual Enrollment
Block 4	1:30 – 2:45	Lab Time	Learning Studio – Science/SS	Dual Enrollment

The Accel Evening Schedule

The Accel Evening Schedule will run Monday-Thursday from 4:00PM until 8:30PM. It will be available for students who qualify to enter the Prep or Accel phases. Students needing the Foundation Phase offerings will be required to attend day schooling to ensure they receive the additional supports to meet their goals of graduation. Evening students will alternate between time in their blended learning lab developing mastery in their content and time in the Learning Studios deepening that learning through small-group, real-world, project-based learning. Students in the Accel Phase of the evening program will also have the option to take dual enrollment coursework earlier in the day, before 4:00PM.

Example of School Schedule Tuesday & Thursday

Evening Schedule *	Monday- Thursday	Prep Phase	Accel Phase**
Block 1	4:00PM -5:00PM	Learning Studio ELA/Math	Lab Time
Block 2	5:00PM – 6:30PM	Lab Time + Break on your own	Learning Studio ELA/Math
Block 3	6:30PM – 7:30PM	Learning Studio - ELA/Math	Lab Time
Block 4	7:30PM- 8:30PM	Lab Time	Learning Studio - Science/History

*Evening school runs along from Monday-Thursday and only serves Prep and Accel Phase students.

** Students in the Accel Phase will also have the option to take dual enrollment academic or technical college coursework before the 4:00PM start of school.

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Accel's students and staff will be guided by five core values: **achievement, collaboration, care, empowerment, and life-long learning.**

- Achievement underscores the belief that we can reach our goals through focus and hard work.
- Collaboration reminds us that we can be our best and achieve the most when we work well with others.
- Care emphasizes that we must show appreciation and concern for our community and fellow-man.
- Empowerment means that we must take the initiative to give voice and power to our interests in a responsible way.
- Lifelong-Learning encourages students to seek "learning" in and out of school for the rest of their lives.

The school will focus on making these values a cornerstone of culture and common practice at Accel through intentional structures and systems. For example, during the day, students will have daily advisory sessions where they get to practice and develop life skills and build the social and emotional skills promoted by Carol Dweck and organizations such as CASEL and the Character Lab. Additionally, the school will have a "weekly huddle" where student and faculty achievements are celebrated publically with energy and excitement. Faculty and students will develop friendly competitions and incentives to promote and foster achievements such as earning high school and college credits, performing well on the ACT, entering college and joining the workforce. The Accel Mastery Program (AMP) will sit at the center of all of these cultural elements by providing a variety of personal and youth development supports and life skills management services for students.

2. Explain plans for creating and implementing this culture for students, educators, instructional leaders, and parents starting with the first day of school. Describe the plan for transitioning students who enter school mid-year into the school's culture.

The focus on Accel's culture of five core values: **achievement, collaboration, care, empowerment, and life-long learning** will begin immediately. During the first few weeks of school, students and teachers will work together to create common definitions for what it looks like to put these values into practice every day. The students and staff will brainstorm ideas for celebrating success. Students will recommend social and recreational activities, which might represent appealing incentives to celebrate success and appreciate those living up to school values. These efforts will be solidified through the formalization of the Accel Youth Leadership Program, where student leaders will help to implement this student culture in coordination with the faculty and staff.

Students who come into the school during the mid-year will be orientated by their personal advocate counselor to the culture and expectations of the school. Additionally, they will be assigned a peer mentor who is a leader in the Accel Youth Leadership Program to help ease their transition and support them into comfort and belief in the strong culture.

3. Explain how the school culture will take account of and serve students with disabilities, students who are English learners (EL), and any students who are academically below grade level.

The values and culture of Accel celebrate all students. Accel is designed for students with serious barriers such as poor school performance, English learners, or students with disabilities. This culture will be welcoming to all students by creating an environment where faculty and students alike readily acknowledge that they all have barriers to success, but that through living and demonstrating the schools values daily, they can reach their full potential. Rather than isolating or targeting students with disabilities, English learners, or those who are academically below grade level, Accel will create an environment where all are accepted, challenges are acknowledged, and support is provided to meet personal goals and reach full potential.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.

Extending the School Year: To ensure students have the opportunity to truly accelerate their learning and meet the rigorous standards of the school, the school year will extend from August through June. Students and teachers will then take the month of July to recharge and return to school in mid-August. Thus, rather than thinking of the school as including summer programming, the full academic program for the school will be offered through the end of June for all students.

2. Describe the extra- and/or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded and delivered.

Accel's vision is to promote productive citizens and lifelong learners. Accel will offer the Accel Youth Leadership Program to promote students' awareness and engagement in Gulf Coast civic life and culture. The Accel Youth Leadership Program will be student-driven and will provide an opportunity to expose students to arts and cultural events on the Gulf Coast, college and job tours, community service opportunities, and youth advocacy on such issues as the environment, tourism, economic development, and crime. The Accel Youth Leadership Program will be open to all students who meet Accel's behavioral expectations and model the schools values. Students and teachers will plan weekly events that encourage students to become aware and get involved in the opportunities available on the Gulf Coast. Students and faculty will host fundraisers to cover the cost of attendance to paid events.

3. Describe the programs or strategies that will be used to address students' mental, emotional, and social development and health.

To ensure youth have the supplementary supports critical to attaining their goals of graduation and college and career readiness, Accel students have the added support of the Accel Mastery Program (AMP). AMP services complement the academic component by providing a variety of personal and youth development supports and life skills

management services for students, including but not limited to: outreach and student recruitment, orientation and engagement, individual and family counseling and referrals, case management, extracurricular activities, youth leadership development, academic support and tutoring, college exploration and advisement, preparation for employment, employment placement, and support and guidance for planning for postsecondary experiences.

AMP includes three core elements (1) targeted case management and support, (2) personal mastery development, and (3) postsecondary support.

- Targeted Case Management: Accel students are assigned an advocate counselor on staff who serves as the gatekeeper for student needs and concerns. Students and advocates meet formally once a week via scheduled office hours and check-in daily. The Advocate counselor monitors attendance and student academic progress. He/she also serves as the front-line support to addressing any barriers to student's success. These counselors provide assistance in the following areas:
 - Group counseling sessions
 - Truancy prevention and attendance outreach
 - Home visitation
 - Individual counseling around personal development, educational, career or family issues
 - Substance abuse counseling referrals
 - Mental health
 - Health Care
 - Legal services
 - Housing/Independent Living
 - Individual/ small group tutoring
 - Public benefits
 - Immigration
 - Crisis intervention
 - Job training
 - Postsecondary school planning and placement
- Personal Mastery Development: AMP provides students with a curriculum designed to develop personal mastery skills such as perseverance, leadership, personal agency, goal-setting, and other factors that foster resiliency. This curriculum is designed to develop students' soft-skills and employability skills as well as to give them the tools to overcome challenging circumstances and remain on the path to success. Sessions will be held during the advisory portion of the day to begin immediately after lunch.
- Postsecondary Support: AMP offers a variety of postsecondary support programming including college preparation programming, employability skill development, internships, and postsecondary placement services. The specific services include the following:
 - Subsidized internships designed to expand students' knowledge of career options, improve educational achievement, develop their leadership and

work readiness skills, and to enable students to use their current educational and employment/internship activities as building blocks for achieving longer-term goals

- An intensive orientation, assessment and skills development activities to qualify students to participate in a subsidized internship
- In depth workplace skills development for students in a subsidized internship and those who have obtained jobs on their own or with assistance
- Career exploration and development of individual career plans using Kuder or a similar platform
- Exploration of postsecondary education and training options, including assistance with admissions and financial aid applications
- Dual enrollment support and monitoring
- ACT preparation support and tutoring
- Postsecondary transition support and counseling

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

As noted, a major component of AMP is subsidized internships. MAEF currently provides 120 subsidized internships at nearly 80 businesses to high school students in Mobile County through the Vital Link 2.0 Programs. MAEF will expand its program to provide Accel students with placements at top businesses, according to their career interests during the summer. It will be open to students entering their Accel Phase and will provide 60 hours of paid work experience to expose students to the world of work and to the high demand, high wage careers in Mobile’s economy. This Vital Link 2.0 Program will help to make the world of work real and provide direction to students as they complete their Accel Phase.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL); students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

Accel Academy is committed to identifying and meeting the learning needs of all its students, including students with Individualized Education Programs (IEPs), Section 504 Plans, English Learners (EL), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Accel will be solely responsible for compliance with federal and state laws regarding serving special populations and special educational students, including the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act, and The Americans with Disabilities (ADA). Furthermore, no students with access to Accel will be denied admission due to special needs or disabilities.

Accel's curriculum design is able to serve the differentiated learning needs of its students with a high level of support. Accel's computer-based learning platform provides multiple course pathways including foundational courses for students behind grade level, literacy advantage courses that can assist EL students, and AP courses to challenge gifted students. The online classes allow students to progress at their own pace and present content in a variety of ways to meet the different learning styles of students. Easy access to student progress on the platform allows teachers and counselors to identify struggling students early and to provide intervention. Advocate counselors, course teachers, and phase teams will be responsible for identifying struggling students and providing appropriate supports for their academic success. Accel will use a Response to Intervention (RtI) framework and Student Success Teams (SST) to provide the appropriate levels of assistance and continued monitoring. Resource aids and specialists will provide accommodations and special education services for students with IEPs and 504 Plans. Special education students will follow the daily schedule with the rest of the school as much as possible, but when appropriate, their daily schedule will be adapted to accommodate special classes, programs, or other services. Special education plans will be designed to meet the learning needs of students in the least restrictive environment.

While Accel can serve any student who seeks a personalized learning environment in high school, Accel will target youth in Mobile and Baldwin County who are over 16 years of age, undercredited, and have dropped out or are at-risk of dropping out of school. There were over 600 students in Mobile and Baldwin County from the Class of 2015 who either dropped out of school or were not on track for graduation. This suggests that there are numerous at-risk high school students in the Mobile-Baldwin area who could benefit from Accel's program. These at-risk, overage, and undercredited students are Accel's target population, and we anticipate that these students will make up the great majority of Accel's student body. Based on Mobile County's average special population percentages, Accel also expects to serve 15% special education students, 10% EL, and 10% gifted students.

2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.

Accel is designed to provide extensive support for the needs of students performing below grade level. Accel's wrap-around supports and curriculum model will help bring students up to grade level and keep them on track for high school graduation and for career and college success.

All students entering Accel will take an entry-level assessment of math and literacy. Students not able read on an 8th grade level or master pre-algebra concepts will be placed in the Foundation Phase and will take course(s) designed to teach these critical skills. While in the Foundations Phase, students will also be taking online courses and participating in project-based studio courses like all other students in the Prep and Accel Phases.

Accel seeks to provide additional wrap-around supports through the Accel Mastery Program (AMP) which consists of three core elements 1) targeted case management and support, 2) personal mastery development, and 3) postsecondary support. Every student will have an advocate counselor with whom they meet once a week. Advocate Counselors will monitor students' academic progress and work with students to understand and address any barriers

to their success. Advocate counselors also provide social service assistance including counseling, crisis intervention, public housing assistance, and job training. Daily twenty-minute personal mastery sessions are designed to develop skills such as perseverance, leadership, goal-setting, and resilience. These sessions are designed to develop student's soft-skills and employability skills as well as give them the tools to overcome challenging circumstances. Accel will provide a variety of postsecondary preparation and placement supports including subsidized internship opportunities, workplace skills development, a career exploration program, ACT preparation, college admission assistance, and college financial aid assistance. These supports create bridges for below grade level students to become career-ready and college-ready.

Accel's curriculum model provides scaffolding and support for students below grade level. Accel's computer-based learning platform, Apex Learning, provides scaffolding tools for students including text-to-audio tool, video tutorials, frequent self-checks and practice, scaffolding assignment directives, and study organizers and tools. Teachers and advocate counselors can monitor student progress with Apex Learning and assist struggling students promptly. Apex Learning also offers students the opportunity to academically progress rapidly rather than completing a set number of courses per semester. Courses most often needed for credit recovery include pretests that generate individualized learning plans based on material yet to be mastered. This helps students recover credits more efficiently and at an accelerated pace. Finally, dual enrollment courses increase student competency and confidence in college success. These resources and strategies will support below grade level students to stay on track and achieve success in high school and beyond.

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities. Specify the programs, strategies, and supports the school will provide, including the following:
 - a. Methods for "identifying, locating, and evaluating" students with disabilities who are in need of special education and related services; (and avoiding misidentification).
 - b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.
 - c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free appropriate public education in the least restrictive environment.
 - d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.
 - e. Plans for monitoring and evaluating the progress and success of students with disabilities.
 - f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators.
 - g. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when

significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.

- h. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.

3a. Identifying, Locating, and Evaluating Students with Disabilities

When students are first enrolled at Accel, their advocate counselor will review their cumulative file records and determine if they have previously been evaluated as eligible for special education services. For students entering Accel with a current Individualized Education Program (IEP) from another school, advocate counselors will convene a transitional IEP meeting within 30 days. Until the new IEP is established, Accel will implement the existing IEP in a reasonable manner or as agreed upon by the parent/guardian and student.

Accel will implement frequent monitoring practices to identify students with disabilities. It is the responsibility of course teachers, advocate counselors, and phase teams to monitor student progress, address the needs of struggling students, and refer them to the appropriate supports. A phase team is a teacher team composed of teachers from a particular phase (Accel uses phases instead of grades). Phase teams meet weekly and discuss concerns or difficulties for individual students. Course teachers and/or advocate counselors will work with students to implement strategies to help them academically progress. If a student continues to struggle, teachers or counselors may initiate the creation of a Student Success Team (SST) to determine the best course of action for the student's success. Members of the SST can include administrators, teachers, counselors, parents, students, or other knowledgeable persons. The SST will review the student's strengths and difficulties, identify additional interventions to try inside or outside the school, and decide who is accountable for implementing the interventions. The SST may also decide to refer a student for an assessment for special education services. In order to prevent misidentification of disabilities, students may only be referred for special education assessments after interventions have been tried and have not been successful.

If a student is referred for an IEP assessment and the school determines it is appropriate, the resource coordinator will meet with the parents or guardians to discuss the testing and obtain signed consent for the testing. Once written consent is returned to the school, Accel will have 60 days to complete the initial evaluation. After the initial evaluation is complete, Accel must determine eligibility for an IEP and inform parents/guardians of the decision within 30 days. Accel will have 30 days to develop an IEP for the student once the decision for special education services is made. A copy of the IEP must be kept in the student's records and given to the resource coordinator, student's advocate counselor, and parent/guardian. Appropriate training and access to the IEP will be provided for all those who participate in the student's education.

Only certain classifications of disabilities are eligible for IEPs. Students who are not eligible, but still require some assistance will be placed in the appropriate Rtl tier of academic supports to best help them succeed. Some students may also qualify for assistance in a 504 Plan. A summary of the supports provided in each tier is described below. Accel strives to provide these supports in the least restrictive environments.

Tier I of the Rtl is the programs and resources which all enrolled students are prepared with.

Students will be provided high quality instruction, a safe and encouraging learning environment, and assistance from their course teachers and other staff when needed. Students' progress will be monitored and evaluated by their course teacher and advocate counselor. Advocate counselors and course teachers are responsible for seeking appropriate action for struggling students.

In **Tier II** students receive more support than the average student such as more teacher check-ins, group tutoring, peer tutoring, or more time with advocate counselors.

Tier III provides the supports available in Tier II as well as small group or one-to-one instruction with a resource aid to target specific skills.

Tier IV and V will serve students receiving special education services with IEPs or 504 Plans. These students will have extensive support and monitoring by their resource aid and advocate counselor. Students may also receive other supports such as modifications to their curriculum, accommodations, speech and language therapy, occupational therapy, or mental health services. Accel seeks to provide special education services in the least restrictive environment.

A Student Success Team (SST) will be convened for students who struggle in Tier I, II, or III to determine the best course of action for the students' success. If determined appropriate, a SST may refer a student to an evaluation by a 504 team. Accel will provide a written notice of the decision to evaluate the child for a disability to parents or guardians. The 504 team will be assembled by the resource coordinator and include individuals knowledgeable about the student, the meaning of evaluation data, and special service options. The 504 team will determine whether or not the student has a definable disability that qualifies him or her for services or accommodations under Section 504 of the Rehabilitation Act. Section 504 requires that schools provide a "free appropriate public education" (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities. The 504 team will consider all relevant information from a variety of sources during their evaluation of the student. Sources may include academic, social, and behavioral records. The evaluation report will include a summary of standardized test data, attendance information, examples of academic performance, teacher observations, and any other information pertaining to the student's circumstance. If a 504 team qualifies the student as eligible under Section 504, accommodations and modifications will be enacted to provide a "free appropriate public education" for the student.

The final determination of whether the student will qualify for a 504 Plan will be made by the 504 team in writing and a written notification will be given to the parent or guardian in their primary language along with the an explanation of their right to appeal the decision and other procedural safeguards available to them. If during the evaluation, the 504 team learns that the student may be eligible for an IEP and special education services under IDEA, the student will be referred for assessment under IDEA.

Parents, guardians, teachers and any other participants in the student's education must have a copy of the student's 504 Plan. A copy of the 504 plan will also be kept in the student's file. Student's 504 Plan will be reviewed by the 504 team at least once a year to consider modifications and continued eligibility.

3b. Hiring Special Education Teachers and Providers

Accel is responsible for hiring and training staff, special education teachers, and resource aids

to adequately serve its students with disabilities in accordance with federal and state laws. During the first year, Accel will have at least one qualified advocate counselor responsible for special education services at Accel and designated as the resource coordinator. Accel will hire additional resource aids as deemed necessary. Considering that the average population of special education students in Mobile County and Baldwin County is approximately 15 percent, we think that these staff plans will adequately serve Accel's students. Other service providers, such as speech, physical, or occupation therapists, will be contracted to deliver special education services for students who qualify.

3c-d. Programs and Practices

Accel will be uniquely enabled to provide a range of supports and services to students in the least restrictive environment. Three out of four of the scheduled daily blocks are in the computer lab where students work at their own pace. Therefore, students can receive individual or specialized small group instruction without missing teaching time. Students can continue their online course where they left off last. Since course teachers in the computer labs will not often be instructing, teachers and resource aids will be able to regularly check-in and assist special needs students at their computer as they would any other student. This allows students to work with their non-disabled peers to the greatest extent practical. In the project-based studio classes, project tasks can be accommodated to the learning cusp of the special needs student or can be completed in partnership with another student. Additionally, this builds social skills and aptitude needed to develop a successful project as a team.

The computer-based learning platform used by Accel, called Apex Learning, enables Accel to provide a continuum of placements for students. Courses are available in multiple pathways to meet the individual learning needs of students. Foundations Course pathways are designed for high school students who are not prepared for grade-level academic challenges. Literacy Advantage courses support academic success for students who are reading below proficiency, including English language learners. The online courses also provide differentiated learning strategies to meet the needs of a variety of students. Concepts are grouped in short easy-to-manage sections and include videos and interactive graphics that check for understanding. Students can read sections or listen to the section read to them. Chapter summaries, printable study guide organizers, and keyword lists are only a click away.

While the above programs and practices may be sufficient for certain students with disabilities, an additional level of support may be needed for other students with disabilities. Resource aids will work on an individual basis with students in accordance with their IEP or 504 plan to deliver "free appropriate public education" in the least restrictive environment.

3e. Monitoring and Evaluating Students

Students with 504 Plans and IEPs will be monitored and evaluated in accordance with the instructions and goals in their 504 Plans and IEPs. All appropriate staff members, course teachers, and resource aids will have copies of the 504 Plans and IEPs and will be given training for their implementation. Resource aids will provide quarterly reports of progress and the annual IEP review. 504 Plans and IEPs should be evaluated whenever needed, but a meeting to discuss modifications and continued eligibility must occur annually.

Course teachers, advocate counselors, and resource aids will monitor course progress and

grades through the Apex Learning Platform or through other course assessments deemed helpful to the development of the student.

3f. Promoting College- and Career-Readiness

Accel believes in high quality support, training, and preparation to enable postsecondary success and life success for all its students. Each student, including students with disabilities, will be given individual and small group attention in exploring their postsecondary options and working to develop measurable goals to aid a successful transition to college, careers, or (when applicable) independent living. Students with disabilities will create an Individual Transition Plan that outlines their goals and share it with their SST. At Accel, students with disabilities will have access to programs to help them prepare for postsecondary life. Whenever possible, students will participate in internship programs. Students can gain college credits through AP tests and dual enrollment classes and have access to ACT and SAT preparation.

3g-h Self Monitoring

The Accel leadership team will conduct a semester review of special education practices, including ensuring IEP's have been followed, discipline policies have been complied with, and students are in fact in their least restrictive environment. Additionally, annually, Accel will contract with an experienced, independent evaluator to conduct a detailed Special Education program review to ensure the school has remained in procedural and substantive compliance with state special education regulations and national best practices.

4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:
 - a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.
 - b. Certification requirements for gifted specialists and professional development targets for general education teachers who teach gifted learners.
 - c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, mentors, all of the above).
 - d. Methods for determining cognitive and affective growth among gifted learners.
 - e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.
 - f. Self-monitoring methods for the gifted program, including what, when, and by whom.

Accel is committed to meeting the learning needs of all its students, including gifted students, so all can achieve their highest potential. Accel uses the definition of gifted as articulated in the Alabama Administrative Code (AAC), "Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all

economic strata, and in all areas of human endeavor.” Accel believes in this definition and realizes its responsibility to make efforts to identify and support gifted students among “all populations and socioeconomic groups as well as students with disabilities and students who are Limited English Proficient” (ACC).

All students will be encouraged to take courses that challenge and deepen their learning. Advanced courses and programs are open to all students showing interest. Any knowledgeable person may refer a student to advanced courses or programs, including teachers, counselors, administrators, parents or guardians, peers, or self.

Accel provides a continuum of rigorous and advanced programs and courses to engage gifted students. Accel’s computer-based learning platform, Apex Learning, offers College Board approved AP courses to prepare students for success on the AP exams. A blended learning course model also allows gifted students to accelerate their learning at a pace that meets their interests and needs. Accel also offers challenging courses through dual enrollment. Students are encouraged to participate in school internship programs to use and develop their gifts in a real-world context. The project-based studio classes also provide authentic, challenging, and hands-on learning environments ideal for gifted students. Students will be able to work on relevant projects that often have a real-world audience and/or benefit the school or community. Studio teachers may cluster students with similar interests in project teams to facilitate higher quality projects and more advanced learning with peers with similar creative and intellectual intensity.

Achievement data for gifted learners will be recorded with a variety of methods. Grades for advanced courses will be distributed with normal quarterly reports. The school will keep records of AP scores and dual enrollment credits earned by students. AP scores are also sent by mail to the student’s residence. The school will celebrate and electronically record the results of high quality projects especially community based projects or projects with publishable quality.

Every semester, the guidance counselor or gifted learning coordinator will review the accomplishments and results of gifted students and talk with a group of gifted students and interested teachers to discuss how to better serve the needs of gifted students.

Accel is committed to developing high quality teachers for all its students, including gifted students. Accel will regularly facilitate teacher mentorship opportunities, peer learning, and professional development to build teaching capacity in many areas, including gifted learning strategies and best practices in project-based learning.

5. Explain how the school will meet the needs of English Learner (EL) students, including the following:
 - a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.
 - b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child’s native language, unless it is clearly not feasible to do so (ensuring that a student’s language needs can be distinguished from a student’s disability related needs).

- c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
- d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program;
- e. Means for providing qualified staffing for EL students.

Accel will serve English Learners (ELs) in compliance with the Alabama Department of Education’s EL Policies and Procedures Manual. EL aids, course teachers, and advocate counselors will collaborate to best support ELs career and college success. Accel will designate a qualified EL coordinator to ensure that EL students are provided quality EL services and supports. The EL coordinator will also facilitate professional development in EL teaching strategies for appropriate teachers and EL aids.

Identification: The Home Language Survey will identify student’s primary or home language. Upon student enrollment, the EL coordinator will review EL students’ previous records and determine an appropriate tier of support or whether a more current assessment is needed. If a student with a native language different than English has not previously been assessed, the EL coordinator will meet with the parent/guardian of the student and communicate (with use of translation tools or interpreters, if necessary) the school’s placement procedures and services to support language acquisition.

Assessing Students’ Language Proficiency: Students identified by the Home Language Survey will take the *World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT)* to assess their language proficiency. Students must take the W-APT within 30 days of enrollment and annually thereafter until they are re-designated as fluent English proficient. Parents must be informed that their student will be participating in the EL program within 30 days of the beginning of the school year. EL students who enroll after the beginning of the school year must take the W-APT within 10 days of admission.

Placement and Services: The EL coordinator and/or EL aid will use the W-APT score to determine the appropriate tier of language support. Accel uses the A, B, C tiers outlined in the Alabama Department of Education’s EL Policies and Procedures Manual. Students with an overall composite score of 3.9 or below on the W-APT must be identified as limited-English proficient and will require placement in an English language instruction program. The EL coordinator or other aids will work with the students to develop a personal education plan appropriate for the students learning needs. This may include EL foundation courses, small group instruction, or peer tutoring.

EL students will also take online courses with the rest of the school. Accel’s learning platform, *Apex Learning*, provides literacy advantage core courses designed for EL students. Text-to-speech and translation tools give students access to content in their own language while viewing the content in English. The platform also allows them to move at their own pace and participate with the other students in their phase. Other functions in the course also help EL develop content and language understanding while obtaining course credits. These functions include frequent self-checks, audio, videos, graphic organizers, and quick

pop-up windows for vocabulary words.

To ensure that a student’s language needs are distinguished from their disability related needs, EL aids must provide struggling EL learners with “differentiated instructional strategies for a reasonable amount of time in Tier I and [provide] data showing this instruction has been unsuccessful” before referring them to a Student Success Team (SST) or special need resources.

Transitioning/Exiting ELL Support: Students will retake the W-APT annually to assess their progress toward English fluency. The results will be used to determine whether each EL student is meeting Annual Measurable Achievement Objectives. EL students will remain in the EL program until they demonstrate their English proficiency by earning a 4.8 composite score on the W-APT.

Monitoring: EL aids will monitor students exiting from the EL program for a period of two years to ensure that they are progressing toward successful graduation without the EL support. They will monitor no less than once each nine weeks during the first year and at least once each semester during the second year.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and parents. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.

Accel will employ a variety of marketing strategies in order to ensure that students with economic disadvantage and academic disadvantage are reached. These strategies will be broadly implemented throughout Mobile and Baldwin counties. While Accel may be a preferred option for a variety of high school students, its target community is overaged, undercredited students who have dropped out or who are at risk of dropping out. Accel will make clear in recruitment open houses and other communications that students with special needs and limited English proficiency will be offered quality instruction and support to meet their needs. It will also be widely communicated that Accel provides a unique program with extensive support in order to serve the needs of students from economically disadvantaged families, students at risk of dropping out, and students who do not meet minimum standards of academic proficiency.

The school COO and school principal will oversee recruitment and marketing plans. Accel seeks to recruit across all communities in Mobile and Baldwin counties but to focus its recruiting in the areas with the lowest graduation rates: Dauphin Island Parkway, Maysville, Prichard, and Theodore.

Community Notification (January 2017 – August 2017)

1. Introductory articles and paid advertisements will be placed in local print media including the *Mobile Press Register* and *al.com*. The ads will announce when the school is accepting applications, contact information and dates, times, and locations for recruitment events.
2. We will seek to include public service announcements and/or paid advertisements on local TV and/or radio stations.
3. If addresses are available for youth 16 years or older who have dropped out of school, we will mail postcards announcing that the school is accepting applications. The postcards will describe the school and include relevant enrollment information.
4. We will post fliers at various public centers where high school students or their families regularly attend. This may include the job-training centers, organizations serving youth, churches or faith-based centers, social service centers, athletic or recreation centers, libraries, etc., with a particular emphasis on organizations that serve economically disadvantaged and at-risk youth.
5. We will meet with leaders of key community-based organizations that work with at-risk youth and provide them with brochures and information about the school and the application process. We will discuss with them how we can better reach economically disadvantaged and at-risk youth.
6. We will maintain a website that includes detailed information about the school, recruitment events, and the application process and deadlines.

Recruitment Events (October 2016 – April 2017)

1. We will host five Recruitment Open Houses during the school year prior to Accel's opening. An Open House will be held in each month from October through April on a weeknight or Saturday. Locations will be at various community centers. Each Open House will include a detailed presentation of the school, its programs, and the application process. Participants will be able to ask questions in a large group setting and on an individual basis. Applications for admission and written descriptions of the school's programs will be available.
2. During the fall of 2016, the school will host at least two educator information sessions. We will invite Mobile County and Baldwin County public school administrators, high school principals, and high school counselors to attend an after school presentation and question and answer session hosted by Accel.
- 3.** We will request the opportunity to present at high school credit recovery programs in or outside of high schools.

2. Explain the plan for admitting students based on a random selection process if more students apply for admission than can be accommodated.

Students will apply for admission during a publically announced open application period. If more students apply for admission than can be accommodated, a random public lottery will take place. Preference will be given to overage, undercredited students as defined in the next question and in Attachment 7.

The lottery will be open to the public and held at the school or a community center. The lottery rules, deadlines, dates, and times will be posted on Accel's website. Accel will inform

parents of all applicants of the lottery rules, location, date, and time through mail or email at least two weeks prior to the lottery date.

Each applicant will be assigned a number for the lottery. Each applicant's name and number will be placed on cards of equal size and shape and placed into a tumbler container. A random drawing will occur. Once the number of students who can be admitted have been drawn, the drawer will continue to pull numbers to determine the order of the waitlist. The order of names will be entered into an electronic database and double-checked to ensure accuracy. The database will be made public online. Applicants will be sent an email or letter to inform them of acceptance or waitlist status.

Acceptance letters will be mailed to all students selected in the lottery with instructions to call the school to confirm acceptance and secure admission within two weeks. During the two week period the school will call families to confirm acceptance. All attempts to reach families and their responses will be documented. If Accel has not received confirmation within two weeks the student's name will be placed at the bottom of the waiting list and the student at the top of the waiting list will be given a place.

The names of students not admitted in the lottery will be put on a waitlist in the order they are drawn in the lottery. Students on the waitlist will be contacted in order of placement if space becomes available. The waitlist will not carry over to the following school year. If the waitlist is exhausted and it is determined appropriate by the school principal or school COO, Accel will advertise that applications are being accepted in another enrollment period.

3. Explain the school's policy regarding enrollment preferences with respect to students who reside within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of students; and children of founders, governing board members, and full-time employees.

Enrollment preference will only be given to students who are identified as overaged/undercredited. Accel will define undercredited students as students who lack adequate credit hours for his or her age or grade level. The age and grade level parameters will be approved by Accel's Governing Board. Students will submit an official or unofficial school transcript along with their applications. If they are identified as undercredited for their age or grade level under Accel's parameters, they will be given preference in the lottery.

Students given preference as defined above will be admitted into open spots before the general lottery takes place. If the number of dropouts exceeds school capacity, a lottery will take place only using the names of students identified as dropouts. Following the lottery call for dropout students, all other students will be drawn in a lottery in order to determine the order of the waitlist.

No other enrollment preferences will be given. Enrollment preferences will not be given with respect to students who reside within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of current or previous Accel students; or children of founders, governing board members, or full-time employees.

Pending available spaces at the school, MAEF Public Charter School Board may accept students during select times of the year to ensure the most students have the opportunity to be served in our community.

4. Provide, as an **attachment (Attachment 7)**, the school’s enrollment plan, which should include the school’s plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM).

See attachment 7

Student Discipline

Describe in detail the school’s approach to student discipline. Provide, as an **attachment (Attachment 8)**, the school’s proposed discipline policy. The proposed policy must comply with any applicable state and federal laws and authorizer policies. The description of the school’s approach and the proposed policy should address each of the following:

1. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.

Accel Day and Evening Academy is committed to creating a safe, respectful, and thriving learning environment for students. To achieve its mission, Accel’s students and staff will be guided by five core values: **achievement, collaboration, care, empowerment, and life-long learning**. The core value of “care”, namely that we must show appreciation and concern for our community and fellow-man guides Accel’s approach to discipline. Accel will use a positive behavior intervention and support system (PBIS) to promote a caring environment. PBIS is guided by five key elements (1) clear behavior expectations, (2) teaching appropriate behavior, (3) celebrating positive behavior, (4) responding to behavior, and (5) use of data.

To promote good choices, Accel will use the following practices:

- Redirection such as verbal correction, praising/rewarding positive behavior, changing cheating, problem solving with student.
- Verbal warnings when misbehavior occurs
- Student conferences
- Detention

- Loss of privileges
- Confiscation
- Restitution
- Restorative Practices
- Parent Conference
- In-School Suspension
- Out of School Suspension
- Expulsion

Students may be suspended for Class B infractions and must be suspended for Class C and D infractions. Students must be expelled for Class E infractions (involving the possession or use of a weapon on campus). See Attachment 8 for a complete listing and definition of Class A – Class E infractions.

Students with disabilities cannot be placed on short-term suspension, long-term suspension, or expulsion until the student’s IEP team meets to determine if the behavior warranting suspension or expulsion represents a manifestation of the disability. If the IEP team determines that the behavior was a manifestation of the disability, an intervention other than suspension or expulsion must be taken. If the behavior was deemed not a manifestation of the disability, suspension or expulsion may be recommended and approved. However, students will be afforded the opportunity to continue to pursue their graduation requirements through Accel’s evening program.

Due process procedures: Students and parents will have the opportunity to file a dispute for any suspension recommended by the principal to the Chief Operating Officer. The COO will then form a review committee comprised of central office, board, and/or parents to determine if the suspension complied with the policies and procedures of MAEF Public Charter Schools. The MAEF Public Charter School Board must approve recommendations for expulsion.

5. Provide, as an **attachment (Attachment 9)**, how students and parents will be informed of the school’s discipline policy.

See attachment 9

Parent and Community Involvement

1. Describe the role of any parents and community members involved to date in developing the proposed school.

Community members have provided valuable feedback in the design of Accel and have expressed support for expanding the already popular and effective EEOP program to serve an increased number of youth in a more effective way.

2. Describe what you have done to assess and build parent and community support for your school and how you will engage parents and community members from the time that the

school is approved through opening.

To build community support for Accel, MAEF has engaged with municipal and county elected officials, school superintendents, school principals, business leaders, and community-based organizations to describe the plans for the school and solicit advice and direction on how to make the school most effective. (See attachment 27 for a summary of engagement efforts and letters of support).

3. Describe how you will engage parents in the life of the school (including any proposed governance roles described in Act 2015-3). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Parent engagement will be a crucial component of Accel's success. It will build strong family-school partnerships by focusing on three elements (1) effective communication, (2) welcoming and inviting school atmosphere, and (3) parent involvement in school governance.

- (1) **Effective communication:** Parents will receive regular updates on their students' performance through their advocate counselor. The counselor will call home daily, if students are absent. They will also contact parents once a month to provide an update on their students' progress, including positive comments and sharing any concerns that can be addressed collaboratively by school and family. Families will also get monthly newsletters on upcoming school activities. Key information will be sent to parents via email, physical mail, and group text message.
- (2) **Welcoming and inviting atmosphere:** Parents will be invited to attend open houses and parent workshops quarterly. School staff will model the value of "care" by providing excellent customer service to parents and by being responsive to phone calls, emails, and meeting requests. The school will operate on an open door policy for parents to visit the school and observe classroom learning.
- (3) **Parent involvement in governance:** Accel will implement a Parent Advisory Council, comprised of 10-15 current parents of Accel students. Parents will be invited to join the advisory council upon the request of the school principal, who will take advice from faculty and staff. Care will be taken to ensure parents are represented from across the three phases of the school (Foundation, Preparation, and Accel). This advisory council will meet quarterly and be chaired by the parent representatives of the MPCCS board. The purpose of this board is to (1) create a formal structure for dialogue and feedback between parents and Accel's leadership, including MPCCS board and school principal, (2) to provide a formalized structure to engage parents in the activities of the school, and (3) to form and lead a broader Parent Teacher Organization, which connects parents with the educators of Accel. Accel's Parent Advisory Council will report directly to MPCCS Board to ensure the concerns of parents are taken into consideration when making administrative decisions.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other

educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments.

Numerous community resources will be available through Accel's Mastery Program. AMP will partner with local community agencies such as the Mobile County Health Department, Salvation Army, Mobile Community Action, Goodwill Easterseals of the Gulf Coast, Mobile County Department of Human Resources, and Lifelines Family Counseling to provide housing, transportation, employment, and healthcare support to students and parents. Additionally, Accel will partner with Bishop State Community College to offer technical and academic dual enrollment for students (costs to be determined). Accel will partner with Mobile Works to provide WIOA eligible youth with additional resources to participate in internship and apprenticeship programs through local industry partners.

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school instructional leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

The applicant team for Accel boasts nearly a century of combined years of experience in public education. The staff team is comprised of Mrs. Carolyn Akers, the founding Chief Executive Officer of the Mobile Area Education Foundation with over 25 years at the helm of MAEF; Dr. Jeremiah Newell, Chief Operating Officer at MAEF and the founding developer and director of the Evening Educational Options Program, upon which Accel is based; and Dr. Harold Dodge, the former Superintendent of Mobile County Public School System. Founding MAEF/MPCS board members Rob McGinley, Henry O'Connor, and Mark Spivey further support this staff team. Finally, it is augmented with the support of Marietta Urquhart, an experienced corporate realtor for White-Spinner Realty.

Describe the team's individual and collective qualifications for successfully implementing the school design, including capacity in areas such as:

- School leadership, administration, and governance.
- Curriculum, instruction, and assessment.
- Performance management.
- Parent and community engagement.

School leadership, administrative, and governance: The founding staff team has extensive experience in leading organizations. With a combined total of 75 years of administrative experience in both the non-profit and public school sectors, this team is prepared to launch a successful school. Carolyn Akers is the founding Chief Executive Officer of the Mobile Area Education Foundation and has grown the organization to a \$3 million annual budget and staff of 20. Dr. Jeremiah Newell is the only Mobile educator who has experience as a school leader for high schools designed to get overage/undercredited students back on track. For ten years, Dr. Dodge led the Mobile County Public School System's 65,000 students, 100

schools, and nearly 6,000 employees. He was so successful that he was awarded Alabama Superintendent of the year in 2006.

Curriculum, instruction, and assessment: Dr. Newell served as Project Director for the turnaround on B.C. Rain High School and Pillans Middle School. In this capacity, he managed the additional curriculum reforms including implementing the College Board Springboard Curriculum, developing a performance-based, project-based and blended learning Academy for dropouts and overaged/undercredited youth at B.C. Rain High School. Through these efforts and the strong leadership of the local school principals, B.C. Rain saw its graduation rate increase from 48 percent to 91 percent in 5 years and its college going rate double. He also led the blended learning EEO Program. His experience with effective use of blended and project-based learning makes him a strong team member.

Performance Management: The staff team has extensive experience using performance management to drive improvement. Mrs. Akers has used the balance scorecard to track and measure MAEF's performance. Dr. Dodge employed the Baldrige Improvement framework district wide in Mobile County. As a result, the number of schools meeting Adequate Yearly Progress grew from 27% to 86% over a given year period. Dr. Newell led the development of the State of Rhode Island's Statewide Strategic Plan for Pre-K through 12 education using a cutting edge statewide data management system to track and monitor progress along these measures. He currently provides performance management and strategic services to a number of schools and districts nationally and internationally. Furthermore, he developed the performance management system for the Evening Educational Options Program, which drove the school to over 500 overaged/undercredited graduates in the last six years.

Parent and Community Engagement: Carolyn Akers is nationally known as the "queen of public engagement". Her efforts through the Yes We Can Coalition in Mobile led to the passage of the first property tax increase for schools in 41 years. Yearly, her organization supports the efforts of 1,200 partners in education who support schools across Mobile County. She has led the implementation of three community led public engagement efforts in Mobile, representing over 10,000 citizens and resulting in co-owned strategic plans with Mobile County Public Schools. Her extensive track record of community collaboration and engagement make her the perfect team member to foster this same level of engagement and support at Accel.

Describe the team's ties to and/or knowledge of the target community.

This team represents the only leadership group with any significant experience serving overaged/undercredited students in the Mobile area. Through these efforts, they have helped over 500 youth graduate and have built a positive reputation throughout the community. This experience will allow this team to know how to best reach youth and families in greatest need, how to reengage them successfully into a nurturing educational environment, and how to inspire them and push them to achieve their dreams.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.

Dr. Lucretia Murphy is a Project Director for Job’s for Future. She has extensive experience in supporting the development of back-on-track school models across the country. She most recently served as the Executive Director of the Maya Angelou Charter School/See Forever Foundation in Washington, D.C./ Jobs for the Future. As a national expert on high quality schools that serve overage/undercredited students, Dr. Murphy will continue to provide support and technical assistance to ensure Accel Day and Evening Academy becomes a national model for learning.

3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed. Also provide, as an **attachment (Attachment 10)**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

No candidate has been selected.

If no candidate has been identified, provide, as an **attachment (Attachment 11)**, the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.

The Accel Principal will be selected at least five months before the school opens. In the meantime, Dr. Newell, Chief Operating Officer, will oversee the start-up efforts for the school including facilities, curriculum development, HR policies, and contractual agreements.

Accel will have a four-step principal selection process.

- (1) The first step includes the initial resume/application screen and a phone interview with the Chief Operating Officer. The interview includes an assessment of attitudes, knowledge of effective school leadership, background or experience with Accel’s mission and vision.
- (2) Successful candidates are moved on to an in-person or video conference call, which include a writing prompt and reading of a case study and recommendations for how to handle the dilemma of the case.
- (3) Reference and background checks are conducted for finalists.
- (4) Finalists are asked to complete an in-person interview with a Community Panel comprised of members of MPC board, Chief Executive Officer, Chief Operating Officer, and community volunteers. The Chief Executive Officer and Chief Operating Officer are responsible for the final hiring decision.

MAEF Public Charter Schools Team will be looking for a leader with the following qualifications:

- Successful leadership experience in a public or non-public school serving diverse and low-income student populations
- Passion for working in the field and commensurately strong work ethic

- Demonstrated success in encouraging and engaging parental and community involvement
- Commitment to accountability for all aspects of the school’s charter, academic performance agreement, and school operations.
- Master’s or Doctoral Degree in a relevant field from an accredited college or university
- Three (3) years of instructional/classroom experience.
- Exceptional organizational, communications, public relations, and interpersonal skills.
- Ability to prioritize and effectively manage competing tasks and responsibilities.
- Ability to sustain a calm, reasonable approach and to communicate effectively in stressful or problematic situations.
- Skilled in the use of the internet, email, and Microsoft Office.
- Display a high-level proficiency in the use and application of educational technologies
- Possess an Alabama Principal Certification or proven ability to meet certification criteria required

Principal Selection will follow the following timeline:

- January 2017 - Launch of school leader recruitment; initial online posting and outreach campaign
- February 2017- Hiring committee conducts videoconference interviews with promising candidates; additional recruitment if needed to expand applicant pool
- March 2017 - Hiring committee conducts additional videoconference interviews with any additional promising candidates; committee conducts in-person interviews, involving authentic leadership activities such as lesson observation and analysis of student data, with strongest first-round interviewees
- April 2017 - 1-2 final candidates meet with full Board for final approval; Board selects school leader
- May 2017- School leader assumes role for August 2017 opening

4. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as an **attachment (Attachment 12)**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Carolyn Akers, current CEO of MAEF, will serve as CEO of MPCS. Dr. Jeremiah Newell, current COO of MAEF, will serve as COO of MPCS. Their resumes and qualifications are included.

Accel Academy will have a leadership team comprised of the principal, lead teacher, AMP Director. These positions will be hired by at least three months before the school opens. Selection of leadership team members will follow a four-step process.

- (1) The first step includes the initial resume/application screen and a phone interview with the school principal. The interview includes an assessment of attitudes,

knowledge of effective school leadership, background or experience with Accel's mission and vision.

- (2) Successful candidates are moved on to an in-person or video conference call, which include a writing prompt and a demonstration lesson (teacher) or evidence of prior impact in their profession.
- (3) Reference and background checks are conducted for finalists.
- (4) Finalists are asked to complete an in-person interview with a panel comprised of members Chief Executive Officer, Chief Operating Officer, and Accel Principal. The Chief Executive Officer and Chief Operating Officer are responsible for the final hiring decision, upon the recommendation of the Principal.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including 501(c)3 non-profit status and federal tax-exempt status. In an **attachment (Attachment 13)**, provide proof of 501(c)3 non-profit status and federal tax-exempt status (or copies of filings for the preceding items). Also, include as an **attachment (Attachment 14)** any governing documents already adopted, such as board policies.

MAEF Public Charter Schools (MPCS) will constitute itself as a Alabama non-profit corporation pursuant to Alabama law and will operate as a subsidiary organization under the 501 (c)(3) tax exempt status of the Mobile Area Education Foundation (MAEF) (Evidence of MAEF's 501(c)3 status can be found in Attachment 13).

MPCS's Amended Articles of Incorporation state:

The specific purposes of this Corporation are as follows: (1) to create, manage, operate, guide, direct, and promote one or more Alabama public charter schools in compliance with the Alabama School Choice and Student Opportunity Act, Ala. Code §16-6F-1, et seq, and, generally, to support public education for the citizens of Alabama, (2) to conduct future activities as circumstances may suggest consistent with the aforesaid purposes and further, and (3) to transact any and all lawful business for which nonprofit corporations may be incorporated under the laws of the State of Alabama.

Pursuant to the first stated corporate purpose of MPCS, Accel will be operated by MPCS as a subsidiary of MAEF. MPCS shall be governed pursuant to the corporate bylaws which will be adopted by the Board of Directors of MPCS, which shall be consistent with the terms of this charter and all other applicable laws. MPCS's Articles of Incorporation, draft bylaws, and additional pertinent board policies of MAEF are included in Attachment 14.

MAEF, the parent company of MPCS, will maintain statutory authority over MPCS as outlined in the MPCS bylaws, articles of incorporation and Alabama law. MAEF will also provide administrative services and organizational support as per the terms of a Service and Contractual agreements to be negotiated between MPCS and MAEF; the services agreement.

Accel shall operate autonomously from the Alabama State Charter School Commission, with the exception of supervisory oversight as required by statute. The Commission shall not be liable for the debts and obligations of MPCS or MAEF, operated by an Alabama non-profit corporation or for claims arising from the performance of acts, errors, or omissions by MPCS or MAEF.

Organizational Chart

Submit, as an **attachment (Attachment 15)**, an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing

board, staff, and any related bodies (such as advisory bodies or parent/educator councils) and any external organizations that will play a role in managing the school.

The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational chart should also document clear lines of authority and reporting within the school.

See attachment 15

Governing Board

1. Explain the governance bylaws that will guide the board, including the nature and extent of involvement by key stakeholder groups. Provide the governing board’s bylaws as an **attachment (Attachment 16)**.

As noted above, the certificate of formation and bylaws of MPCS will provide that MAEF will appoint the board members of MCPS. However, at least 20% of the board members will be parents of the school. And, in order to minimize conflict issues, fewer than 50% of the MPCS board members will be members of the MAEF board. See attachment 16.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the governing board’s size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that (a) the school will be an educational and operational success; (b) the board will evaluate the success of the school and school leader(s); and (c) there will be active and effective representation of key stakeholders, including parents.

MPCS will be governed by a Board of Directors (the “MPCS Board”). The initial board members will all be experienced members of non-profit education-focused boards, as they constitute two former chairmen of the MAEF board, the director of MAEF, and another experienced MAEF board member. These board members have demonstrated commitment to the success of the Accel and will have strong local control over the Accel Day and Evening Academy and any future charter schools it operates in Alabama.

The MPCS Board members are mission-driven, engaged, intentional, locally rooted, and adroit in the skills needed to oversee successful charter schools. The MPCS Board shall be ultimately responsible for the successful operations and activities of the Accel Day and Evening Academy. It will accomplish its tasks by adopting and directing a long-term strategic plan, monitoring the budget to achieve the plan’s goals and employing and evaluating the school Principal, who will report directly to MAEF’s Chief Operating Officer and indirectly to MAEF’s Chief Executive Officer, each of whom have extensive experience in not-for-profit educational instruction and development. Its focus will be on ensuring that the school’s students are achieving academic success, the program is operationally, financially and legally sound, and the leadership is in place to execute on the mission of MPCS, and by extension, Accel Day and Evening Academy.

The Mobile Area Education Foundation (MAEF) will be the controlling organization of MPCS. MAEF, an Alabama nonprofit corporation established in 1992 to support public schools in Mobile County, is governed by a 26 member Board of Directors (“MAEF Board”) (Attachment 28 provides a listing of the MAEF Board); the MAEF Board will hold the MPCS Board accountable by appointing it, which will permit MAEF to confirm that MPCS is fulfilling its mission, achieving its educational objectives, and operating a fiscally and legally strong organization. In addition, MAEF will provide management through oversight and accountability provisions to be detailed in a Service and Licensing Agreement to be negotiated between the MAEF Board and the MPCS Board. The MPCS Board will retain strong local control. The MPCS Board shall be governed in by the corporate by laws of the organization, which shall be consistent with the charter and all other applicable laws. While the MAEF Board will nominate and appoint (and have power to remove) MPCS Board members, if necessary, to achieve the goals and outcomes of MPCS and to protect the MAEF brand name, the MPCS Board shall be ultimately responsible for the operation and activities of the Accel Day and Evening Academy.

The MPCS Board will consist of at least four members and shall not exceed twelve members. Each MPCS Board member will serve a three-year term. Terms are staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the MPCS Board, with the exception of the initial MPCS Board. Board members are not subject to a limit on the number of terms they may serve.

Once the Accel charter school is in operation, at no time will then-current MAEF board members constitute a majority of the MPCS Board. Furthermore, at least 20 percent of board members will be current or prior parents of the school. To further boost parental engagement and involvement, Accel will have a Parent Advisory Board who will meet quarterly and provide direct feedback and support to the Accel Principal and members of the Governing Board.

MPCS Board members will have expertise in many varying fields and will be able to offer advice, direction, and discussion for each MPCS charter school. After the appointment of the initial MPCS Board, the Chairman of the MPCS Board will appoint a committee of MPCS Board members to propose qualified candidates to the MAEF Board for appointment to the MPCS Board. MPCS Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate, accounting, human resources, legal, leadership, fundraising, etc. Overall, MAEF and MPCS look for board members who are strongly mission-aligned, highly-trained, experienced in making strategic organizational decisions, and understand the key responsibilities well-operating Board. MPCS Board members will be added to fill gaps in expertise as necessary. The MPCS Board will meet at least six times per year. If possible, Board meetings will be held at the school location to foster student and parent involvement.

3. List all current and identified board members and their intended roles. Summarize members’ interests in and qualifications for serving on the school’s governing board. Provide full resumes regarding the expertise and background of the proposed founding governing

members.

- Mark Spivey, Vice President of BB&T, Chairman of Mobile Area Education Foundation Board, experienced commercial banker.
- Henry O'Connor, Partner at Jones Walker LLP, and United Way of Southwest Alabama Campaign Chair, responsible for raising \$3.5 Million to support education, healthcare, and life essential activities in Mobile.
- Rob McGinley, Partner at McDowell, Knight, Roedder, and Sledge L.L.C, former Chairman of the Mobile Area Education Foundation Board, and experienced corporate attorney with experience in establishment of for-profit and non-profit organizations

4. If the current applicant entity or interest group does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

The current applicant does include the initial governing board.

If this application is being submitted by an existing non-profit organization, respond to the following:

- a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
- b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

MAEF has formed a subsidiary Alabama non-profit corporation called MAEF Public Charter Schools (MPCS) with the expressed mission of managing, operating, guiding, directing, and promoting one or more Alabama public charter schools. The subsidiary will operate its own board, comprised of no more than twelve (12) members.

The MCPS Board of Directors will develop a nomination slate of officers. This slate of officers must be formally appointed the MAEF board. MPCS Board meetings will be held separately from the MAEF board. The MAEF board will receive a monthly report of MCPS board activities and financials during its MAEF board meeting.

5. Explain the procedure by which governing board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

After the appointment of the initial MPCS Board, the Chairman of the MPCS Board will appoint a committee of MPCS Board members to propose qualified candidates to the MAEF Board for appointment to the MPCS Board. The MPCS Board will meet at least six times per year. If possible, Board meetings will be held at the school location to foster student and parent involvement.

The Chair of the MPCS Board will be a crucial strategic partner to the MAEF Chief Executive Officer ("CEO"). The Chair will collaborate with the MAEF CEO to help prepare Board agendas, facilitate Board meetings, and be the liaison between the CEO and the rest of the Board. The Chair will also appoint committees and coordinate the CEO's performance

evaluation and other activities as outlined in the by-laws. Carolyn Akers, the CEO has extensive experience with Board management through her 24 years of service as the founding CEO of the Mobile Area Education Foundation. Created to support public schools in Mobile, she has grown this organization to become a nationally renowned education support organization.

The MPCS Board may appoint one or more committees comprised of board members, faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the charter schools.

Committees may be comprised of both MPCS and MAEF Board members. Standing committees include the following:

- Compensation Committee: Advise MAEF CEO, CFO, and COO on compensation structures
- Nominating Committee: Identify potential Board candidates; conduct due diligence; make recommendations to Board
- Finance Committee: Monitor financial records; oversee creation of financial statements for Board; review annual budget and make recommendation to Board
- Audit Committee: Recommend external auditor; oversee audit; monitor accounting policies
- Facility Committee: Advise on facility decisions; provide support on facility negotiations; provide references and connections to brokers, etc.
- Compliance Committee: Monitor compliance with local, state, and federal laws governing Alabama Charter Schools and Alabama non-profit corporations.

These standing committees are advisory bodies and will report to the full MPCS Board.

6. Describe how the governing board will provide evidence of its compliance and adherence to the Alabama State Ethics Law, Open Meetings Act, Public Records law, and all other specific state laws referenced in Act 2015-3, if applicable.

MPCS governing board and staff will receive training in the Alabama State Ethics Law, Open Meeting Act, Public Records law, and any other applicable state laws for Charter Schools. Furthermore, the Compliance Committee of the Board and will be responsible for monitoring compliance with these state laws.

7. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Discuss specific steps that the governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

There is a potential conflict of interest with the MAEF board controlling the charter and contracting with the charter to provide executive management services. However, the conflict will be mitigated by having the MPCS board, an independent board from MAEF, negotiate the contract between the entities. The MPCS board will, of course, have

fiduciary obligations to MPCS and not to MAEF. Additionally, as noted earlier, at no point will the MPCS board include a majority of then-current MAEF board members.

8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added? How will vacancies be filled? What are the priorities for recruitment of additional board members? What types of orientation or training will new board members receive, and what type of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.

Current and Future Board: The MAEF board has formed an initial MPCS board of three members: Henry O’Connor, Robert McGinley, Jr. and Mark Spivey. These officers of MPCS will then focus on recruiting up to four additional board members. By January of 2017, the MPCS board will grow to at least five members to support the many start-up activities of the school. By school opening, the board will grow to at least seven members and meet the following minimum requirements: (1) 20 percent of the board will include current or former parents of the school and (2) the majority of board members will not be current members of the MAEF Board. Given the current make-up of the board, preference for board spots will be given to community representatives and parents who have public school administrative experience and/or un-affiliated with MAEF to ensure a diversity of perspective and impact.

Vacancies: Vacancies to the board will be filled no later than annually by a recommended slate from the MPCS nominating committee and approved by the MAEF board.

MPCS Board Responsibilities and Training:
The MPCS Board will meet at least six times per year. The responsibilities of the MPCS Board include, but are not limited to, the following:

- Strategic planning
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the MPCS facility arrangements and plans
- Hire the Chief Executive Officer, and approve hiring of the Accel Principal
- Oversee and evaluate the Chief Executive Officer’s performance related to MPCS
- Hire Accel Day and Evening Academy employees upon recommendation of the Chief Executive Officer and the Chief Operating Officer
- Employee discipline and dismissal upon recommendation of the Chief Executive Officer
- Approve MPCS Board Policies

The MPCS Board will comply with all federal, state and local laws that are applicable to start-up public charter schools and nonprofit corporations operating Alabama charter schools, including but not limited to the Alabama State Ethics Law, Open Public Meetings Act, and Public Records Law. MPCS will develop a conflict of interest/ethics code. It will also

retain its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

The MPC Board will attend an annual in-services for the purposes of training individual board members on their responsibilities, with topics to include at minimum Alabama State Ethics Laws, Conflicts of Interest, Open Public Meetings Laws, and effective charter school governance practices. Experienced members will mentor new MPC Board members during their first year. Additionally, training will be provided twice per year on topics such as Accel's academic model, school administration, finance, facilities, effective governance, legal governance and more. Providers of the training will include MAEF leadership and external experts as necessary.

Advisory Bodies

Describe any advisory bodies or councils (e.g., parent and educator councils) to be formed, and include the roles and duties of any such body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Accel's Parent Advisory Council will be comprised of 10-15 current parents of Accel students. Parents will be invited to join the advisory council upon the request of the school principal, who will take advice for faculty and staff. Care will be taken to ensure parents are represented from across the three phases of the school (Foundation, Preparation, and Accel). This advisory council will meet quarterly and be chaired by the parent representatives of the MPC board. The purpose of this board is to (1) create a formal structure for dialogue and feedback between parents and Accel's leadership, including MPC board and school principal, (2) to provide a formalized structure to engage parents in the activities of the school, and (3) to form and lead a broader Parent Teacher Organization, which connects parents with the educators of Accel.

Accel's Parent Advisory Council will report directly to MPC Board to ensure the concerns of parents are taken into consideration when making administrative decisions.

Staffing

Staff Structure

Provide, as an **attachment (Attachment 17)**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:

- a. Year 1 positions as well as positions to be added in future years.
- b. Administrative, instructional, and non-instructional personnel.
- c. The number of classroom educators, paraprofessionals, and specialty educators.

d. Operational and support staff.

See attachment 17

Explain how the relationship between the school’s leadership/administrative team and the rest of the staff will be managed.

The relationship between the MPCS Leadership Team and the rest of the staff will be a very collaborative one. The school “Leadership Team” consists of the Principal, the Lead Teacher, and AMP Director. This leadership team will meet weekly to discuss, monitor, and track the major strategy of the school. Leadership Team members will provide updates from each of their departments (teachers, counselors, administrative) and establish shared plans for moving the school forward. These leadership team members will then cascade the ideas/decisions and seek input from the rest of the staff. Each leadership team meeting will have a specific agenda available through Google drive and the notes of the meeting will also be made available on the Google drive for all staff to review. A summary of the leadership team notes will be provided to the entire staff within 24 hours of the meeting.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as an **attachment (Attachment 18)**, any personnel policies or an employee manual if developed.

Employees of Accel will receive an annual employment contract, which outlines their terms of employment annual pay, supervisor, and job description. This contract will be renewed every year and represents the defined expectations between employee and employer. An example of the sample contract can be found in attachment 18.

2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.

MAEF Public Charter School’s Salary Schedule

	Salary Range	Salary Benefits
Principal	\$75,000-\$115,000	Standard Benefits*
AMP Director	\$50,000-\$65,000	Standard Benefits*
Lead Teacher	\$50,000 – \$65,000	Standard Benefits
Teacher	\$35,000- \$60,000	Standard Benefits
Counselor	\$40,000 - \$60,000	Standard Benefits
Registrar/Admin. Assistant	\$25,000 – \$45,000	Standard Benefits
Custodian	\$20,000 - \$30,000	No Benefits (Contractual Staff)

Security	\$20,000 – \$30,000	No Benefits (Contractual Staff)
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***Standard Benefits are defined as the Alabama State PEEHIP Medical Program and participation in the State of Alabama Teacher Retirement System.**

The school will focus on retaining high-performing educators through a two-prong strategy. First, Accel will establish opportunities for teacher leadership. As a small, close-knit team, teachers will be provided ample opportunities to design classes and offer expeditionary learning activities that align to the school’s mission and general interest of the student body. This opportunity to design, create, and lead will foster a teaching environment, which makes every high-performing educator feel meaningful. Additionally, teachers will have the opportunity to practice school level leadership by directing and chairing such important teams as the Problem-Solving Team (PST), Student Success Team (SST), Accel Pride Team (building school-wide culture and discipline), and the Instructional Leadership Team (overseeing curriculum development and implementation). These opportunities for school-level leadership will provide aspiring educators practice in roles of increasing leadership. As a second prong, Accel will retain high-performing educators by creating a climate of high psychological safety. Teachers will provide 360 Degree reviews of school administrators and executives to identify areas where greater support or improvements can be made. School leaders will be evaluated on the degree to which teachers find them to be responsive and supportive to teachers and students. Additionally, teachers will have the opportunity to voice their opinion through faculty meetings, anonymous questionnaires, and culture and climate surveys.

3. Describe the proposed school’s strategy, plans, and timeline for recruiting and hiring the teaching staff. Explain other key selection criteria and any special considerations relevant to your school design.

The Accel Day and Evening Academy will hire a diverse and well-trained staff comprised of the best teachers available. We will achieve this goal by conducting a high-quality teacher recruitment process. Accel will search for teachers who (1) have a strong belief that all students can be successful, (2) a genuine interest and track record of working with at-risk youth, and (3) an exposure to technology and blended learning in the classroom.

Accel will recruit by using the internet to advertise its positions to its more than 4,000 current and former educators in the MAEF constant contact database. We will also advertise online through social media and sponsored advertisements. Accel will also maximize its strong partnerships with the University of South Alabama College of Education, Springhill College, and University of Mobile to advertise open positions to current and former students.

Interview Process: Accel will use a five step interview process:

1. Online Application: Candidates will complete an application and upload a resume.
2. Phone Screening: Promising candidates from the resume screening process will conduct a phone interview to determine their fit in the three areas of Accel’s

employment focus – (1) strong belief that all students can be successful, (2) interest and track record working with at-risk youth, (3) exposure to blended learning.

3. Lesson Plan Submission: Promising phone candidates are invited to submit a lesson plan with blended learning components in advance of their interview day. This lesson plan will demonstrate the teacher's ability to develop strong instructional plans, which utilize blended learning components.
4. Interview Day: Final candidates will participate in a half-day long interview process, which includes small-group conversations to determine the teacher's cultural fit and shared beliefs, interviews with the school's hiring team comprised of the (Chief Operating Officer or Chief Executive Officer, School Principal, Lead Teacher, and AMP Director), and teaching 20 minute sample lesson using the lesson plan submitted during step 3.
5. Background Check: Top candidates are then screened for background check and reference checks in accordance with Alabama Law for school teachers.

Hiring Roles and Responsibilities: The MAEF Director of Human Resources will be responsible for managing the five-step interview process. The school principal will conduct the phone screening. The final decision for hiring of teachers will be upon the recommendation of the Principal and the approval of the MAEF Chief Operating Officer or Chief Executive Officer.

Hiring Timeline:

- Charter Approval – October 2016
- Advertising Positions online and social Media – January 2017 through March 2017
- Host Interview Day April 2017
- Select founding teaching team – April 2017

4. Act 2015-3, Section 9. (e)(1).
Provide an assurance that public charter schools shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. In accordance with subsection (a), teachers in public charter schools shall be exempt from state teacher certification requirements.

- Approaches to earning Alabama Educator and/or Leadership Certification for individuals working in conversion public charter schools or start-up public charter schools are the same as those for individuals in the public local education agencies of Alabama.
- After approval of a public charter school, a certification specialist at the Alabama State Department of Education (ALSDE) will be available to help the school's human resource department to provide assistance with certification approaches and/or questions just as they do with local education agencies and registered private schools in Alabama.

Accel Day and Evening Academy shall comply with all applicable federal laws, rules, and regulations regarding the qualifications of teachers and other instructional staff. We acknowledge that, after approval, Accel teachers shall be exempt from state teacher certification requirements. Furthermore, we acknowledge that the approaches to earning Alabama Educator and/or Leadership Certification shall be the same as those for individuals in the public local education agencies in Alabama.

5. Outline the school's procedures for hiring and dismissing school personnel.

Accel Day and Evening Academy will follow the following procedures for hiring and dismissing school personnel.

Hiring Procedures:

- Advertise position (minimum of five days)
- Conduct interview process (including background and reference checks)
- Select most qualified applicant
- Offer position
- Complete hire contract and review HR Handbook

Dismissal Procedures:

- Employees will receive annual contracts for employment.
- Applicable employees have the right to join employee unions or associations to represent their interests.
- Accel Day and Evening Academy will employ a progressive discipline policy according to the following format:
 - 1) Verbal warning:
 - a. For minor infractions, there may be multiple verbal warnings.
 - b. For serious infractions, there may be possibly only one verbal warning.
 - c. For major infractions, there may be no verbal warning; it may be an immediate written warning and/or recommendation of dismissal.
 - d. For willful misconduct, there may be no verbal warning or written warning, there should be an immediate recommendation of suspension or termination by the MAEF Human Resources Department.
 - 2) Written warning:
 - a. For minor infractions, there may be multiple written warnings.
 - b. For serious infractions, there may be possibly only one written warning.
 - c. For major infractions, there may be no written warning; it may be an immediate recommendation of dismissal.
 - d. For willful misconduct, there may be no verbal warning or written warning, there should be an immediate recommendation of suspension or termination by the MAEF Human Resources Department.
 - 3) Final warning:
 - a. For minor, serious and major infractions, there will be a referral to MAEF Human Resources for review for a written final warning and possible conference.
 - b. For willful misconduct, there should be an immediate referral to Human Resources for review for suspension or termination.
 - 4) Suspension:
 - a. For minor, serious, major or willful infractions there is a referral to MAEF Human Resources for review for suspension or termination.
 1. Suspensions are for a period of time that is up to thirty (30) days:
 - 5) Termination:
 - a. In all instances where there is a recommendation for termination, there is a referral to MAEF Human Resources.

6. Include a statement acknowledging the school’s understanding of the ALSDE, Educator Certification Section, criminal history background check process and, if approved, the school’s plan to comply with this process. Information can be found at www.alsde.edu/EdCert (Background Clearance).

Act 2015-3, Section 9(d)(1).

Public charter schools shall be subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and criminal background checks applicable to other public schools in the state except as otherwise specifically provided in this Act.

Accel Day and Evening Academy acknowledges an understanding of the ALSDE, Educator Certification Section, and criminal background check process. Accel Day and Evening Academy agrees to comply with this process. Furthermore, Accel shall be subject to the same civil rights, healthy, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and critical background checks applicable to other public schools in the state, expect as otherwise specifically provided in this act.

7. Explain how the school instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year. Provide, as an **attachment (Attachment 19)**, any leadership evaluation tool(s) that already exist(s) for the school.

Supporting, developing, and evaluating school leaders/administrators is a critical focus for ensuring the school meets its educational mission. Because it is such a crucial component, Accel is committed to using a research-based principal leadership framework to provide the most rigorous and reliable assessment of principal effectiveness. Accel will use the New York City Leadership Academy’s Rubric. This rubric is used to identify whether leaders are *meeting, progressing toward, or not meeting* standards. Expectations are focused on observable actions rather than theoretical concepts. Given the large range of leadership functions necessary to successfully lead this innovative learning environment, the New York City Leadership Academy’s Rubric provides the most comprehensive framework aligned to Accel’s school model.

The evaluation criteria are:

1. Personal Behavior
2. Resilience
3. Communication
4. Focus on Student Performance
5. Situational Problem-Solving
6. Learning
7. Accountability for Professional Practice
8. Supervision of Instructional and Non-Instructional Staff
9. Leadership Development
10. Climate and Culture
11. Time/Task/Project Management
12. Technology

This rubric is designed to be used as basis for ongoing evaluation for aspiring principals. The Chief Operating Officer or Chief Executive Officer will conduct at least three observations using the rubric annually. After each evaluation, the COO or CEO will meet with the administrator, discuss findings, and identify additional supports or actions to take to improve principal effectiveness. A beginning observation and final observation will be a part of the formal evaluation process. In addition to feedback from this rubric, school leader feedback will include data collected through student and teacher surveys. Finally, the evaluation will include the degree to which the school met its performance management goals as outlined in this charter. These three elements will form the basis of a composite evaluation of effectiveness.

8. Explain how educators will be supported, developed, and evaluated each school year. Provide, as an **attachment (Attachment 20)**, any educator evaluation tool(s) that already exist(s) for the school.

The MPCs administrative team is responsible for the performance and development of the rest of the school faculty. To accomplish this goal, it will use the Danielson Framework for Teaching. Developed by Charlotte Danielson, it is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The Framework for Teaching is a nationally validated instrument; that is, studies have shown that teachers who receive higher ratings on their evaluation produce greater gains in student test scores. It has been used in numerous states, including Oregon State, Washington State and New York State, as the basis for their teacher evaluation systems. The framework is comprised of four critical domains (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. The Danielson Framework for Teaching will be used to by the school administrator to provide feedback and evaluations of teaching. The school leader will conduct two announced visits (one early in school year and another later in the school year). He/she will also conduct an unannounced visit.

In additional to feedback using the evaluation tool, educators will be supported and developed to be effective educators in an highly personalized and blended learning setting through an individualized professional development plan. This plan will follow the following steps:

1. Identify areas of improvement in teaching practice using the Danielson Rubric
2. Select an area of focus in partnership with the school leader
3. Identify international and national best-practice research and evidence in this area
4. Develop a learning plan and develop a professional development plan and accompanying budget to build knowledge and skill in this particular area
5. Define evaluation measures to track improvement in this area of focus
6. Include these evaluation measures and professional reflection as a component of the annual evaluation.

The goal of this professional development plan is to focus improvement on core skills, provide tested and proven practices to improve these skills, and establish and track measurable indicators of growth on these areas of improvement.

9. Explain how the school intends to handle unsatisfactory instructional leadership/administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Addressing Unsatisfactory Performance: Any instructional leader or educator rated as not meeting standards must develop a mandatory performance improvement plan with their supervisor. This performance improvement plan must clearly state the current unsatisfactory performance and define an action plan to reach satisfactory performance. The performance improvement plan must then be signed by both parties. A review of progress toward this action plan will be conducted bi-weekly for a period of three months. If performance becomes satisfactory, the performance improvement plan is nullified. However, if performance continues to not meet expectations, a formal warning letter will be placed into the employee file. If after an additional three-month period the performance continues to be unsatisfactory, the supervisor will recommend termination. The final decision will be made by the Chief Executive Officer and will be subject to Board Approval.

Addressing Changes and Turnover: Building educator capacity is a key to the long-term sustainability of Accel. To achieve this goal, Accel will operate using key teams who share decision-making. These teams will include the School Leadership Team, Instructional Leadership Teams, Problem-Solving Team, and Phase Level Teams. The use of teams will enable multiple staff members to be cross-trained in the core functions of the school and increase the sharing of knowledge and expertise. Additionally, Accel will focus on promoting staff from within the current organizational structure. New leadership roles will be opened to internal candidates first, before extending to outside candidates to promote the development and retention of high quality staff.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

To run a successful student-centered learning model, high-quality professional development will be critical to its operations. Professional development for school administrators will be led by the MAEF Chief Operating Officer. For teachers and counseling staff, professional development will be arranged and led by the principal (the instructional leader) with support from the school's lead teacher (instructional focused PD) and/or AMP Director (counseling and social/emotional focused PD).

2. Discuss the components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The focus of Accel's model hinges on three critical areas (1) effective blended instruction,

(2) rigorous instruction that builds critical thinking, and (3) supporting the social and emotional development of youth. Professional Development at Accel will focus on these three critical components:

- **Effective blended learning instruction:** All Accel teachers will engage in weekly professional development on effective blended learning instruction. During common planning time, teachers will work in teams to learn new elements of the Apex Learning Platform. Teachers will also deepen their knowledge of effective blended learning instructional strategies by using carefully developed video lessons of effective blended learning practices produced by two nationally renowned blended learning organizations- Better Lesson and the Highlander Institute. During these weekly common planning sessions, one day of professional development will be focused on the Apex Platform and another day on the effective use of blended learning strategies.
- **Forming a strong instructional framework for Success and Studio Classes:** Success Class and Studio teachers (who will be providing direct, in-person based classes) will further hone their instructional skills around the Jobs for the Future Common Instructional Framework. Developed for the use of schools across the country with the same focus as Accel, this framework focuses on six core instructional strategies that build critical thinking skills: (1) collaborative group work, (2) writing to learn, (3) scaffolding, (4) questioning, (5) literacy groups, and (6) classroom talk. Teachers will build their skill around these six instructional strategies by targeting a skill monthly, receiving training through on-site and virtual coaching from Jobs for the Future instructional coaches, and receiving feedback from Jobs for the Future coaches and fellow teachers/administrators. These six strategies are strongly aligned to the Danielson Framework for Teacher Evaluation used in the school and will provide a coherent professional development/teacher evaluation and feedback cycle.
- **Developing a safe and supporting learning environment through social and emotional learning:** During monthly day long professional development meetings, all staff will receive professional development on the five social and emotional learning competencies supported by the Collaborative for Academic, Social, and Emotional Learning (CASEL). These competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. All staff (teachers, counselors, and support staff) will learn about these elements of social and emotional learning and focus on how they can reinforce this element in the students from their particular position in the school. Each month will have a social and emotional learning competency focus.

In addition to these three critical areas, individual staff members will be expected to pursue professional development aligned to their job specific duties and performance improvement plans. Such individualized professional development could include such topics as effective teaching of advanced placement or dual enrollment coursework (Accel Phase Teachers), effective project-based instruction (Studio teachers), developing factors that foster resiliency in youth (Accel Counselors), creating a culturally sensitive school climate (all staff), etc.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Accel staff will engage in a two-week professional development retreat prior to school opening. The professional development will focus on the following topics:

Day 1 and 2 – Building a cohesive team – how the Accel faculty can best work together

Day 3 – What does it mean to be a great Accel staff member? – review of performance expectations for each team member, including professional evaluation rubrics and procedures

Day 4 and 5 -All staff training on the instructional framework including an overview of Apex Learning, using the JFF Common Instructional Framework, and CASEL Social and Emotional Competencies

Week 2 – Detailed training on the Apex Learning Platform for teachers; detailed curriculum mapping for Success Seminars and Studio Classes; development of student advisory curriculum by counseling staff and establishment of counseling protocols and monitoring procedures

As a result of this two-week long induction period, teachers will be prepared to teach all courses outlined for the first semester, and the counseling staff will be prepared to provide the intensive coaching and primary support to address the barriers and needs of students in the school.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used.

Accel staff will receive a total of 20 professional development days throughout the year.

These days will include ten days over the summer, and a daylong professional development experience every month. In addition to these 20 professional development days, staff will have a 60-minute weekly common planning time meeting and a 60-minute faculty meeting.

- **Day-long professional development sessions:** During these monthly sessions, faculty and staff will receive targeted professional development in each of the three critical professional development focus areas (1) blended learning, (2) strong instructional framework, and (3) social and emotional learning.
- **Common planning time:** During common planning time, teachers will be assigned to appropriate teams, based upon their instructional focus. These teams will co-plan their lessons, track/monitor student academic progress, and develop instructional action plans for students.
- **Faculty meeting:** This principal led meeting will provide critical weekly updates for staff and provide the opportunity for staff to address strategic and operational issues through ongoing committee work and reports.

Performance Management

The authorizer will evaluate the performance of every school annually and for renewal and revocation purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter contract. The academic performance standards will consider status, growth, and comparative performance based on applicable state, federal, and school-specific measures. The financial performance standards will be based on generally accepted accounting principles for sound financial operation. Additionally, the school shall annually engage an independent certified public accountant to do an independent audit of the school’s finances. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants may propose to supplement the authorizer’s performance standards with school-specific academic or organizational goals.

1. Describe the school’s mission-specific educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.

The vision of the Accel Day and Evening Academy is to re-engage and inspire youth to unlock their academic potential and graduate high school as life-long learners, ready for college, careers, and civic life.		
To achieve this vision, Accel will measure the following mission-specific educational goals:		
Domain	Metric	Target
On-Track to Graduation	% of students earning 6 or more high school credits annually	75% of students earning 6 or more high school credits annually
On-Time Graduation	% of students who graduate on-time (4-year cohort)	50% of students graduate on-time (within 4-years of entering any high school)
6-year graduation rate	% of students who graduate within 6-years of entering high school	80% of students graduate within six years of entering any high school
Graduating College and Career Ready	% of students graduating having earned a workforce recognized credential (as defined by the Alabama State Department of Education) or having earned college credit as measured by 3 or higher on AP Exam or awarding of college credit through dual enrollment	75% of students graduate college and career ready
Rationale for these measures: The central purpose of Accel is to provide an innovative educational model to help youth who are at the greatest risk for not completing high school to graduate college and career ready successfully. To this end, each of the above metrics provides a critical picture of the degree to which the school is meeting its purpose. The on-		

track measure offers an annual snapshot of the percentage of students making adequate progress toward their high school diploma. A goal of 75 percent gives a realistic measure of student performance and takes into consideration the reality that many of the students served by Accel were not on track to graduation prior to enrollment. The on-time graduation measure provides a clear indicator of the percentage of Accel students who are able to catch up with their graduating classes and graduate on time. Since many of the youth served are off-track and have already dropped out, a six-year graduation measure provides the additional time to account for students who are too far off their graduating cohort but are still able to graduate successfully as a result of the school. Lastly, the graduating college and career ready measure aligns Accel’s efforts with the student definition of college and career ready as set out in Plan 2020 and ensures that the majority of graduates meet those graduation requirements.

2. Describe any mission-specific organizational goals and internal and external measures and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.

In addition to the mission specific educational goals and targets, Accel will also work on organizational goals and targets. The following goals will be achieved by Accel as an organization.

Domain	Metric	Target
Academic Achievement	% of students performing proficient on state accountability tests (Aspire, ACT, and WorkKeys)	% proficient on state accountability tests meet or exceeds the state average for that annual administration
Student Attendance	% of students attending school regularly	85% average daily attendance rate or higher
Student Discipline	% of students suspended	15% or less of students receiving an out of school suspension
School Climate	% of students reporting that the climate of Accel is positive and conducive for learning	90% or greater
School Climate	% of parents reporting that the climate of Accel is positive and conducive for learning	90% or greater
School Climate	% of teachers reporting that Accel’s climate is positive and conducive for teaching and learning	90% or greater
Retention Rates	% of students remaining enrolled	80% or greater

Enrollment	% of targeted enrollment met	90% or greater
Overaged/Undercredited Enrollment	% of youth enrolled in Accel who are overaged and undercredited	50% or greater
Enrollment of dropouts	% of youth enrolled in Accel who have previously dropped out of high school	25% of greater

Rationale for these measures:

- The academic achievement measure ensures that Accel students are expected to meet the same rigorous high-testing expectations as any other high school in the State of Alabama. The goal is that Accel students perform as well as any other Alabama high school students on average on required tests, despite the students' initial academic disadvantage.
- Student attendance and discipline are both critical measures of school performance. Because this population of youth tend to have chronic attendance and behavior challenges, each of these goals allow for 15% of the population to have chronic attendance or behavior challenges.
- The school climate indicators will be collected through school climate surveys administered to students, teachers, and parents. Accel's goal of 90% of favorable ratings on school climate among these three audiences will represent the minimum standard.
- Retention rates are critical measure of program success. Since many students have historically been behind in high school, Accel will work to maintain at least 80% of those enrolled in the school until they meet their graduation goals.
- Meeting targeted enrollment numbers will ensure the school is meeting its mission and can remain financially viable. The school will consider enrollments or at least 90% of its target a minimum standard of acceptance.
- Since the school is designed to serve overaged/undercredited and dropout youth, enrollment of these special populations will be tracked and should represent 50% or greater in the case of overaged/undercredited students and 25% or greater in the case of dropout students.

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

The Apex Learning Platform will drive interim assessments of learning for most courses. Each course will include unit tests. Successful performance on unit tests will indicate progress towards course completion. Students must make a passing grade of a C or higher on any unit test before continuing on in the course. These unit assessments align directly to the Alabama Course of Study for all courses. The Apex Learning Platform instructional management system will provide teachers with continual progress reports on students' performance, as well as identify specific standards needing additional teaching or remediation.

Success and Studio courses will use teacher created interim assessments aligned to a core skills rubric developed for that course. These rubrics will be based upon the Alabama Course of Study and the key state standards for that course. Students must perform proficiently on each core skill to successfully complete the success or studio course.

4. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Accel will use a comprehensive assessment system to monitor student progress at the individual, cohort, and whole school level. Each student's performance on courses in the Apex Learning Platform will be continually available for individual teacher and school level administrative review through the Apex Learning Management System. Additionally, performance on projects and assignments in success and studio classes will be available through the student's Google powered personalized learning plan. Through these platforms, students, teachers, and administrators will have 24-hour access to current student performance data. This will allow students to monitor their own performance and give teachers usable and actionable data to direct instruction.

Each week, during common planning time team meetings, blended learning teachers will review performance of all students and identify students in need of additional support. Specific blended learning teachers will then be assigned to follow-up with these students and provide scheduled 1:1 or small group teaching. Furthermore, during this same common planning time, studio and success class teachers will identify students not meeting proficiency on assignments and develop an individualized plan to meet their needs. By so doing, teachers will be able to differentiate instruction on a weekly basis. Additionally, at the school-wide level, students not on track in their courses will be reported to a school-level Problem Solving Team comprised of the principal, lead teacher, AMP Director, and counseling staff. These staff will coordinate with teachers to address the barriers to students' academic achievement. Finally, during monthly professional development days, phase level teachers and counselors will discuss, monitor, and action plan for students in each phase (grade-level) who are on-track or off-track.

The efforts to collect and review these data will be supported by a School Data Team led by the school guidance counselor, lead teacher, and AMP director who will be responsible for ensuring data reports are compiled, updated, and shared with faculty and staff in time for common planning time meetings, problem solving team meetings, and phase-level meetings.

5. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

The lead teacher, under the direction of the principal, will take the lead in interpreting data for classroom educators and developing appropriate action plans and professional development based upon these data. This lead teacher will have a reduced teaching load to enable him/her to take on these additional data and instructional coaching duties.

6. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.

Accel Day and Evening Academy will use the Datawise Improvement Cycle as its framework for analyzing, interpreting, and using performance data to improve student learning. Based on the book *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, this approach builds upon an 8-step process for using a wide range of data sources to improve instruction. As a result of this training, Accel staff will be able to use the Datawise Improvement Cycle to create a school wide culture of data-based inquiry and collaborative action.

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

This performance management framework will be reviewed and evaluated by the MAEF Administrative Office. The MAEF Chief Operating Officer will conduct quarterly data meetings, which report on the current performance on measures outlined above. At the end of each quarter, the MAEF Chief Operating Officer will lead the school faculty and staff on a facilitated after-action review of the quarter to identify what goals were intended, what actually happened over the quarter, and what were the reasons for differences. In areas where performance did not meet the established expectation, the faculty and staff will develop a performance improvement plan to be implemented with specific timelines and responsibilities assigned to key personnel. Additionally, the Chief Operating Officer will meet weekly with the school's leadership team to track progress on the goals for that quarter and recommend adjustments in real time. Drivers of performance improvement and root causes analysis will be used to determine the appropriate action to improve performance; such action could include additional training, more personnel, increased accountability, or new processes to improve performance.

Facilities

If the school is seeking to utilize an existing public school facility made available by the charter authorizer, complete Part A and Part B. If the school intends to identify and operate in an independent facility, complete only Part B.

Part A. Existing Public Facilities (if available)

1. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

Plan to operate in an independent facility. See Part B

2. List anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following:

Type of Anticipated Specialty Classrooms	Number	Number of Students to be Accommodated at One Time
a. Science lab		
b. Art room (with or without kiln)		
c. Computer lab		
d. Library/media center		
e. Performance/dance room		
f. Auditorium		
g. Other (please list)		

3. List anticipated administrative/support space needs, including the anticipated number of the following:

Anticipated Administrative/Support Space Needs	Number
a. Main office	
b. Satellite office	
c. Work room/copy room	
d. Supplies/storage rooms	
e. Educator work rooms	
f. Other (please list)	

4. List which, if any, of the following are essential to fulfillment of the school's athletic program:

Type	Check if Essential
a. Gymnasium	
b. Locker rooms	
c. Weight rooms	
d. Field(s) (football, soccer, multi-purpose)	
e. Baseball/softball field	
f. Other (please list)	

5. Identify any other significant facilities needs not already specified, including:

a. Playground
b. Large common space for assemblies and other large-group meetings
c. Other special considerations (identify and explain)

6. Does the applicant have specific desired location(s) different from those being made available by the authorizer? Yes _____ No _____
 If Yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	
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7. Is the applicant willing to share a facility with another school? Yes _____ No _____
If so, identify by school name and/or neighborhood (you may add rows to the table as needed)

Desired School Name and/or Neighborhood:	
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8. Please identify funding sources to be used for facility upgrades and/or new construction.

Funding Source(s) for Facility Upgrades and/or New Construction:	
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9. Discuss contingency plans in the event you do not receive a facility from the authorizer.

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Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, and financing. If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide proof of the commitment as an **attachment (Attachment 21)**. Briefly describe the facility including location, size, and amenities. Provide, as an **attachment (Attachment 22)**, supporting documents providing details about the facility, as needed. Public charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, applicants must be prepared to follow applicable city planning review procedures. **NOTE:** Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.

MPCS is partnering with White-Spunner Realty to identify viable locations for the Accel charter school. It is also collaborating with Holmes Architects to prepare renovation plans and cost estimates for the facility.

As described in the educational design, Accel will serve approximately 150 students in the day and 150 students in the evening. Thus, at any given time, 150 students will need to be accommodated in the space during the first year.

To meet its educational mission, Accel will need the following minimum facilities requirements:

- Three computer labs of 50 computers a piece to be used continually during the day and evening.
- Four to six classrooms to support success seminars, learning studios, or onsite dual enrollment courses.
- A cafeteria/common area that seats 50 to 100 people

- An onsite food warming space to serve 50-100 meals at any time.
- Office space for 10 staff members (cubicles could be employed)
- One large multipurpose room (used for board meetings/faculty meetings) and two small conference rooms
- Approximately 15,000 square feet (100 square feet per student Year 1 to 75 square feet per student Year 5).

See attachment 21 and 22 for details on a prospective facility.

Start-Up & Ongoing Operations

1. Provide, as an **attachment (Attachment 23)**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.

See attachment 23

2. Provide, as an **attachment (Attachment 24)**, the school's plan for all transportation (including field trips, extra-curricular and co-curricular activities, food services, and all other significant operational and auxiliary services).

Transportation:

In a diverse school, serving families across the region, some families of Accel students will have the means to get their children to school, while others will not. Accel will use its transportation budget to provide transportation support to its at-risk students – those who need it the most. We plan to locate the school close to the students without means to get to school and as close as possible to the interstate and public transit lines.

Additionally, we are prepared to provide transportation options based on the specific needs of our students. We are committed to locating our facility near a public transit bus line. We will provide discounted or free Wave transit bus passes to the students who are eligible for free or reduced-price lunch. When necessary, we will also contract with a bus company to provide transportation to any extra-curricular events.

Food Service:

Accel will provide lunch to students daily through its own cafeteria. It will provide snacks for students participating in the evening program. Accel will comply with all federal, state, and local laws for food safety and handling in schools.

3. Provide the school's plan for safety and security for students, staff, facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Safety and Security: A safe environment is crucial to ensure the school meets its mission. Accel will adopt and implement a complete set of health, safety and risk management policies.

Background Checks: Employees and contractors at Accel will be required to complete a fingerprint and criminal background check.

Health: Accel will follow all laws required for health testing, immunization, and students with specific medical conditions. All employees will be CPR/First Aid trained.

Emergency Preparedness: Accel will develop and comply with an Emergency Preparedness Plan designed specifically to the needs of the school site and in conjunction with law enforcement and the Fire Marshall. This plan will include but not be limited to the following emergency situations: fire, tornado, weapon on campus, and active shooter. The Plan will also include emergency contact numbers, procedures for various types of emergencies, roles and responsibilities, emergency response teams, and evacuation maps. All Accel faculty and staff will be trained on this site-based safety plan.

Facility Safety: Accel’s school site will be fully compliant with the International Building Standards Code. It will test sprinkler systems, fire extinguishers, and fire alarms annually. The school will conduct fire drills at least twice per year.

Security: The building will have an alarm system and the school’s Leadership Team (CEO, COO, Principal, Lead Teacher, and AMP Director, and Office Manager) will have keys to the building and ensure it is locked and armed each night. Every adult in the Accel building will help ensure the building is safe for students. Furthermore, Accel will contract with Mobile Police Department (MPD) officers to provide security during the evening hours of the school. MAEF has a track record of providing these services through the MPD for its EEOP school and will continue to use this tested method. To date, since EEOP’s opening in 2009, no incident has taken place at the evening school.

4. Provide, as an **attachment (Attachment 25)**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

See Attachment 25

Operations Capacity

1. Describe the applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing.
 - Professional development.
 - Performance management.
 - General operations.
 - Facilities management.

The applicant team for Accel boasts nearly a century of combined years of experience in public education. The staff team is comprised of Mrs. Carolyn Akers, the founding Chief Executive Officer of the Mobile Area Education Foundation with over 25 years at the helm of MAEF; Dr. Jeremiah Newell, Chief Operating Officer of MAEF and the founding developer and director of the Evening Educational Options Program, upon which Accel is based; and Dr. Harold Dodge, the former Superintendent of Mobile County Public School System. Founding MAEF/MPCS board members Rob McGinley, Henry O’Connor, and Mark Spivey further support this staff team. Finally, it is augmented with the support of Marietta Urquhart, an experienced corporate realtor for White-Spinner Realty.

Staffing: The founding staff team has extensive experience in securing a strong staff to lead organizations. With a combined total of 75 years of administrative experience in recruiting, hiring, and retaining high quality staff in both the non-profit and public school sectors. This team is well aware and adept at applying national best practices for finding, selecting, developing, and retaining quality talent. The team is also abundantly aware of State of Alabama employment laws as it relates to non-profits and public schools. This experience will enable this staff team to meet its staffing goals and recruit a team that can execute Accel's mission.

Professional Development: The founding staff team includes two experienced school directors who have developed and led professional development efforts across whole schools and districts. Dr. Dodge and Dr. Newell both have experience employing cutting edge professional development practices to build teacher efficacy and increase student achievement. Their experience includes professional development in urban, suburban, and rural settings. Furthermore, Dr. Newell has experience designing and implementing professional development for schools like Accel, which are targeted to serve overage/undercredited or dropout youth.

Performance Management: The staff team has extensive experience using performance management to drive improvement. Mrs. Akers has used the balance scorecard to track and measure MAEF's performance. Dr. Dodge employed the Baldrige Improvement framework district wide in Mobile County. As a result, the number of schools meeting Adequate Yearly Progress grew from 27% to 86% over a given year period. Dr. Newell led the development of the State of Rhode Island's Statewide Strategic Plan for Pre-K through 12 education using a cutting edge statewide data management system to track and monitor progress along these measures. He currently provides performance management strategic services to a number of schools and districts nationally and internationally. Furthermore, he developed the performance management system for the Evening Educational Options Program, which drove the school to over 500 overaged/undercredited graduates in the last six years.

General Operations: The Mobile Area Education Foundation's operations are led by Carolyn Akers who has successfully raised more than \$25 million dollars in local and national funding over the last 25 years to support public school efforts. Its communications office boasts a database of nearly 4,000 contacts who stay abreast of MAEF's efforts. It annually connects over 1,200 partners in education to schools across the community. In its 25 years, it has never had a poor audit of its financials. This successful operational capacity will serve as a firm foundation for the launch and implementation of the Accel Day and Evening Academy.

Facilities Management: As Superintendent of Mobile County Schools, Dr. Harold Dodge has presiding over nearly 100 school facilities in Mobile County alone. His knowledge of school building requirements, procedures, and building approval processes in the State of Alabama will prove invaluable to ensuring we select and renovate a building which meets the requirements of the laws for the State of Alabama. Additionally, Marietta Urquhart's nearly 15 years of experience in corporate real estate will provide the perfect blend to identify a building facility, which meets the unique and nontraditional needs of the Accel Day and Evening Academy.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Since this is the first charter school for MAEF and its subsidiary MAEF Public Charter Schools (MPCS), it has had limited experience in facilities acquisition. However, to augment this capacity, MAEF has partnered with White-Spunner Corporate Real Estate, who has extensive experience with facilities acquisition and management. Additionally, it has partnered with Holmes Architects, who has built and renovated numerous public schools in the State of Alabama to support provide the necessary technical expertise to ensure an appropriate facility for Accel Day and Evening Academy is found. Lastly, Dr. Harold Dodge who has led over two dozen public school building projects as Superintendent will provide staff level technical expertise to the MAEF and MPCS team.

Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

Financial Plan

Overview:

MAEF Public Charter Schools will contract with its parent organization, the Mobile Area Education Foundation to manage the finances of Accel. MAEF's experienced team has managed the finances of the organization for the past 8 years and has sophisticated systems and policies for effectively managing charter school finances. It has experience managing federal, state, and local grants from such fund sources as the Mobile County Public Schools, National Science Foundation, U.S. Department of Labor, National Academy of Sciences, and U.S. Department of Education. MAEF has maintained a clean audit over the last 24 Years.

MAEF's current Finance Team includes:

- Chief Financial Officer
- Payables/Receivables Manager
- Financial Auditor

Financial Planning:

The CFO will work with Accel school leaders to plan and monitor the budgets. In monthly meetings, the CFO will train the school leader on financial management, analysis of budget versus actuals, variances, and cash monitoring. This will be a very collaborative relationship where the school leader has significant ownership over the school-site budget and a strong partnership with an experienced expert to ensure success.

After the CFO and the school leader create budgets, they are reviewed with the CEO, COO, and the joint finance committee of MAEF and MAEF Public Charter Schools Boards. Then the budget is taken to the full MAEF Public Charter School Board at a public Board meeting for approval. Budgets are revised once a year, in the Fall. In addition to presenting the one-year budget in detail, the CFO also presents a multi-year model for context and planning.

Systems:

MAEF uses a QuickBooks-based accounting system. The system allows us to track all revenue and expenses individually and includes multiple customizable options for tracking specific targeted funds such as federal funds or transportation. Independent Financial Auditor completes monthly review of financials, completes monthly reconciliations and prepares all monthly financial statements. MAEF partners with Advanced Payroll, an online Human Resources expert, for payroll and managed benefits administration.

Policies:

MAEF maintains tight internal policies. The Board of Directors of MAEF Public Charter Schools will review the following policies and procedures to ensure the most effective use of the funds of Accel to support its mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

Overview:

1. The MAEF Public Charter Schools Board of Directors formulates financial policies and procedures, delegates administration of the policies and procedures to the CEO, the Chief Operating Officer, and Principal of the school site, and reviews operations and activities on a regular basis.
2. The CEO, CFO, and COO have responsibility for all operations and activities related to financial management of MAEF Public Charter Schools. The Principal of the school site has responsibility for all operations and activities related to financial management at the school site.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
5. The MAEF Public Charter School's Board of Directors will commission an annual financial audit by an independent third-party auditor who will report directly to it. The MPCS Board will approve the final audit report, and a copy will be provided to the Alabama Charter School Commission. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the MPCS Board of Directors and the Commission.

Annual Financial Audit

1. The MPCS Board of Directors will annually appoint an audit committee by January 1 to select an auditor.
2. Any persons with expenditure authorization or recording responsibilities within Accel may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit will follow the State of Alabama standards and shall include, but not be limited to:
 - a. An audit of the accuracy of the financial statements
 - b. An audit of the attendance accounting and revenue accuracy practices
 - c. An audit of the internal control practices

Financial Reporting

1. In consultation with the CEO, CFO, COO, and Principal, the financial team at MAEF will prepare the annual financial budget for approval by the MPCS Board of Directors. The budget may be revised twice each fiscal year, usually in March and November.
2. The financial team at MAEF will submit a monthly balance sheet and monthly revenue and expense summaries to the CEO, COO, and Principal including a review of the discretionary accounts and any line items that vary over or under 10% of the

approved budget. The report will be reviewed at the Finance Committee meeting and the scheduled MPCS Board meeting and action will be taken, if necessary.

3. Each month, the MAEF financial team will prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.
4. The financial team at MAEF will provide the CEO, COO, Principal and/or Board of Directors with additional financial reports, as needed.

Purchasing

1. The CEO, CFO, and COO may authorize expenditures and may sign related contracts within the approved budget. The MPCS Board of Directors must approve expenditures that would result in a budget variance of \$25,000 of the specific budget line item.
2. The MPCS Board of Directors must approve contracts over 5% of operating expenses, with the exception of contracts as approved in the adopted budget. Contracts below 5% of operating expenses must be approved by the CEO, COO, or the CFO.
3. The CEO, COO, and CFO must approve all purchases. When approving purchases, the CEO, COO, and CFO must:
 - a. Determine if the expenditure is budgeted
 - b. Determine if funds are currently available for expenditures (i.e., cash flow)
 - c. Determine if the expenditure is allowable under the appropriate revenue source
 - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 - e. Determine if the price is competitive and prudent. All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Every two weeks, the MAEF Finance Team will prepare a list of recent transactions for approval by the CEO, COO, or CFO.
5. Any individual making an authorized purchase on behalf of Accel must provide the MAEF Finance Team with appropriate documentation of the purchase.
6. Individuals who use personal funds to make unauthorized purchases may not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e., consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The CEO, COO, and/or CFO may also require that contract service providers list the School as an additional insured.
3. The CEO, COO, and/or CFO will approve proposed contracts in writing.
4. Contract service providers will be paid in accordance with approved contracts as

work is performed.

Bank Check Authorization

1. All original invoices will immediately be forwarded to the CFO for approval.
2. The CFO will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to the Bookkeeper with the invoice. The Bookkeeper will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. In the case that a purchase is not in the approved budget, the CFO will consult the CEO or COO before approving the expense.
4. Once approved by the CFO, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to the Bookkeeper on at least a weekly basis. The Bookkeeper will then process the invoices with sufficient supporting documentation.
5. Monthly, the CFO will prepare a list of recent transactions for approval by the CEO or COO.

Bank Checks

1. The CEO and CFO will be authorized to open and close bank accounts. The two overseeing Board Members (the CEO, Board Finance Committee Chairperson and Chairperson of the Board) and CFO may sign bank checks within established limitations.
2. The CFO will ensure that payments from private funds are drawn on the appropriate bank account.
3. The CFO and CEO, and COO will be responsible for all blank checks and will keep them under lock and key. Blank checks will reside at the MAEF offices.
4. Once approved by the CFO, the Bookkeeper issues the check based on the check authorization prior to obtaining the appropriate signature(s).
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. The Bookkeeper will record the check transaction in the appropriate general ledger.
7. The Bookkeeper will distribute the checks and vouchers as follows:
 - a. Original – mailed or delivered to payee
 - b. Duplicate or voucher – attached to the invoice and filed by account number
 - c. Cancelled Checks – are kept on file at Bank. MAEF will have electronic copies of all cancelled checks that are filed with the monthly bank reconciliation.
8. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to the Bookkeeper who will attach any other related documentation as appropriate. Additionally, they are recorded in the General Ledger as a voided check.

Bank Reconciliation

1. Bank statements will be received directly, unopened, by the CFO.
2. The CFO will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Bookkeeper. Any discrepancies regarding the paid checks or any checks over 60 days will be researched and if applicable deleted from the accounting system.
3. The *Financial Auditor* will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The *Financial Auditor* will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the CFO and CEO and Finance Committee

Accounts Receivable

1. Documentation will be maintained for accounts receivable and forwarded to the Bookkeeper.
2. Accounts receivable will be recorded by the Bookkeeper in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. All cash and check receipts will be immediately endorsed with the school deposit stamp.
2. By the close of business each day, the Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be given to the Bookkeeper with the weekly invoices.
3. A deposit slip will be completed by the CFO for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. All checks will be endorsed as follows: "For Deposit Only; Agency; Program; Bank Account number."
6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to the Bookkeeper to be filed and recorded monthly.
7. MAEF processes all deposits electronically and maintains electronic and paper copies of the processed deposits.

Payroll Processing

1. For hourly employees, the signatory supervisor will verify the timesheets for appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to the Bookkeeper who will verify the calculations for accuracy.
2. For certificated employees, the authorized supervisor will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The authorized supervisor will provide the designated school employee

with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

3. For credentialed employees, the COO will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The COO will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to the Bookkeeper.
5. The CEO, COO, and/or CFO will notify the Bookkeeper of all authorizations for approved stipends.
6. The Payroll Manager will prepare the payroll worksheet based on the summary report from the designated school employee.
7. The payroll checks (if applicable) will be delivered to the School. The CEO, COO, and/or Principal will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. The Payroll Manager will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. The CFO will authorize the contracted payroll processor to process federal and state payroll taxes.
3. The CFO will prepare the state and federal quarterly and annual payroll tax forms, review the forms as needed with the CEO and COO and submit the forms to the respective agencies.

Loans

1. The CEO and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the CEO before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks,

attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or CEO, COO, and/or CFO, certain documentation may be maintained for a longer period of time.

2. Financial records will be shredded at the end of their retention period.
3. Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared.

Funds Balance Reserve

1. A funds balance in accordance with state recommendations for charter schools will be maintained.

2. Describe the roles and responsibilities of the school’s administration and governing board for the school finances and distinguish between each party.

The following pictorial summarizes the major financial responsibilities in the organization.

Activity	Accel (School Site)	MAEF Finance Team	MAEF CFO	MAEF CEO/COO	MAEF Public Charter School Board
Budget	Gives input		Leads Development	Proposes	Finance Committee Reviews/ Board Approves
Audit		Provides Input	Leads process		Audit Committee Reviews/Board Approves
Accounts Receivable/Payable		Leads Process	Recommends for Approval	Signs Checks	Reviews Balance Sheet
Budget Monitoring	Variance s and Forecasts Reviewed with School Principal Monthly		Leads process	Variance s and Forecasts Reviewed Monthly	Finance Committee Reviews
Payroll		Leads Process		Approves all compensation	Finance Committee Reviews
Cash Management			Leads Process		Approves any loans
Authorizer	Provides	Provide	Leads		Approves

Reporting	Input	Input	Process		
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- Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

The MPCS Board of Directors will annually appoint an audit committee by January 1 to select an auditor. Any persons with expenditure authorization or recording responsibilities within Accel may not serve on the committee. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit will follow the State of Alabama standards and shall include, but not be limited to: an audit of the accuracy of the financial statements, an audit of the attendance accounting and revenue accuracy practices, an audit of the internal control practices. The results of the audit will be submitted to both the Mobile Area Education Foundation Board for approval, the MPCS Board for Approval, and the Alabama Charter School Commission for review. Any findings will be addressed as deemed appropriate by the MAEF Board of Directors, MPCS Board of Directors, and Alabama Charter Commission.

- Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.

Annually, MAEF Public Charter Schools will adopt its budget at a public board meeting. It will post electronic copies of its annual budget, annual audit, monthly financial reports, and monthly check register online for public transparency. MAEF Public Charter Schools will prepare an annual financial report for the Alabama Public Charter School Commission to include the following: Annual Audit, Annual Budget versus Actual Report, and Contractual Expense Report.

- Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

MAEF Public Charter Schools will contract with its parent organization, the Mobile Area Education Foundation, to manage the finances of Accel. MAEF’s experienced team has managed the finances of the organization for the past 8 years and has sophisticated systems and policies for effectively managing charter school finances. It has experience managing federal, state, and local grants from such fund sources as the Mobile County Public Schools, National Science Foundation, U.S. Department of Labor, National Academy of Sciences, and U.S. Department of Education. MAEF has maintained a clean audit over the last 24 Years.

The costs of these services will be embedded into a comprehensive management contract between the Mobile Area Education Foundation (MAEF) and its subsidiary MAEF Public Charter Schools. This management contract will include the following services: administrative/executive services, legal services, audit/finance services, business operations services, and marketing/communications services. This contract will amount to 20% or less of the schools operating budget.

- Describe the school’s plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.

The CFO will ensure that appropriate insurance is maintained at all times with a high quality insurance agency. The CFO will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms. The CFO will carefully review insurance policies on an annual basis, prior to renewal. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

7. **Budget Narrative:** As an **attachment (Attachment 26)**, present a detailed description of assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
- a. Per-Student State Revenue. Use the figures below in developing your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's operation depends.
 - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - d. Year 1 cash flow contingency in the event that revenue projections are not met in advance of opening.
 - e. Start-up and five-year budgets with clearly stated assumptions.

See attachment 26

Financial Management Capacity

Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management.
- Fundraising and development.
- Accounting and internal controls.

Financial Management

- Mark Spivey, Vice President of BB&T, Chairman of Mobile Area Education Foundation Board, experienced commercial banker.
- Henry O'Connor, Partner at Jones Walker LLP, and United Way of Southwest Alabama Campaign Chair, responsible for raising \$3.5 Million to support education, healthcare, and life essential activities in Mobile.
- Rob McGinley, Partner at McDowell, Knight, Roedder, and Sledge L.L.C, former Chairman of the Mobile Area Education Foundation Board, and experienced corporate attorney with experience in establishment of for-profit and non-profit organizations.
- Carolyn Akers, CEO of MAEF, experienced non-profit CEO with 25 years of management

experience and overseeing organizations with \$3 million+ budgets

- Michelle Parson, CFO of MAEF, over 10 years experience in the non-profit sector. Responsible for oversight of all finance related activities including accounting, financial reporting, budgeting, independent audit, tax, financial planning and analysis, treasury, governance, financial risk and compliance activities to include performance contracts and grants.
- Alisha Cochran-Spencer , Financial Auditor MAEF, over 30 years as a CPA. She has worked as a Financial Auditing Director for PriceWaterhouse Coopers and KPMG Peat Marwick Auditing Houses. She has experience as a comptroller for not-for-profit organizations and for-profit organizations and as a Corporate Auditor for AmSouth Bank and Springhill Health Services.

Acceleration (Accel) Day and Evening Academy

ATTACHMENT 1

OVERVIEW OF PLANNED CURRICULUM

Environmental Science

Alabama Course of Study Objectives

1. Investigate and analyze the use of nonrenewable energy sources (e.g., fossil fuels, nuclear, natural gas) and renewable energy sources (e.g., solar, wind, hydroelectric, geothermal) and propose solutions for their impact on the environment.
2. Use models to illustrate and communicate the role of photosynthesis and cellular respiration as carbon cycles through the biosphere, atmosphere, hydrosphere, and geosphere.
3. Use mathematics and graphic models to compare factors affecting biodiversity and populations in ecosystems.
4. Engage in argument from evidence to evaluate how biological or physical changes within ecosystems (e.g., ecological succession, seasonal flooding, volcanic eruptions) affect the number and types of organisms, and that changing conditions may result in a new or altered ecosystem.
5. Engage in argument from evidence to compare how individual versus group behavior (e.g., flocking; cooperative behaviors such as hunting, migrating, and swarming) may affect a species' chance to survive and reproduce over time.
6. Obtain, evaluate, and communicate information to describe how human activity may affect biodiversity and genetic variation of organisms, including threatened and endangered species.
7. Analyze and interpret data to investigate how a single change on Earth's surface may cause changes to other Earth systems (e.g., loss of ground vegetation causing an increase in water runoff and soil erosion).
8. Engage in an evidence-based argument to explain how over time Earth's systems affect the biosphere and the biosphere affects Earth's systems (e.g., microbial life increasing the formation of soil; corals creating reefs that alter patterns of erosion and deposition along coastlines).
9. Develop and use models to trace the flow of water, nitrogen, and phosphorus through the hydrosphere, atmosphere, geosphere, and biosphere.
10. Design solutions for protection of natural water resources (e.g., bio assessment, methods of water treatment and conservation) considering properties, uses, and pollutants (e.g., eutrophication, industrial effluents, agricultural runoffs, point and nonpoint pollution resources).
11. Engage in argument from evidence to defend how coastal, marine, and freshwater sources (e.g., estuaries, marshes, tidal pools, wetlands, beaches, inlets, rivers, lakes, oceans, coral reefs) support biodiversity, economic stability, and human recreation.
12. Analyze and interpret data and climate models to predict how global or regional climate change can affect Earth's systems (e.g., precipitation and temperature and their associated impacts on sea level, glacial ice volumes, and atmosphere and ocean composition).

13. Obtain, evaluate, and communicate information based on evidence to explain how key natural resources (e.g., water sources, fertile soils, concentrations of minerals and fossil fuels), natural hazards, and climate changes influence human activity (e.g., mass migrations).
14. Analyze cost-benefit ratios of competing solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., determining best practices for agricultural soil use, mining for coal, and exploring for petroleum and natural gas sources).*
15. Construct an explanation based on evidence to determine the relationships among management of natural resources, human sustainability, and biodiversity (e.g., resources, waste management, per capita consumption, agricultural efficiency, urban planning)
16. Obtain and evaluate information from published results of scientific computational models to illustrate the relationships among Earth's systems and how these relationships may be impacted by human activity (e.g., effects of an increase in atmospheric carbon dioxide on photosynthetic biomass, effect of ocean acidification on marine populations).
17. Obtain, evaluate, and communicate geological and biological information to determine the types of organisms that live in major biomes.
 - a. Analyze and interpret data collected through geographic research and field investigations (e.g., relief, topographic, and physiographic maps; rivers; forest types; watersheds) to describe the biodiversity by region for the state of Alabama (e.g., terrestrial, freshwater, marine, endangered, invasive)

Apex Learning Coursework

Environmental Science explores the biological, physical, and sociological principles related to the environment in which organisms live on Earth, the biosphere. Course topics include natural systems on Earth, biogeochemical cycles, the nature of matter and energy, the flow of matter and energy through living systems, populations, communities, ecosystems, ecological pyramids, renewable and non-renewable natural resources, land use, biodiversity, pollution, conservation, sustainability, and human impacts on the environment.

The course provides students with opportunities to learn and practice scientific skills within the context of relevant scientific questions. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, deconstruct claims, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Case studies of current environmental challenges introduce each content lesson and acquaint students with real-life environmental issues, debates, and solutions. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Virtual Lab activities enable students to engage in

investigations that require long periods of observation at remote locations and to explore simulations that enable environmental scientists to test predictions. Throughout this course, students are given an opportunity to understand how biology, earth science, and physical science are applied to the study of the environment and how technology and engineering are contributing solutions for studying and creating a sustainable biosphere.

The content is specifically aligned to state standards and the NGSS standards for life science, earth science, physical science, and engineering, technology, and society.

Length: Two Semesters

UNIT 1: INTRODUCTION TO ENVIRONMENTAL SCIENCE (5 days total)

LESSON 1: WHAT IS SCIENCE? (Day 1)

Study: The Nature of Science

Distinguish what science is from what science is not. Identify scientists throughout time and from all parts of Earth who have observed the natural world. Summarize the importance of logical reasoning, experimentation, empirical evidence, argumentation, and ethics in scientific endeavors.

Study: The Practice of Science

Explain how scientific data and conclusions can be reliable and valid, yet open to change. Describe each of the basic parts that may compose a scientific process that produces valid and reliable data. Summarize the importance of logical reasoning, experimentation, empirical evidence, argumentation, and ethics in scientific endeavors.

Checkup: What Is Science?

Distinguish what science is from what science is not. Identify scientists throughout time and from all parts of Earth who have observed the natural world. Explain how scientific data and conclusions can be reliable and valid, yet open to change. Describe each of the basic parts that may compose a scientific process that produces valid and reliable data. Summarize the importance of logical reasoning, experimentation, empirical evidence, argumentation, and ethics in scientific endeavors.

Duration: 0 hrs 15 mins Scoring: 0 points

LESSON 2: SCIENCE AND THE ENVIRONMENT (Day 2)

Study: Fields of Science

Identify the many fields of science that contribute to the study and understanding of the interrelated, dynamic systems of Earth's environment. Relate examples of environmental studies and equipment to specialized fields of science. Recommend areas of expertise that might contribute information relevant to specific environmental issues.

Study: Applied Science and Technology

Describe the role of technology in environmental science and human society. Identify commonly used devices and systems that are important to environmental studies. Describe the importance of technology and environmental studies to human health and well-being.

Explore: GPS and GIS Technology

Relate examples of environmental studies and equipment to specialized fields of science. Describe the role

of technology in environmental science and human society. Identify commonly used devices and systems that are important to environmental studies. Describe the importance of technology and environmental studies to human health and well-being.

Practice: Science and the Environment

Identify the many fields of science that contribute to the study and understanding of the interrelated, dynamic systems of Earth's environment. Relate examples of environmental studies and equipment to specialized fields of science. Recommend areas of expertise that might contribute information relevant to specific environmental issues. Describe the role of technology in environmental science and human society. Identify commonly used devices and systems that are important to environmental studies. Use the Internet to locate and collect information about GPS and GIS technology. Discuss the validity and impact of scientific research on environmental issues related to human activities.

Duration: 0 hrs 30 mins Scoring: 10 points

LESSON 3: DOING SCIENCE: INTRODUCTION TO ENVIRONMENTAL SCIENCE (Day 3 & 4)

Study: Investigate Cycling of O₂ and CO₂

Investigate the cycling of oxygen gas and carbon dioxide gas. Formulate a hypothesis and design a controlled experiment to test it. Describe common laboratory tools and techniques used to conduct the experiment you designed.

Lab: Investigate Cycling of O₂ and CO₂

Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.

Discuss: Investigate Cycling of O₂ and CO₂

Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers.

LESSON 4: INTRODUCTION TO ENVIRONMENTAL SCIENCE WRAP-UP (Day 5)

Review: What Is Science?

Review what you have learned in this unit.

Duration: 1 hr Scoring: 0 points

Test (CS): What Is Science?

Take a computer-scored test to assess what you have learned in this unit.

Duration: 0 hrs 30 mins Scoring: 50 points

UNIT 2: EARTH'S PHYSICAL SYSTEMS (8 Days Total)

LESSON 1: THE HYDROSPHERE (Day 1, 2, 3)

Study: The Oceans

Describe the reasons that liquid water can exist on Earth. Describe the formation of and characteristics of the major types of bodies of water. Identify reasons for fluctuations in sea level.

Study: Bodies of Freshwater

Identify the characteristics of the major types of bodies of water. Describe the formation of and characteristics of the major types of bodies of water.

Study: Movements of the Hydrosphere

Relate solar energy to ocean currents and the distribution of heat around the globe. Describe the causes and effects of ocean waves and tides. Trace the path of groundwater from soil to the ocean.

LESSON 2: THE LITHOSPHERE (Day 4 & 5)

Study: Earth's Crust and Landforms

Relate the surface features of Earth's crust to the theory of plate tectonics. Distinguish erosional features and depositional features of Earth's crust.

Study: Soil Composition and Structure

Identify the types of weathering and the agents of each type of weathering. Describe the types of soil and the processes of soil formation.

Study: Movements of Land and Soil

Identify the types of erosion and their effects on Earth's crust. Relate the different types of faults to the different types of tectonic plate boundaries. and limit damages caused by strong earthquakes.

Checkup: The Lithosphere

Relate the surface features of Earth's crust to the theory of plate tectonics. Distinguish erosional features and depositional features of Earth's crust. Identify the types of weathering and the agents of each type of weathering. Describe the types of soil and the processes of soil formation. Identify the types of erosion and their effects on Earth's crust. Relate the different types of faults to the different types of tectonic plate boundaries. Discuss the validity and impact of scientific research on environmental issues related to human activities.

Duration: 0 hrs 15 mins Scoring: 0 points

LESSON 3: THE ATMOSPHERE (Day 6)

Study: Structure and Movements of the Atmosphere

Describe the structure, composition, and temperature of Earth's atmosphere. Identify the processes of wind generation and relate them to different types of local and global wind systems.

Study: Weather and Climate

Describe the major climate zones and their characteristics. Explain how ocean currents, wind patterns, and topography affect climate. Explain how Earth's orbit, tilt, and wobble affect the planet's climate. Describe the effects of El Niño and La Niña on global weather patterns.

LESSON 4: DOING SCIENCE: EARTH'S PHYSICAL SYSTEMS (Day 7)

Study: Investigate Weathering and Erosion

Formulate a hypothesis and design a controlled experiment to test it. Describe common laboratory tools and techniques used to conduct the experiment you designed.

LESSON 5: EARTH'S PHYSICAL SYSTEMS WRAP-UP (Day 8)

Review: Earth's Physical Systems

Review what you have learned in this unit.

Test (CS): Earth's Physical Systems

Take a computer-scored test to assess what you have learned in this unit.

UNIT 3: THE BIOSPHERE (7 Days Total)

LESSON 1: NATURE OF THE BIOSPHERE (Day 1 & 2)

Study: Biotic and Abiotic Factors

Recognize the major types of biotic factors in an ecosystem and their roles in the biosphere. Distinguish biological species, populations, and communities. Identify the abiotic factors in an ecosystem. Explain how biotic factors interact with the abiotic factors of an ecosystem.

Study: Biogeochemical Cycles

Trace the movement of water in the water cycle from one part of the environment to another. Trace the movement of carbon in the carbon cycle from one part of the environment to another. Trace the movement of nitrogen and phosphorus from one part of the environment to another.

LESSON 2: MATTER AND ENERGY IN THE BIOSPHERE (Day 3 & 4)

Study: Matter and Energy

Recognize the major types of matter that make up the biosphere. Recognize the forms of energy that enter and flow through the geosphere. Identify the processes that transform energy as it moves through the geosphere. Compare the characteristics of different surfaces on Earth, including albedo and heat capacity. Differentiate among scavengers, decomposers, and detritivores. Trace the flow of matter and energy through a food chain and a food web.

Study: The Flow of Matter and Energy

Differentiate among scavengers, decomposers, and detritivores. Trace the flow of matter and energy through a food chain and a food web.

Practice: Matter and Energy in the Biosphere

Recognize the major types of matter that make up the biosphere. Recognize the forms of energy that enter

and flow through the geosphere. Identify the processes that transform energy as it moves through the geosphere. Compare the characteristics of different surfaces on Earth, including albedo and heat capacity. Differentiate among scavengers, decomposers, and detritivores. Trace the flow of matter and energy through a food chain and a food web.

Duration: 0 hrs 30 mins Scoring: 10 points

LESSON 3: ECOSYSTEMS AND BIOMES (Day 4 &5)

Study: Terrestrial Biomes

Describe characteristics of land ecosystems.

Study: Aquatic Ecosystems

Describe characteristics of aquatic ecosystems.

Study: Land Ecosystems

Identify the major land and aquatic biomes. Describe the distinguishing biotic and abiotic features of a given biome. Compare the plants and animals of your local biome with those of the other major biomes found in North America.

Checkup: Ecosystems and Biomes

Describe characteristics of land ecosystems. Describe characteristics of aquatic ecosystems. Identify the major land and aquatic biomes. Describe the distinguishing biotic and abiotic features of a given biome. Compare the plants and animals of your local biome with those of the other major biomes found in North America. Evaluate the importance of individual ecosystems to the health of biomes and the biosphere. Discuss the validity and impact of scientific research on environmental issues related to human activities.

LESSON 4: DOING SCIENCE: THE BIOSPHERE (Day 6)

Study: Investigate Using a Dichotomous Key

Describe the use of dichotomous keys in the identification of plants and animals. Formulate a hypothesis and design a controlled experiment to test it. Describe common laboratory tools and techniques used to conduct the experiment you designed.

LESSON 5: THE BIOSPHERE WRAP-UP (Day 7)

Review: The Biosphere

Review what you have learned in this unit.

Test (CS): The Biosphere

Take a computer-scored test to assess what you have learned in this unit.

UNIT 4: ECOLOGY (8 Days Total)

LESSON 1: POPULATIONS (Day 1)

Study: Characteristics of Populations

Identify characteristics used to describe populations. Identify limiting factors that affect populations and their characteristics. Describe a population's carrying capacity and the factors that determine the carrying capacity. Explain how populations change in size.

Study: Population Growth

Describe the factors that produce both positive and negative population growth. Compare exponential and logistic patterns of population growth. Explain the significance of studying populations over time.

LESSON 2: COMMUNITIES (Day 2 & 3)**Study: What Is a Biological Community?**

Distinguish biological communities from populations and ecosystems. Identify major types of biological communities.

Quiz: Species Interactions

Take a quiz to assess your understanding of the material.

Study: Community Structure

Model the makeup of communities using ecological pyramids. Understand the factors that affect community stability and biodiversity.

LESSON 3: CHANGES IN ECOSYSTEMS (Day 4 & 5)**Study: Natural Disturbances and Succession**

Describe how destructive natural events in the geosphere can affect ecosystems. Predict the effects of the removal of species from biological communities. Predict the effects of the introduction of nonnative species on communities.

Study: Evolution and Biodiversity

Identify the sources and importance of genetic diversity in natural populations, ecosystems, and the biosphere. Summarize the process of natural selection and its role in biological evolution. Predict changes that may occur in an ecosystem when its amount of biodiversity changes.

Checkup: Changes in Ecosystems

Describe how destructive natural events in the geosphere can affect ecosystems. Predict the effects of the removal of species from biological communities. Predict the effects of the introduction of nonnative species on communities. Recognize the sources and importance of genetic diversity in natural populations, ecosystems, and the biosphere. Summarize the process of natural selection and its role in biological evolution. Predict changes that may occur in an ecosystem when its amount of biodiversity changes. Discuss the validity and impact of scientific research on environmental issues related to human activities.

Duration: 0 hrs 15 mins Scoring: 0 points

LESSON 4: DOING SCIENCE: ECOLOGY (Day 6 & 7)

Study: Investigate Cycling of Matter and Energy

Formulate a hypothesis and design a controlled experiment to test it. Describe common laboratory tools and techniques used to conduct the experiment you designed.

Virtual Lab: Investigate Cycling of Matter and Energy

Conduct a scientific investigation, using a scientific process and demonstrating the proper and safe use of laboratory equipment. Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error.

Discuss: Investigate Cycling of Matter and Energy

Analyze data by using data tables, calculating the range and average of a set of measurements, and identifying sources of error. Evaluate lab procedures and results in a discussion with your peers.

LESSON 5: ECOLOGY WRAP-UP (Day 8)**Review: Ecology**

Review what you have learned in this unit.

Test (CS): Ecology

Take a computer-scored test to assess what you have learned in this unit.

UNIT 5: Module 1 WRAP-UP (1 Day)**LESSON 1: Module 1 WRAP-UP****Review: Module 1 Review**

Review what you have learned in this semester.

Exam: Module 1 Computer-Scored Exam

Take a computer-scored exam to demonstrate your mastery of concepts and skills covered in this semester.

Duration: 0 hrs 40 mins Scoring: 100 points

UNIT 6: HUMANS AND THE ENVIRONMENT (7 Days Total)**LESSON 1: HUMAN SOCIETIES (Day 1)****Study: Human Populations**

Describe historical trends in human population growth and distribution. Identify characteristics of human populations.

Study: Human Communities

Describe the purposes of human communities. Identify different kinds of human communities. Explain how individuals work together in groups. Explain how individuals and groups work together in communities.

Checkup: Human Societies

Describe historical trends in human population growth and distribution. Identify characteristics of human populations. Describe the purposes of human communities. Identify different kinds of human communities. Explain how individuals work together in groups. Explain how individuals and groups work together in communities.

LESSON 2: EARTH'S NATURAL RESOURCES (Day 2 & 3)**Study: Land and Water Resources**

Identify natural resources obtained from Earth's land and water and used to support the lifestyles of humans. Recognize the interdependence of natural resources. Evaluate the economic significance of natural resources.

Study: Mineral and Energy Resources

Identify types and sources of mineral resources used to produce goods and energy that support human lifestyles. Recognize the interdependence of natural resources.

Study: Biological Resources

Identify types and sources of biological resources used to produce food and goods that support human lifestyles. Evaluate the economic significance of natural resources. Recognize the interdependence of natural resources.

LESSON 3: LAND USE AND ITS EFFECTS (Day 4 & 5)**Study: Agriculture, Forestry, and Fishing**

Evaluate the economic significance of natural resources. Summarize the effects and cost-benefit trade-offs of practices used in commercial agriculture, forestry, and fishing. Evaluate the hazards and risks involved in obtaining natural resources.

Study: Mining and Drilling

Evaluate the economic significance of natural resources. Evaluate the hazards and risks to human health and well-being involved in obtaining and managing natural resources. Summarize the advantages and disadvantages of using different energy resources.

Study: Recreation, Conservation, and Urban Development

Summarize the effects on natural ecosystems of human activities such as recreation, urbanization, conservation, preservation, restoration, and resource gathering and management.

LESSON 4: DOING ENVIRONMENTAL SCIENCE (Day 6)**Study: Investigate Resource Consumption**

Learn about resource consumption.

LESSON 5: HUMANS AND THE ENVIRONMENT WRAP-UP (Day 7)

Review: Humans and the Environment

Review what you have learned in this unit.

Test (CS): Humans and the Environment

Take a computer-scored test to assess what you have learned in this unit.

UNIT 7: ENVIRONMENTAL CHALLENGES (8 Days Total)**LESSON 1: RESOURCE AVAILABILITY (Day 1 & 2)****Study: Renewable Resources**

Identify renewable resources on which humans depend. Differentiate between renewable and nonrenewable resources. Evaluate the cost-benefit trade-offs of using renewable resources instead of nonrenewable resources.

Study: Nonrenewable Resources

Identify nonrenewable resources on which humans depend. Differentiate between renewable and nonrenewable resources. Describe how the use of natural resources will affect future generations of humans.

Study: Alternative Energy Sources

Describe how the use of natural resources will affect future generations of humans. Describe alternative forms of energy production.

Quiz: Alternative Energy Sources

Take a quiz to assess your understanding of the material.

LESSON 2: POLLUTION AND WASTE MANAGEMENT (Day 3 & 4)**Study: Water, Air, and Land Pollution**

Identify point sources and nonpoint sources of air, land, and water pollution. Describe the effects of pollution on oceans, freshwater supplies, air, and land. Recognize the consequences of air, land, and water pollution on human health and societies. Evaluate the hazards pollutants pose to wildlife and other types of natural resources.

Study: Waste Management

Describe methods of waste management, including burial in a landfill, dumping, incineration, composting, recycling, and reuse. Evaluate the impact of waste management and reduction strategies on resource availability.

LESSON 3: ENVIRONMENTAL CHANGE (Day 5 & 6)**Study: Climate Change**

Describe effects of air pollution on the natural systems that regulate Earth's climate. Analyze the historical

trends observed in global climate data. Relate human activities to observed changes in global climate. Evaluate differing views on global warming and climate change.

Study: Effects of Climate Change

Summarize scientists' predictions about the effects of global climate change on the biosphere. Evaluate differing views on global warming and climate change.

LESSON 4: DOING ENVIRONMENTAL SCIENCE (Day 7)

Study: Investigate How Pollutants Affect Plants

Learn about how pollutants affect plant life.

Quiz: Investigate How Pollutants Affect Plants

Take a quiz to assess your understanding of the material.

LESSON 5: ENVIRONMENTAL CHALLENGES WRAP-UP (Day 8)

Review: Environmental Challenges

Review what you have learned in this unit.

Test (CS): Environmental Challenges

Take a computer-scored test to assess what you have learned in this unit.

UNIT 8: POLITICS AND THE ENVIRONMENT (8 Days Total)

LESSON 1: THE CONCEPT OF THE COMMONS (Day 1 & 2)

Study: The Tragedy of the Commons

Recognize the definition and examples of a "common." Describe how the overuse and degradation of natural resources affects the biosphere and human societies.

Study: Managing the Commons

Describe how conservation and preservation of natural resources affect their availability and quality. Relate conservation and preservation of natural resources to the sustainability of ecosystems and human societies.

LESSON 2: NATIONAL ENVIRONMENTAL POLICIES (Day 3 & 4)

Study: Protecting Water, Air, and Land

Summarize the history, provisions, and effects of the National Park Service Act. Summarize the history, provisions, and effects of the Clean Air Act. Summarize the history, provisions, and effects of the Clean Water Act. Summarize the history, provisions, and effects of the Soil and Water Resources Conservation Act.

Study: Protecting Endangered Species

Summarize the history, provisions, and effects of the Endangered Species Act.

LESSON 3: GLOBAL ENVIRONMENTAL POLICIES (Day 5 & 6)

Study: Protecting Environmental Quality

Summarize the goals and provisions of international treaties and protocols that address the effects of human activities on the environment, including the Antarctic Treaty System, Montreal Protocol, and Kyoto Protocol. Evaluate the effects of international treaties and protocols on environmental quality and global cooperation.

Study: Protecting Wildlife and Biodiversity

Summarize the goals and provisions of international treaties and protocols that address biodiversity, such as the United Nations' Convention of International Trade in Endangered Species (CITES), the RAMSAR Convention on Wetlands, the International Treaty on Plant Genetic Resources for Food and Agriculture, and the Convention on Biological Diversity. Evaluate the effects of international treaties and protocols on environmental quality and global cooperation.

LESSON 4: DOING ENVIRONMENTAL SCIENCE (Day 7)

Study: Investigate Your Ecological Footprint

Learn about ecological footprints.

LESSON 5: POLITICS AND THE ENVIRONMENT WRAP-UP (Day 8)

Review: Politics and the Environment

Review what you have learned in this unit.

Test (CS): Politics and the Environment

Take a computer-scored test to assess what you have learned in this unit.

UNIT 9: SUSTAINABILITY FOR THE FUTURE (6 Days Total)

LESSON 1: THE GLOBAL COMMUNITY (Day 1 & 2)

Study: Human Cultures and Societies

Summarize the nature and purpose of human cultures and societies. Identify examples of different types of human cultures and societies.

Study: The Global Economy

Recognize the interrelatedness of the global economy. Identify complex real-world problems faced by the global economy. Evaluate possible solutions to complex real-world problems in a global economy. Evaluate the need for cooperative human behaviors in mitigating and preventing complex real-world problems.

LESSON 2: SUSTAINABLE PRACTICES (Day 3 & 4)

Study: Sustainable Food Production

Explain the goal of using sustainable practices in food production, resource management, and human societal development. Describe sustainable methods of food production, resource management, and human societal development. Compare traditional practices used in food production, resource management, and human societal development with sustainable practices. Identify advantages and disadvantages of using "green" and sustainable practices in food production, resource management, and human societal development.

Study: Sustainable Resource Management

Explain the goal of using sustainable practices in food production, resource management, and human societal development. Describe sustainable methods of food production, resource management, and human societal development. Compare traditional practices used in food production, resource management, and human societal development with sustainable practices. Identify advantages and disadvantages of using "green" and sustainable practices in food production, resource management, and human societal development.

Study: Sustainable Societal Development

Explain the goal of using sustainable practices in food production, resource management, and human societal development. Describe sustainable methods of food production, resource management, and human societal development. Compare traditional practices used in food production, resource management, and human societal development with sustainable practices. Identify advantages and disadvantages of using "green" and sustainable practices in food production, resource management, and human societal development.

LESSON 3: DOING ENVIRONMENTAL SCIENCE (Day 5)

Study: Investigate Sustainable Gardening

Learn about sustainable gardening.

LESSON 4: SUSTAINABILITY FOR THE FUTURE WRAP-UP (Day 6)

Review: Sustainability for the Future

Review what you have learned in this unit.

Test (CS): Sustainability for the Future

Take a computer-scored test to assess what you have learned in this unit.

UNIT 10: ENVIRONMENTAL SCIENCE Module 2 WRAP-UP (1 Day Total)

LESSON 1: ENVIRONMENTAL SCIENCE Module 2 WRAP-UP

Review: Environmental Science Module 2 Review

Review what you have learned in this unit.

Exam: Environmental Science Module 2 Computer-Scored Exam

Take a computer-scored exam to demonstrate your mastery of concepts and skills covered in this semester.

**Learning Studio Application: Three Mile Creek
Monitoring Project- Based Learning (4 Weeks Total)**

1. Form a four-member team.
2. Meet with Baykeepers, local environmental advocacy and monitoring organization, to learn about their Strategic Watershed Awareness Program (SWAMP).
3. Get trained to become a water tester through Alabama Water Watch (4 hour training).
4. Collect data in Three Mile Creek over a 2 week period
5. Develop a presentation and report on the water quality in Three Mile Creek
6. Present to community leaders and volunteers
7. Produce a written reflection on the lessons of the project and its implications on the objectives of Environmental Science.

Evaluation: Final Public Presentation and Individual Student Written Reflection

Acceleration (Accel) Day and Evening Academy

ATTACHMENT 2

ACCEL'S CURRICULUM

Attachment 2: Curriculum Overview

Accel Day and Evening Academy's curriculum will be based upon the Alabama Course of Study for all high school courses. Postsecondary level courses will be based upon the requirements of the postsecondary institution or accrediting body. The curriculum will include three strands.

Strand 1: High School Courses:

All Accel students will be instructed according to rigorous state and common core aligned standards. Primary curriculum will be delivered through the robust Apex Learning Platform. These curriculums provide a rich balance of multi-modal learning including high quality videos, engaging practice sessions, real-world projects, virtual and in-person labs. Teachers will use these high quality content to deliver instruction in all of the critical high school courses. For more information on Apex Learning, see the digital curriculum catalogue that follows (attached).

Strand 2: Project-based learning:

Teachers will use a variety of sources to develop the real world projects used in Learning Studios. Teachers will first identify the critical ACT aligned skills for a particular course and identify relatable projects that can deepen this understanding by applying these lessons to the real world. Curriculum resources will include some of the following content providers:

- Apex Learning
- The Khan Academy
- Common Core aligned textbooks
- The History Channel
- Wolfram Alpha
- Brainpop
- EduCurious
- Pearson
- Stanford History Education Group
- Facing History

Strand 3: College and Career Courses:

Advance Placement, dual enrollment, and apprenticeship courses will use specific approved content and curriculum provided for the courses. These include course specific textbooks, workbooks, and electronic resources. Students will be afforded these curriculum resources at no cost to the students to ensure equity of access for college and career coursework.



2016 – 2017

Digital Curriculum Catalog



High Expectations for All Students

Comprehensive Courses

Proven to increase graduation rates and improve student outcomes

Proven to increase graduation rates and improve student outcomes, Comprehensive Courses provide a complete course of study to meet high school graduation requirements and prepare students for college and career.

Developed for virtual and blended learning, Comprehensive Courses combine rigor and support to both prepare students to meet expectations of the newest standards and to expand the opportunity to succeed to students at all levels of academic readiness.

The Apex Learning® signature active learning design incorporates highly interactive multimedia, challenging lessons, real-life scenarios, and guiding prompts. Students observe, inquire, create, connect, and confirm to deepen their understanding.

Targeted progress reports and integrated formative and summative assessments help educators make real-time, data-based decisions while monitoring and supporting each student.



Math	Literacy Advantage Core	Honors	Advanced Placement® Foundations	Elective	Prescriptive
Math Foundations I			✓		
Math Foundations II			✓		
Algebra I ^N	✓	❖	✓		✓
Geometry	✓	❖	✓		✓
Algebra II	✓	❖	✓		✓
Mathematics I		❖			✓
Mathematics II		❖			✓
Mathematics III		❖			✓
Algebra I Common Core ^N		❖			✓
Geometry Common Core		❖			✓
Algebra II Common Core		❖			✓
Mathematics I Common Core		❖			✓
Mathematics II Common Core		❖			✓
Mathematics III Common Core		❖			✓
Introductory Algebra	✓				
Precalculus	✓	✓			
Calculus AB			✓		
Statistics			✓		
Financial Literacy *	✓			✓	
Liberal Arts Math	✓			✓	
Mathematics of Personal Finance	✓			✓	
Probability and Statistics *	✓			✓	

Literacy Advantage
Core
Honors
Advanced Placement®
Foundations
Elective
Prescriptive

Science

	Literacy Advantage	Core	Honors	Advanced Placement®	Foundations	Elective	Prescriptive
Science Foundations				✓			
Earth Science		✓	✓			✓	
Physical Science	✓	✓	✓				✓
Biology	✓	✓	✓	✓			✓
Chemistry	✓	✓	✓	✓			✓
Physics		✓	✓				✓
Environmental Science ^N		❖		✓			✓
Psychology *		✓		✓		✓	

English

	Literacy Advantage	Core	Honors	Advanced Placement®	Foundations	Elective	Prescriptive
English Foundations I				✓			
English Foundations II				✓			
English 9 ^N		❖					✓
English 10 ^N		❖					✓
English 11 ^N		❖					✓
English 12 ^N		❖					✓
English 9 Common Core ^N		❖					✓
English 10 Common Core ^N		❖					✓
English 11 Common Core ^N		❖					✓
English 12 Common Core ^N		❖					✓
Introduction to Literature and Composition	✓	✓	✓				✓
Critical Reading and Effective Writing	✓	✓	✓				✓
American Literature	✓	✓	✓				✓
British and World Literature		✓	✓				✓
English Language and Composition				✓			
English Literature and Composition				✓			
Creative Writing *		✓				✓	
Media Literacy *		✓				✓	
Reading Skills and Strategies *		✓				✓	
Writing Skills and Strategies *		✓				✓	

Literacy Advantage
Core
Honors
Advanced Placement®
Foundations
Elective
Prescriptive

Social Studies

	Literacy Advantage	Core	Honors	Advanced Placement®	Foundations	Elective	Prescriptive
Geography and World Cultures *		✓	✓				
Modern World History ^N ⁺		❖					✓
World History		❖	✓				✓
World History to the Renaissance		✓	✓				
U.S. History	✓	✓	✓	✓			✓
U.S. History to the Civil War *	✓	✓	✓				✓
U.S. History since the Civil War	✓	✓	✓				✓
U.S. Government and Politics * ^N		❖		✓			✓
U.S. and Global Economics *		✓	✓				✓
Macroeconomics *				✓			
Microeconomics *				✓			
Multicultural Studies *		✓				✓	
Sociology *		✓				✓	

World Languages

	Literacy Advantage	Core	Honors	Advanced Placement®	Foundations	Elective	Prescriptive
French I		✓	✓				
French II		✓	✓				
Spanish I		✓	✓				
Spanish II		✓	✓				
Spanish III		✓					
Spanish Language				✓			
Mandarin Chinese I **		✓					
Mandarin Chinese II **		✓					
Latin I **		✓					
Latin II **		✓					
German I **		✓					
German II **		✓					

Other	Core	Elective
College and Career Preparation I *	✓	✓
College and Career Preparation II *	✓	✓
Art Appreciation *	✓	✓
Music Appreciation	✓	✓
Physical Education *	✓	✓
Health * ^N ⁺	✓	✓

NEW! Career and Technical Education Courses (CTE)

Career and Technical Education (CTE) courses address popular career clusters. Courses are grouped into programs of study in which students progress through introductory, intermediate, and capstone courses.

Career and Technical Education (CTE)	Core	Elective
Business Applications *	✓	✓
Introduction to Business and Marketing	✓	✓
Information Technology Applications *	✓	✓
Principles of Technology Applications	✓	✓
Introduction to Health Science *	✓	✓
Intermediate Health Science *	✓	✓
Principles of Health Science	✓	✓
Intermediate Business and Marketing * ^N	✓	✓

- ^N New Fall 2016
- ✦ Enhanced Scaffolding
- * One Semester
- ** Available Only Through Apex Learning Virtual School
- ⊕ Multiple Versions Available

Meet Students Where They Are

Students come to high school at varying levels of readiness. Apex Learning is the only digital curriculum provider to develop its courses with varying levels of opt-in supports across multiple curricular pathways to meet students at their individual level of academic readiness.

General Studies — Cover the same college preparatory standards across three pathways:

Literacy Advantage — Subject-area courses with extensive literacy supports.

Core — Subject-area courses with opt-in scaffolding to support student success.

Honors — Subject-area courses with opportunities to extend knowledge.

Foundations — Develop foundational skills and strategies in math, science, reading, and writing.

AP — Authorized by the College Board, courses meet higher-education expectations and prepare students to demonstrate achievement through success on the AP exams.

Prescriptive Features

For the courses most often needed to meet graduation requirements, prescriptive settings and pretests have been added to enable personalized learning for every student. Students are able to accelerate through content over which they have demonstrated mastery and are pointed to specific content based on areas of deficiency. The prescriptive features help students efficiently recover credits.

Courses Developed for New Standards

Comprehensive Courses in math and English language arts cover the full breadth and depth of the newest college and career readiness standards. Courses are designed to ensure that the rigorous material required to meet the standards is accessible to all students.

New Generation of Comprehensive Courses Coming 2016 – 2017

Building on an instructional model that is proven to improve outcomes, new generation courses increase student engagement and success. The new courses feature the Apex Learning signature advantage, learn-by-doing, and integrate new elements that further support highly diverse populations.



➤ Tutorials

Adaptive Remediation

Keep Students on Track. Every Day.

The most effective way to improve student outcomes is to catch struggling students before they fall behind and to challenge students who are at or above grade-level. Tutorials for grades 6 – 12 keep students on track through remediation, RTI, exam preparation, and everyday classroom instruction. College Readiness Tutorials focus on the skills and concepts required for postsecondary success.

Get Results with Proven Instructional Approach

Personalized Learning focuses learning on each student’s needs.

- Individualized learning plan that adapts for prerequisite content
- Choice of pace and path through instruction

Learn by Doing deepens understanding of grade-level and prerequisites.

- Students inquire, observe, create, connect, and confirm at every step

Real-Time Data provides teachers with at-a-glance reports that inform instructional decisions.

State-Specific!
Tutorials prepare students for state assessments and provide student performance reports by state standard.

High School		
English	Math	Social Studies
English 9	Algebra I	U.S. History
English 10	Geometry	
English 11	Algebra II	
English 12	Mathematics I	
	Mathematics II	
	Mathematics III	
Science		
Biology		

Middle School	
English	Math
English 6	Math 6
English 7	Math 7
English 8	Math 8

College Readiness
ACT®
SAT®
GED®
ACCUPLACER®
TSI Assessment

High Expectations

Apex Learning believes in high expectations for all students, and that philosophy is reflected in the goals for our digital curriculum:

Rigorous Content

Deliver instruction to meet the standards and challenge each student.

Active Learning

Encourage students to learn by doing to develop critical thinking skills and deepen understanding.

Accessible Content

Meet each student at his or her individual level of academic readiness and provide support to master rigorous content.

Student-Centered Learning

Empower students to participate in and construct their own learning.

Apex Learning digital curriculum is successfully used by schools and districts for original credit, credit recovery, remediation, and enhancing classroom instruction. In blended and virtual learning environments, Apex Learning digital curriculum supports a wide variety of programs:

- Acceleration
- Adolescent Literacy
- Advanced Placement
- Alternative Education
- Credit Recovery
- College Readiness
- Dropout Prevention and Recovery
- English Language Learners
- Exam Preparation
- Gifted and Talented
- Middle to High School Transition
- Remediation and RTI
- Special Education
- Summer School

About Apex Learning

Apex Learning, the leading provider of digital learning solutions to the nation's schools, sets the industry standard for effective blended and virtual learning solutions. Offering a comprehensive catalog of rigorous, standards-based Comprehensive Courses and Tutorials to support student achievement, Apex Learning is used for original credit, credit recovery, high-stakes assessment preparation, targeted intervention, and just-in-time remediation.

Founded in 1997, Apex Learning is headquartered in Seattle, Washington.

Quick Facts

- Accredited by AdvancEd.
- Comprehensive Courses approved for NCAA eligibility.
- During the 2014 – 2015 school year, Apex Learning served students with over two million enrollments in Apex Learning digital curriculum as part of programs to improve student outcomes.



1215 Fourth Avenue, Suite 1500, Seattle, WA 98161

800-453-1454

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apexlearning.com

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 3

COMPLETE SET OF ACCEL'S PROPOSED LEARNING
STANDARDS FOR EACH GRADE ACCESS WILL SERVE

Attachment 3: Learning Standards

Accel Day and Evening Academy’s focus is helping overaged/undercredited students to graduate college and career ready. To that end, Accel’s standards for each grade level will be the Alabama College and Career Ready Standards. These standards are based upon Common Core Standards in Literacy and Mathematics as well as Next Generation Science Standards. The following table summarizes the key learning standards to be achieved in literacy and numeracy by each phase (grade level).

Foundation Phase (Grade 9 & Grade 10)

Key Literacy Standards	Key Writing Standards	Key Mathematical Practices.
<ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. • Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. • Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a 	<ul style="list-style-type: none"> • Write arguments focused on discipline specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. • Note: See Standards in Alabama Course of Study for Mathematics – Algebra I

<p>specific scientific or technical context relevant to Grades 9-10 texts and topics.</p> <ul style="list-style-type: none"> • Analyze the structure of the relationships among concepts in a text, including relationships among key terms • Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address • Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. • Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. • Compare and contrast findings presented in a text to those from other sources (including their own 	<ul style="list-style-type: none"> c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. <ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important 	
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<p>experiments), noting when the findings support or contradict previous explanations or accounts.</p> <ul style="list-style-type: none"> • By the end of the Foundation Phase (Grade 10), read and comprehend technical texts in the Grades 9-10 text complexity band independently and proficiently 	<p>connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> b. Develop the topic with well-chosen, relevant, sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the 	
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	<p>expertise of likely readers.</p> <ul style="list-style-type: none">e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <ul style="list-style-type: none">• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.• Use technology, including the Internet,	
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	<p>to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <ul style="list-style-type: none">• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard	
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	<p>format for citation.</p> <ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • 	
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Prep and Accel Phases (Grades 11 & 12)

Key Literacy Standards	Key Writing Standards	Key Numeracy Standards
<ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler 	<ul style="list-style-type: none"> • Write arguments focused on discipline specific content. <ul style="list-style-type: none"> a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) 	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.

<p>but still accurate terms.</p> <ul style="list-style-type: none"> • Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 11-12 texts and topics • Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas • Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a 	<p>and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • Note: See Standards in Alabama Course of Study for Mathematics – Geometry and Algebra II
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<p>text, identifying important issues that remain unresolved.</p> <ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. • By the end of Grade 12, read and comprehend 	<ul style="list-style-type: none"> e. Provide a concluding statement or section that follows from or supports the argument presented. • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or 	
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<p>science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • 	<p>other information and examples appropriate to the audience's knowledge of the topic.</p> <ul style="list-style-type: none"> c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding 	
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	<p>statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <ul style="list-style-type: none">• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.• Conduct short as well as more sustained	
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	<p>research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none">• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.• Draw evidence from informational texts to support analysis, reflection, and research.• Write routinely over extended time frames (time for reflection	
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	and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
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The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 4

ACCEL'S EXIT STANDARDS FOR GRADUATING STUDENTS

Attachment 4: Graduation Exit Standards

COURSE REQUIREMENTS

English Language Arts

English 9	1
English 10	1
English 11	1
English 12	1
English Language Arts-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	
English Language Arts Total Credits	4

Mathematics

Algebra I or its equivalent/substitute	1
Geometry or its equivalent/substitute	1
Algebra II w/Trigonometry or Algebra II, or its equivalent/substitute	1
Mathematics-credit eligible options may include: <i>Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.</i>	

One credit from:

<i>Alabama Course of Study: Mathematics</i> or mathematics-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	1
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Mathematics Total Credits 4

Science

Biology	1
A physical science (Chemistry, Physics, Physical Science)	1
Science-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	

Two credits from:

<i>Alabama Course of Study: Science</i> or science-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	2
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Science Total Credits 4

Social Studies*

World History	1
United States History I	1
United States History II	1
United States Government	0.5
Economics	0.5
Social Studies-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	

Social Studies Total Credits 4

Physical Education

Lifelong Individualized Fitness Education (LIFE) or one JROTC Credit 1

Health Education 0.5

Career Preparedness 1

Career and Technical Education (CTE) and/or Foreign Language and/or Arts Education	3
Electives	2.5
Total Credits	24

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 5

**ANNUAL ACADEMIC SCHEDULE, INCLUDING PROPOSED
CALENDAR FOR THE FIRST YEAR OF OPERATION, AND
INCLUDING TOTAL NUMBER OF DAYS/HOURS OF
INSTRUCTION**

Accel Day and Evening Academy

2017-2018 School Calendar

August 2017						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- School Closed
- Early Release Day
- Parent Teacher Conferences

- Employee Planning (no school for students)
- Report Cards
- First and Last Day of School

Aug 1-18	Planning/Development Days
Aug 21	First Day for Students
Sep 1	Planning/Development Day - no school
Sep 4	Labor Day- Closed
Oct 6	Planning/Development Day - no school
Nov 3	Planning/Development Day - no school
Dec 18 - Jan 8	Winter Break - no school
Jan 4 & 5	Planning/Development Day - no school
Jan 8	Students Return from Winter Break
Feb 2	Planning/Development Day - no school
Feb 12-16	Mardi Gras Week - no school
Mar 2	Planning/Development Day - no school

Apr 6	Planning/Development Day - no school
April 16-20	Spring Break
May 4	Planning/Development Day-no school
June 1	Planning/Development Day-no school
Jun 21	Last Day for Students
June 22	Last Day for Teachers

Total Instructional Days 186 instructional days

Calendar Templates by Vertex42.com - <http://www.vertex42.com/calendars/school-calendar.html>

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 6

STRUCTURE OF ACCEL'S DAY AND WEEK, INCLUDING NUMBER OF INSTRUCTIONAL HOURS/MINUTES FOR SUBJECTS, LENGTH OF SCHOOL DAY, START AND DISMISSAL TIMES, REASON SCHEDULE IS OPTIMAL FOR STUDENT LEARNING, MINIMUM TIME PER DAY/WEEK DEVOTED TO ACADEMIC INSTRUCTION BY GRADE, AND SAMPLE DAILY AND WEEKLY SCHEDULE

Attachment 6: Accel School Schedule

Example of School Schedule –Monday, Wednesday, and Friday

Day Schedule	Time	Foundation Phase	Prep Phase	Accel Phase
Block 1	8:30-9:45	Success Seminar ELA or Learning Studio ELA/Math	Lab Time	Lab Time
Block 2	10:00-11:15	Success Seminar Math or Lab Time	Lab Time	Learning Studio – ELA/Math
Lunch/Advisory Period	11:15-Noon	Lunch/Advisory	Lunch/Advisory	Lunch/Advisory
Block 3	12:00-1:15	Lab Time	Learning Studio – ELA/Math	Dual Enrollment or Lab Time
Block 4	1:30 – 2:45	Lab Time	Lab Time or Dual Enrollment	Dual Enrollment

Example of School Schedule Tuesday & Thursday

Day Schedule	Time	Foundation Phase	Prep Phase	Accel Phase
Block 1	8:30-9:45	Lab Time	Learning Studio –Science/SS	Lab Time
Block 2	10:00-11:15	Success Seminar –Math or Learning Studio Science/SS	Lab time	Lab Time
Lunch /Activity Period	11:15-Noon	Lunch/Advisory	Lunch/Advisory	Lunch/Advisory
Block 3	12:00-1:15	Success Seminar – ELA or Lab Time	Lab Time or Dual Enrollment	Learning Studio – Science/SS or Dual Enrollment
Block 4	1:30 – 2:45	Lab Time	Learning Studio – Science/SS	Dual Enrollment

Example of School Schedule Tuesday & Thursday

Evening Schedule *	Monday-Thursday	Prep Phase	Accel Phase**

Block 1	4:00PM 5:00PM	-	Learning Studio ELA/Math	Lab Time
Block 2	5:00PM 6:30PM	-	Lab Time + Break on your own	Learning Studio ELA/Math
Block 3	6:30PM 7:30PM	-	Learning Studio -ELA/Math	Lab Time
Block 4	7:30PM- 8:30PM		Lab Time	Learning Studio - Science/History

*Evening school runs along from Monday-Thursday and only serves Prep and Accel Phase students.

** Students in the Accel Phase will also have the option to take dual enrollment academic or technical college coursework before the 4:00PM start of school.

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 7

ACCEL'S ENROLLMENT PLAN

Attachment 7: Enrollment Plan

The Governing Board of the School will determine the policies, processes, and procedures governing student application, admission, and enrollment at Accel. As stated in the school contract, “the capacity of the public charter school shall be determined annually by the Governing Board of the School in conjunction with the Commission and in consideration of the School’s ability to facilitate the academic success of its students, achieve the other objectives specified in the charter contract, and ensure that its student enrollment does not exceed the capacity of its facility or site.”

Accel will be open to all students of appropriate grade levels who wish to attend. If capacity is insufficient to enroll all students who apply to Accel, enrollment shall be determined by a random public lottery, along with the enrollment preference given in the next section. The lottery does not apply to currently enrolled students; current students will be given a spot in the following year.

The only admission requirement is that prospective students must follow Accel’s admission procedures with respect to applications, enrollment forms, and deadlines. The open application deadline will normally be in early spring. Late applications will not be included in the lottery or receive enrollment preferences, but will be kept in case that the waiting list is completely exhausted.

Lottery and Enrollment Preferences

Applications will be accepted during a publically announced open application period. Following the open application period, the applications will be counted to determine whether the number of applicants exceeds the number of open spaces at Accel. If the number of applicants exceeds capacity, a random public lottery will take place.

Enrollment preference will only be given to applicants who are identified as high school dropouts or under-credited students, as defined by Accel. Accel will define high school dropouts as students who have left school for 45 days or more before graduation or completion of a state approved education program and did not transfer to another public school district, private school, church school, or state approved educational program. Students identifying themselves as dropouts must provide acceptable proof in their application such as an attendance record from their school office.

Accel will define under-credited students as students who lack adequate credit hours for his or her age or grade level. The age and grade level parameters will be approved by Accel’s Governing Board. Students will submit an official or unofficial school transcript along with their applications. If they are identified as under-credited for their age or grade level under Accel’s parameters, they will be given preference in the lottery.

Students given preference as defined above will be admitted into open spots before the general lottery takes place. If the number of applicants given preference exceeds school capacity, a lottery will take place only using the names of the applicants given preference. Following the lottery call for applicants given preference, all other applicants will be drawn in another lottery in order to determine the order of the waitlist.

All applicants will be sent an email or letter to inform them of acceptance or waitlist status. The names of applicants not admitted in the lottery will be put on a waitlist in the order they are drawn in the lottery. Applicants on the waitlist will be contacted in order of placement if space becomes available. The waitlist will not carry over to the following school year. If the waitlist is exhausted and it is determined appropriate by the school principal or school COO, Accel will advertise that applications are being accepted in another enrollment period.

The lottery rules, deadlines, dates, and times will be posted on Accel's website. Accel will inform parents of all applicants of the lottery rules, location, date, and time through mail or email at least two weeks prior to the lottery date.

Enrollment

Acceptance letters will be mailed to all students selected for admittance in the lottery with instructions to call the school to confirm acceptance and secure admission within two weeks. During the two week period the school will call families to confirm acceptance. All attempts to reach families and their responses will be documented. If Accel has not received confirmation within two weeks the student's name will be placed at the bottom of the waiting list and the student at the top of the waiting list will be given a place.

The school will ensure that each admitted student submits all items necessary for enrollment including enrollment/registration forms, emergency information, immunization records, transcript or academic history, and IEP or Section 504 Plans (if applicable).

Withdrawal and Re-enrollment Procedures

Enrolled students may at any time withdraw or transfer to another school. If students withdraw or leave Accel and later choose to return, they must complete an application and bring it to the school office. Students will be informed if there is space available or if they will be placed on the waitlist. If students seeking to return to Accel have been expelled or incarcerated, the student and their parent or guardian must attend a conference with a school administrator and complete any procedures outlined in Accel's Discipline Policy before re-enrollment in the school.

Parents who wish to withdraw their student should inform the main office. In some cases, the advocate counselor or principal may want to meet with the student and parents.

Student Records

Accel will ensure that school procedures are in place so that all local, state, and federal reporting requirements are met. Student records shall be maintained in the state-adopted Alabama Student Information System (ASIM). Student attendance and enrollment records will be based on the same definitions as non-charter public schools. Accel will report enrollment and attendance data to local school systems and ALSDE at the prescribed times and in the prescribed format.

Release of Student Records

Accel will also comply with all federal, state, and local laws pertaining to data privacy and security, including *Family Educational Rights and Privacy Act (FERPA)*, *Children's Internet Protection Act (CIPA)*, *Health Insurance Portability and Accountability Act (HIPAA)*, and *Children's Online Privacy Protection Act (COPPA)*. Parents, legal guardians, or adult students have the right to review their own record or their child's record. In the case of separated or divorced parents, both parents will have equal access to student records, unless there is a restraining order that specifically prevents record access. It is the parent's responsibility to produce legal documentation regarding access. A restraining order that prevents access to a student does not prevent access to the student's records.

An access log will be maintained for each student's record which lists all persons requesting or receiving information from that record. Student records may be released to a specific person if the parent has filed written authorization specifying the records to be released and identifying the person to whom the records may be released. The consent notice shall be kept with the student's record file.

Student records may also be released without parent or guardian consent as permitted by law. Certain organizations, such as law enforcement agencies and child and family services may be granted access to student records. All requests will be recorded in the access log kept in the students' file.

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 8

ACCEL'S APPROACH TO STUDENT DISCIPLINE

Attachment 8: Discipline Policy

Accel's approach to fostering excellent school wide behavior is rooted in its core values listed below.

Accel's Values:

- **Achievement** underscores the belief that we can reach our goals through focus and hard work.
- **Collaboration** reminds us that we can be our best and achieve the most when we work well with others.
- **Care** emphasizes that we must show appreciation and concern for our community and fellow-man.
- **Empowerment** means that we must take the initiative to give voice and power to our interests in a responsible way.
- **Lifelong-Learning** encourages students to seek "learning" in and out of school for the rest of their lives.

Behavior Expectations

Accel students are expected to behave in the following ways to place their values into action:

Act with Respect

- Treat others the way you wish to be treated
- Speak kindly and respectfully to adults and students
- Deal with conflicts in a peaceful and open manner
- Appreciate the reality that others think and act differently than you

Demonstrate Responsibility

- Be a committed and dedicated learner
- Be on time and ready to learn
- Follow classroom and school rules
- Take ownership for your own actions

Foster a Safe School Environment

- Avoid confrontations and acts of aggression
- Report bullying, harassment or unsafe incidents
- Look out for unsafe situations (unfamiliar face on campus, safety hazard, items that can harm others) and report them
- Find trusted adults who can mentor and support you

Accel staff are expected to address behavior in the following ways:

- *Teaching Appropriate Behavior:* Accel will be explicit in describing and modeling the behaviors expected of students.
- *Appreciating Positive Behavior:* Accel students will be recognized for their actions that represent meeting and exceeding behavioral expectations

- *Responding to Inappropriate Behavior:* When students do not meet the behavior expectations set for them, Accel should respond to these action with a reasonable response designed to stop the inappropriate behavior, while also encouraging the appropriate action. These responses could include any of the following actions:
 - Redirection such as verbal correction, praising/rewarding positive behavior, changing cheating, problem solving with student.
 - Verbal warnings when misbehavior occurs
 - Student conferences
 - Detention
 - Loss of privileges
 - Confiscation
 - Restitution
 - Restorative Practices
 - Parent Conference
 - In-School Suspension
 - Out of School Suspension
 - Expulsion

Consequence Steps

1. Verbal warning
2. Student, Parent, Teacher Conference
3. Restitution
4. Detention
5. In-School Suspension/Retract
6. Out of School Suspension Up to 3 Days
7. Out of School Suspension Up to 7 Days
8. Long-term suspension (up to 30 days)
9. Expulsion

Discipline Infractions

<i>Class of Infraction</i>	<i>Description of Behaviors</i>	<i>Range of Consequences</i>
Class A	Excessive talking, cheating, minor acts of disobedience, being improperly dressed, public displays of affection,	Verbal Warning to Office Referral
Class B	Leaving classroom without permission, acts of physical aggression, Skipping class, using obscene language, possession or use of tobacco products including electronic cigarettes, bullying and harassment	Administrator conference to 7 day suspension
Class C	Arson, Theft, Burglary,	7 Day Suspension to

	Robbery, First Degree Assault, Second Degree Assault, Third Degree Assault, Criminal Mischief, Disorderly Conduct, Trespassing, Extortion, Reckless Endangerment, Bomb Threat, Terrorist Threat, Sexual battery, public lewdness, indecent exposure, possessing or discharging fireworks, possessing a replica gun or BB, pellet, or paint ball gun.	Recommendation for Expulsion
Class D	Possessing, selling, distributing, or using alcohol, illegal drugs, controlled substances, and/or prescription medication	Long-term suspension to Recommendation for Expulsion
Class E	Possessing, selling, distributing, or using knives, firearms, explosives, chemical irritants of like kind, brass knuckles, bludgeoning instruments, martial arts style weapons, stun guns, taser guns or other devices designed to deliver an electrical shock, etc.	Long term suspension to Recommendation for Expulsion

Procedure for Handling Disciplinary Action for Students with Disabilities

Students with disabilities cannot be placed on short-term suspension, long-term suspension, or expulsion until the student’s IEP team meets to determine if the behavior warranting suspension or expulsion represents a manifestation of the disability. If the IEP team determines that the behavior was a manifestation of the disability, an intervention other than suspension or expulsion must be taken. If the behavior was deemed not a manifestation of the disability, suspension or expulsion may be recommended and approved. However, students will be afforded the opportunity to continue to pursue their graduation requirements through Accel’s evening program.

Due Process Procedures

Students and parents will have the opportunity to file a dispute for any suspension recommended by the principal to the Chief Operating Officer. The COO will then form a review committee comprised of central office, board, and/or parents to

determine if the suspension complied with the policies and procedures of MAEF Public Charter Schools. The MAEF Public Charter School Board must approve recommendations for expulsion.

Definition of Terms

- Acts of Physical Aggression: Students hitting, kicking, pushing, and/or punching each other with or without visible bodily injury
- Acts of Willful Disobedience: Deliberate actions and/or behavior that are in direct contrast to instructions/directives given by teachers, school staff and administrators
- Bullying: Ongoing use of force, threat, or coercion to abuse, intimidate, or aggressively impose domination over others
- Cheating or Copying: Students providing, receiving, or reviewing answers to quizzes, tests, or independent assignments; the use of notes or notebooks during a test without permission from a staff member
- Class Cutting, Skipping: Failure to appear in or attend a scheduled class
- Criminal Mischief: With intent to damage property, one causes damage to property
- Disorderly Conduct: With intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk thereof; one engages in fighting or violent tumultuous or threatening behavior; makes unreasonable noise; or uses abusive or obscene language or obscene gestures
- First Degree Assault: With intent to cause serious physical injury; one causes serious physical injury to any person by means of a deadly weapon or a dangerous instrument
- Indecent Exposure: With intent to arouse or gratify sexual desire of themselves or of another person; one exposes their genitals under circumstances in which one knows their conduct is likely to cause affront or alarm in any public place
- Menacing: By physical action one intentionally places or attempts to place another person in fear of imminent serious physical injury
- Public Lewdness: One exposes their genitals or anus in a public place and is reckless about whether another person may be present who will be offended or alarmed by the act; commits a lewd act in a public place which one knows is likely to be observed by others who would be affronted or alarmed
- Reckless Endangerment: Recklessly engaging in conduct which creates a substantial risk of serious physical injury to another person
- Second Degree Assault: With intent to cause serious physical injury; one causes serious physical injury to any person
- Third Degree Assault: With intent to cause physical injury; one causes physical injury to any person

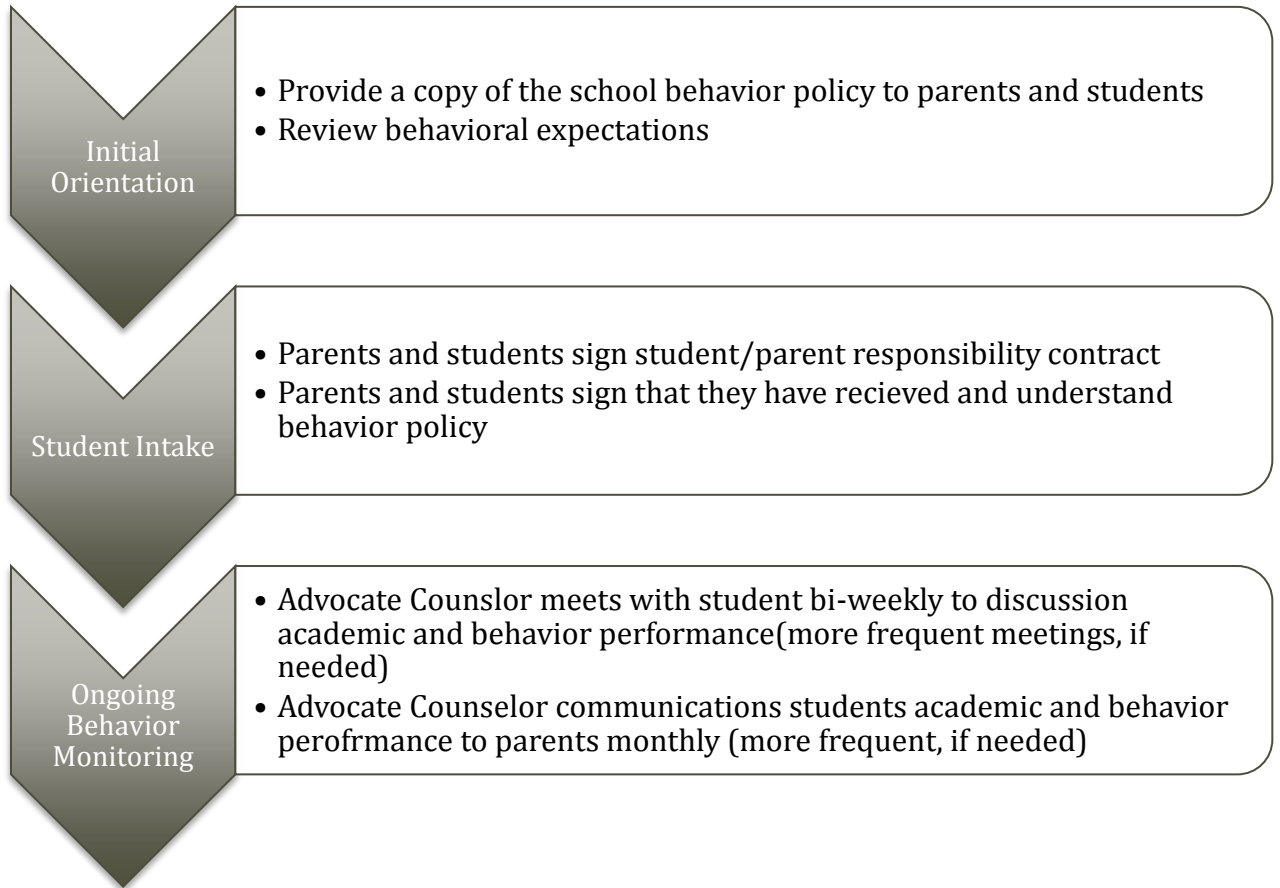
The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 9

PLAN TO INFORM STUDENTS AND PARENTS OF ACCEL'S
DISCIPLINE POLICY

Attachment 9: Procedures for Communication Discipline Policy

To ensure students and parents are well aware of Accel Day and Evening Academies Discipline Policies, Accel faculty and staff will follow the following process:



The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 10

**QUALIFICATIONS, RESUME AND PROFESSIONAL BIOGRAPH
OF PRINCIPAL/HEAD OF SCHOOL CANDIDATE**

Principal has not been selected.

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 11

**JOB DESCRIPTION OR QUALIFICATIONS, TIMELINE, CRITERIA, AND
RECRUITMENT/SELECTION PROCESS FOR PRINCIPAL/HEAD OF
SCHOOL CANDIDATE (IF NOT HIRED)**

Attachment 11: Principal Job Description

The Acceleration (Accel) Day and Evening Academy

Founding Principal

Founding Principal

MAEF Public Charter Schools, a subsidiary of the Mobile Area Education Foundation, seeks a catalytic and forward-focused leader to serve as the founding principal for an innovative high school in Mobile, Alabama called The Acceleration (Accel) Day and Evening Academy. The leader of will be in a position to create a meaningful learning environment where students are encouraged and enabled to discover and develop their own unique interests and passions, creating their own success through personalized learning and purposeful internships.

Background and Opportunity

The Accel Day and Evening Academy will be opening its doors to 300 students in grades 9-12 in the fall of 2017. The Accel Day and Evening Academy is designed to expand the number overaged/undercredited students who ccan be served in the Mobile Area and deepened the quality of the learning for these students to ensure they not only graduate, but graduate college and career ready. The vision of the Accel Day and Evening Academy is **to re-engage and inspire youth to unlock their academic potential and graduate high school as life-long learners, ready for college, careers, and civic life**. To achieve this vision, we will **connect to students' gifts and passions through personalized learning pathways that build students' academic skills, professional mindsets, and social and emotional well being, so they are prepared for college and careers (mission statement)**.

Accel's students and staff will be guided by five core values: **achievement, collaboration, care, empowerment, and life-long learning**.

- Achievement underscores the belief that we can reach our goals through focus and hard work.
- Collaboration reminds us that we can be our best and achieve the most when we work well with others.
- Care emphasizes that we must show appreciation and concern for our community and fellow-man.
- Empowerment means that we must take the initiative to give voice and power to our interests in a responsible way.
- Lifelong-Learning encourages students to seek "learning" in and out of school for the rest of their lives.

The Position

School Leadership

The Principal will be Accel's instructional leader and will hold primary responsibility for ensuring the academic success of all students. The Principal will develop and manage the school's academic program and will support, develop and evaluate instructional staff. The Principal will report directly to the Chief Operating Officer and will collaborate with the MAEF Public Charter Schools Administrative Team.

Core responsibilities of the Founding Principal include:

- Develop, implement and manage the school's academic program in a manner consistent with the school's vision:
 - Help develop and implement instructional programs, structures, and decision-making processes that support Accel's vision, mission, and instructional philosophy

- Work with the faculty to establish and commit to clear student achievement goals and provide direction and encouragement to all instructional staff in the accomplishment of goals
- Assume significant responsibility for evaluating student learning: supervise the collection and analysis of multiple sources of data and employ the results to continually improve learning and engagement among all students
- Recruit, develop and evaluate instructional staff:
 - Supervise and support the instructional staff
 - Plan, implement, and support professional development of instructional staff as part of the school-wide professional development plan
 - Nurture and promote diverse instructional leadership in support of the school's mission and continued growth and sustainability
- Maintain a safe and clean facility:
 - Communicate daily with the custodial staff to provide direction and feedback
 - Determine priorities to support the use of the facilities and the scheduling of work
 - Conduct emergency drill procedures as required
 - Establish the standards and benchmarks to be used to measure the performance of custodial and maintenance staff

The Principal, MAEF Public Charter Schools Board, and Administrative Team will work together to implement a cohesive, clear vision and ensure the school meets its mission and academic goals. They will:

- Develop and sustain a strong school culture and learning community
- Build strong relationships with parents, families, and the community
- Ensure equity and high expectations across the school
- Ensure that student enrollment and retention targets are met
- Maintain an atmosphere of openness, confidentiality, and trust

Qualifications

Required Qualifications

- Successful leadership experience in a public or non-public school serving diverse and low-income student populations
- Passion for working in the field and commensurately strong work ethic
- Demonstrated success in encouraging and engaging parental and community involvement
- Commitment to accountability for all aspects of the school's charter, academic performance agreement, and school operations.
- Master's or Doctoral Degree in a relevant field from an accredited college or university
- Three (3) years of instructional/classroom experience.
- Exceptional organizational, communications, public relations, and interpersonal skills.
- Ability to prioritize and effectively manage competing tasks and responsibilities.
- Ability to sustain a calm, reasonable approach and to communicate effectively in stressful or problematic situations.
- Skilled in the use of the internet, email, and Microsoft Office.
- Display a high-level proficiency in the use and application of educational technologies
- Possess an Alabama Principal Certification or proven ability to meet certification criteria required
- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification

- Able to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity

Preferred qualifications:

- Experience with blended learning, project-based learning, and high school culture
- Experience with schools or programs focused on overaged/undercredited students
- Knowledge of and practice in contemporary educational models
- School start-up experience

Accel Principal Job Posting Locations

Online Recruitment Portals

- Craigslist (Alabama)
- Craigslist (Mississippi)
- Craigslist (Houston)
- Craigslist (Atlanta)
- TopSchoolJobs.com
- Idealist.org
- Indeed.com
- LinkedIn.com
- OpportunityKnocks.com
- National Alliance for Public Charter Schools
- Schoolspring.com
- Teach for America Alumni
- National Association of Secondary School Principals

Relevant Organizations and Community Groups (Email Outreach)

- Alabama Association of School Administrators

Selection Process

Accel will have a four-step principal selection process.

- (1) The first step includes the initial resume/application screen and a phone interview with the Chief Operating Officer. The interview includes an assessment of attitudes, knowledge of effective school leadership, background or experience with Accel’s mission and vision.
- (2) Successful candidates are moved on to an in-person or video conference call, which include a writing prompt and reading of a case study and recommendations for how to handle the dilemma of the case.
- (3) Reference and background checks are conducted for finalists.
- (4) Finalists are asked to complete an in-person interview with a Community Panel comprised of members of MPCs board, Chief Executive Officer, Chief Operating Officer, and community volunteers. The Chief Executive Officer and Chief Operating Officer are responsible for the final hiring decision.

School Leaders Selection Timeline

- January 2017
Launch of school leader recruitment; initial online posting and outreach campaign
- February 2017
Hiring Committee conducts videoconference interviews with promising candidates; additional recruitment if needed to expand applicant pool

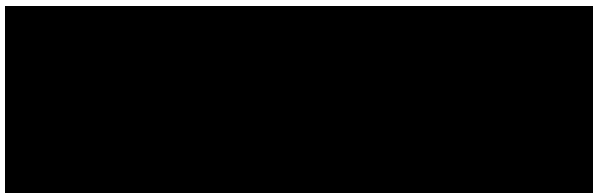
- March 2017
Hiring Committee conducts additional videoconference interviews with any additional promising candidates; committee conducts in-person interviews, involving authentic leadership activities such as lesson observation and analysis of student data, with strongest first-round interviewees
- April 2017
1-2 final candidates meet with full Board for final approval; Board selects school leader
- May 2017
School leader assumes role for August 2017 opening

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 12

QUALIFICATIONS, RESUME, PROFESSIONAL BIOGRAPHIES
OF ACCEL'S LEADERSHIP/MANAGEMENT TEAM MEMBERS

Carolyn Akers Mobile Area Education Foundation



Carolyn Akers is the Chief Executive Officer of the Mobile Area Education Foundation. Since the founding of MAEF in 1992, she has emerged as a leader among advocates for education on the state, regional and national levels.

In Mobile, Carolyn serves on a number of community boards and commissions and is a graduate of Leadership Mobile and Leadership Alabama. She has received Leadership Alabama's Outstanding Alumnus Award and *The Little Red Schoolhouse* Award from the Council for Leaders in Alabama Schools (CLAS), the statewide organization of school leaders.

She has served on the steering committees of Mobile United, Envision-Coastal Alabama and the state A+Research and Education Foundation. She was appointed to serve as chairman of Mayor Sam Jones' Education Task Force, Mayor Sandy Stimpson's Transition Team and as co-chair of Governor Bob Riley's State of Alabama Education Task Force. Currently, she sits on the Board of Directors for the A+Research and Education Foundation, the John F. Will Scholarship Foundation and the Alabama Region Nine Southwest Alabama Workforce Development Council.

Other awards include: the prestigious national McKee Award for Partners in Education, the 2001-2002 Southeastern Association of Elementary School Principals Award for Outstanding Contributions to Public Education, the 2002 Lillian McGowin/AFP for Outstanding Civic Leader, and the 2005 Wendy D. Purifoy Award which recognizes distinguished contributions by a local education foundation to create conditions of learning that benefit all children. In 2012, Carolyn was named Alabamian of the Year by the Anniston Star.

Carolyn is a graduate of the University of Alabama, with a B.S. in Biology and Chemistry and a Master's in Microbiology.

Harold W. Dodge
University of South Alabama
Leadership and Teacher Education



Education

Ed.D., Virginia Tech, 1981.

Major: Educational Administration

Dissertation Title: A National Study of the Attitudes of School Board Members Toward the Reduction of Programs and Services

Certificate of Advanced Study, Virginia Tech, 1981.

Major: Educational Administration

MS, Old Dominion University, 1970.

Major: Educational Administration

BS, Old Dominion University, 1968.

Major: History and Social Studies

Professional Positions

Academic - P-12

Superintendent, Mobile County Schools. (July 1998 - December 2007).

Superintendent, Cumberland County Schools, Virginia. (July 1994 - July 1998).

Superintendent, Montgomery County Schools Virginia. (July 1988 - July 1993).

Superintendent, University City Public Schools. (October 1984 - July 1988).

Assistant Superintendent, University City Public Schools. (October 1983 - October 1984).

Principal-High School, Chesapeake Public Schools. (August 15, 1975 - October 15, 1983).

Principal-Junior High, Chesapeake Public Schools. (August 1, 1973 - August 15, 1975).

Principal-Elementary, Chesapeake Public Schools. (August 31, 1972 - August 1, 1973).

Assistant Principal-High School, Chesapeake Public Schools. (January 1, 1972 - August 1, 1972).

Assistant Principal-Middle, Chesapeake Public Schools. (August 1, 1971 - December 31, 1971).

Teacher-History, Psychology, Chesapeake Public Schools. (August 1, 1968 - August 1, 1971).

Academic - Post-Secondary

Chair-Leadership and Teacher Education-COE, University of South Alabama. (August 15, 2011 - Present).

Associate Professor, University of South Alabama. (January 1, 2008 - Present).

Interim Chair-Leadership and Teacher Education, University of South Alabama. (August 15, 2008 - August 15, 2011).

Adjunct, Longwood University-Virginia. (1996 - 1998).

Visiting Professor, Virginia Tech. (1989 - 1994).

Licensures and Certifications

Class AA, Superintendent, Alabama Department of Education. (1998 - Present).

Superintendent of Schools, Missouri Department of Education. (1985 - Present).

Superintendent, Social Studies, Virginia Department of Education. (1981 - Present).

Professional Memberships

Alabama Association of School Administrators. (1998 - Present).

National School Board Association. (1985 - Present).

Development Activities Attended

Conference Attendance, "Accreditation for Continuous Improvement," NCATE, St. Louis, Missouri. (June 2, 2011 - June 4, 2011).

NCATE Recency, "Planning for Instructional Success," Dothan City Schools, Dothan, Alabama. (2008 - 2010).

Workshop, "Chairing the Academic Department," American Council on Education, Austin, Texas. (November 5, 2008 - November 8, 2008).

NCATE Recency, "Supervisory Overview," University of South Alabama, Mobile, Alabama. (September 10, 2008 - September 24, 2008).

NCATE Recency, "School Finance," Alabama State Department of Education, Montgomery, Alabama. (May 19, 2008 - May 21, 2008).

Conference Attendance, "Creating Conditions for Success," SREB, Atlanta, Georgia. (May 9, 2008).

Awards and Honors

Outstanding Civilian Service Medal, United States Army. (November 2007).

Selected for Membership Center for Leadership School Reform, Bell South. (1999).

Top 100 Educator, Executive Educator. (1993).

TEACHING

Teaching Experience

University of South Alabama

EDL, Theories of Instructional Leadership, 1 course.

EDL 501, Theories Instructnl Leadership, 12 courses.
EDL 505, Bus Mgmt of Lrng Organizations, 8 courses.
EDL 525, School Finance, 1 course.
EDL 550, Principles of School Leadership, 2 courses.
EDL 590, Sp Top -, 1 course.
EDL 594, Supervisory Leadership, 2 courses.
EDL 598, Residency, 1 course.
EDL 699, Research Project, 14 courses.
EDL 801, Supervisory Leadership, 1 course.

RESEARCH

Published Intellectual Contributions

Journal Articles

Dodge, H. W. Room for All. *American School Board Journal*, October, 1994, 6.

Dodge, H. W. Truancy-The Alarm Sounds. *Virginia Journal of Education*, Jan, 1982.

Dodge, H. W. Your Portrait: Schools Boards Have a New Look. *The American School Board Journal*, January, 1982.

Dodge, H. W. In Search of Excellence. *Journal of Curriculum and Instruction*, May, 1984.

Dodge, H. W. Taking Sides on Controversial Subjects. *The School Administrator*(Ninth Edition), 6.

Dodge, H. W. The Legal Cost of Challenging the Far Right. *The School Administrator*, October, 1993.

Presentations Given

Dodge, H. W., Urban Leadership, "Leadership in Stormy Times," Urban Superintendents Association of America, Charleston, South Carolina. (October 2006).

Dodge, H. W., Amercian Psychological National Conference, "Responding to Large-Scale Natural Disasters," APA, New Orleans, La.. (August 2006).

Dodge, H. W., 16th Education Trust National Conference, "Transcending Katrina: School University Collaboration," Ed Trust, Washington D.C.. (November 2005).

Dodge, H. W., State Department of Education, "Passing a Successful Tax Issue-Community Based," State Department of Education, Montgomery, Alabama. (2001).

Dodge, H. W., Virginia School Board Convention, "Full-Inclusion," VSBA, Williamsburg, Virginia. (November 1998).

Dodge, H. W., NSBA Annual Convention, "Successful Tax Issues," NSBA, San Diego, California. (April 1993).

Dodge, H. W., National School Board Conference on Legal Issues, "Freedom of Speech," COSA, San Diego, California. (September 1991).

Dodge, H. W., National School Board Convention, "Community Involvement," NSBA, San Diego, California. (April 1985).

Dodge, H. W., New England Educational Research Conference, "Administration and Finance," New England Educational Research, Lenox, Mass.. (March 1982).

Dodge, H. W., Governors Conference on Education, "School Community Relations," State Department of Education-Virginia, Richmond, Virginia. (October 1978).

Contracts, Grants and Sponsored Research

Grant

Not Funded

Smith, Agnes E, Gray, David L, Dodge, Harold W, "Effective Principals for Successful Schools," Sponsored by US Department of Education, Federal, \$1,000,000.00.

SERVICE

Department Service

Committee Chair, Assessment Committee. (2008 - 2009).

Committee Chair, New Faculty Induction Committee. (2008 - 2009).

College Service

Committee Member, NCATE Standard 2. (2011 - Present).

Committee Member, NCATE Steering Committee. (2011 - Present).

Committee Member, Dean's Administrative Council. (2008 - Present).

University Service

Committee Member, Talent Search. (2009 - Present).

Public Service

Committee Member, All Saints Church-Vestry, Mobile, Alabama. (2009 - Present).

Committee Member, Restructuring Wilmer Hall, Mobile, Alabama. (2009 - Present).

Committee Member, St. Judes Children's Hospital, Mobile, Alabama. (2008 - Present).

Committee Member, YMCA Executive Board, Mobile, Alabama. (2008 - 2010).

Consulting

Training/Education, Wiregrass Foundation, Dothan, Alabama. (2008 - 2010).

Training/Education, Baldwin Public Schools, Baldwin, County. (2009).

Awards and Honors

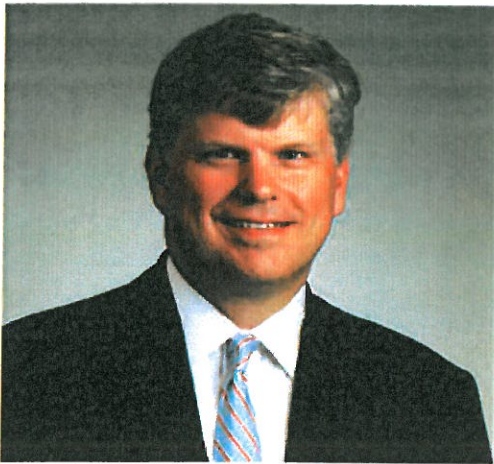
Service, Professional

Superintendent of the Year-Alabama, Alabama Association of School Administrators. (2006).

Public Servant of the Year-Mobile, Mobile United. (May 15, 2001).

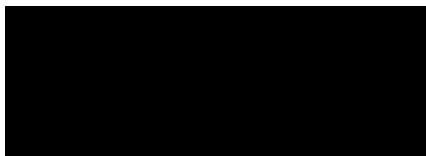
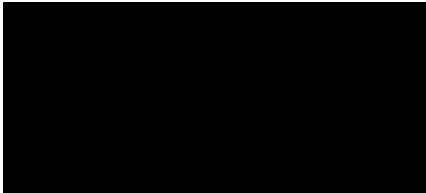
MCDOWELL KNIGHT

MCDOWELL KNIGHT ROEDDER & SLEDGE, LLC



ROBERT. B. MCGINLEY, JR.

McDowell Knight Roedder & Sledge



EDUCATION

- University of Alabama
School of Law, Juris
Doctor, 2000, cum laude
 - Alabama Law Review
 - Elected Chief Justice,
Honor Court

ROBERT. B. MCGINLEY, JR.

Mr. McGinley's business acumen has been honed since his undergraduate days at Washington & Lee, where his chosen curriculum included a major emphasis on economics and finance. Those skills propelled him to an in-house position with an internet business directly after law school, followed by years of practice in the financial transactions practice group in King & Spalding's Atlanta office. Since returning to Mobile in 2004, he has continued to refine his skills with years of experience representing the interests of businesses in a variety of transactions and commercial matters requiring litigation.

Recent significant cases and transactions include:

- Represented a defendant in a series of arbitration hearings involving securities fraud, with all cases resulting in the dismissal of the defendant
- Represented banks in numerous real estate and asset-backed loans, including:
 - a \$20,000,000+ loan to a local hospital
 - a loan of approximately \$5,000,000 to a carpet supply company
 - a \$4,000,000+ loan to a commercial developer
- Represented a local business seeking to purchase millions of dollars in assets, located across the US and China, from a troubled business
- Represented various businesses in multi-million dollar tax valuation disputes with the Mobile County Board of Equalization

- Bench and Bar Honor Society

- Washington & Lee University, Bachelor of Arts, Williams School of Commerce, 1995

AREAS OF PRACTICE

- Real Estate
- Employment and Labor
- Commercial and Business Litigation
- Finance and Banking

- Represented a group of physicians in the sale of partnership interests and the establishment of a new practice

Mr. McGinley seeks to offer each client high-quality and efficient services suitable to the size and scope of each transaction or case. He is married to a former attorney, and together they are parents to two daughters and a son. The McGinleys are members of Dauphin Way United Methodist Church.

PROFESSIONAL ORGANIZATIONS

- Alabama State Bar
- Mobile Bar Association
- State Bar of Georgia
- Mississippi Bar Association

CIVIC AND CHARITABLE ORGANIZATIONS

- Mobile Area Education Foundation
 - Board of Directors, 2009-present
- Mobile Symphony Orchestra
 - Board of Directors, 2012-present
- Mobile Area Chamber of Commerce
 - Board of Advisors, 2008-present
- Leadership Mobile
 - Graduate, Class of 2012
- Washington & Lee Alumni Association
 - President, Mobile Chapter

Jeremiah D. Newell

PROFESSIONAL PROFILE

Educational leader with over ten years of experience in state and district improvement, designing and leading dropout prevention and recovery school models, developing state-wide policies on high school graduation, school turnaround and teacher training programs, and building community/district collective impact partnerships; Most noted for playing an integral role in the improvement of high school graduation rates in Mobile County Public Schools (Mobile, Alabama – 60,000 student district) from 55 percent to 82 percent in four years (representing over 1,000 more graduates annually)

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION, CAMBRIDGE, MA. **May 2015**
Doctor of Education Leadership (Ed.L.D.)

UNIVERSITY OF SOUTH ALABAMA, MOBILE, AL. **Transfer 2011**
Doctor of Philosophy in Instructional Design and Development (Ph.D.)

UNIVERSITY OF SOUTH ALABAMA, MOBILE, AL. **May 2008**
Bachelor of Science in Secondary Education/Language Arts (B.S.)
Honors: Magna Cum Laude GPA: 3.89

EMPLOYMENT

MOBILE AREA EDUCATION FOUNDATION (MOBILE, ALABAMA)
Chief Operating Officer **July 2015- Ongoing**

- Led team of 20 staff, managed a budget in excess of \$2 million, and supported a 20+ member Board of Directors to meet the organization's mission of improving public education outcomes in the greater Mobile, Alabama area
- Program Coordinator for Annie E. Casey's Evidence2Success in Mobile, Alabama

RHODE ISLAND DEPARTMENT OF EDUCATION (PROVIDENCE, RHODE ISLAND)
Fellow/EdLD Resident, Division of Accelerating School Performance **July 2014- June 2015**

- Served as Chief of staff for the Division of Accelerating School Performance, supported strategy development and execution of division priorities connected to increasing the number of students graduating college and career ready, turning around low-performing schools, and increasing high quality charter schools
- Led the agency's 2015-2020 statewide PK-12 strategic planning process based upon design thinking and community organizing

HARVARD GRADUATE SCHOOL OF EDUCATION (CAMBRIDGE, MASSACHUSETTS)
Education Consultant **August 2012-June 2014**

- Southern Education Foundation (Atlanta, GA): Co-developed a strategy for accelerating innovation and improvement in Southern states through the formation of network improvement communities aligned to specific reform goals and measurable outcomes
- Public Education Foundation (Chattanooga, TN): Provided strategic direction in the development of Grades 9-14 Career and College Student Pathways for Southeast Tennessee (4 urban, suburban, and rural school districts)
- Mobile Area Education Foundation (Mobile, AL): Supported the executive leadership and Board of Directors of MAEF in developing and executing its business strategy as a local education fund encouraging public school district education improvements in Mobile County and influencing state-level policy in Alabama
- Mobile County Public School System (60,000 students) (Mobile, AL): Worked under the Superintendent of Schools to develop a coherent 9-12 grade Career Academy plan for all 13 high schools

Teaching Fellow **August 2013-May 2014**

- Member of the teaching team for Harvard Graduate School of Education Courses- L100: The Workplace Lab taught by Professor Deborah Jewell-Sherman and L103b:Strategic Management by Professor Mark H. Moore (Harvard Kennedy School) to develop aspiring system-level leaders of the Harvard Doctor of Education Leadership Program.
- Co-designed, taught, and supported the weekly instructional plan
- Coordinated with national partners to create customized team-based learning experiences for students

MOBILE AREA EDUCATION FOUNDATION (MOBILE, ALABAMA)

August 2004-2012

Director of Multiple Pathways (October 2010-2012)

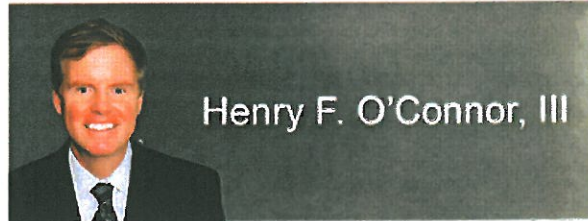
- Led all Mobile County Public School System (MCPSS) dropout prevention and recovery school models serving some 500 students annually across the district
- Led the RAMP to Graduation Initiative, a community-wide dropout prevention, intervention, and recovery initiative to turnaround two of the school district's lowest performing middle and high schools- Secured a \$9 million U.S. Department of Education High School Graduation Initiative Grant, which funded the program
- Served on the Job's for the Future/Youth Transition Funder's Group Pathways to Graduation Workgroup, a select national committee of practitioners working to expand the knowledge-base and influence policy to design schools and programs to ensure off-track high school students graduate college and career ready
- Resulted in improvement of MCPSS district-wide graduation rate from 55% to 82% in four years, and B.C. Rain High School Graduation rate increased from 49% to 85% in four years

Director of Evening Educational Options Program (September 2009-2012)

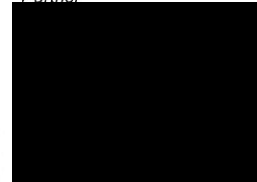
- Created and led the first dropout prevention and recovery school model in Mobile County called the Evening Educational Options Program (EEOP)- a night high school designed to serve the most at-risk students who are in danger of dropping out by providing performance-based instruction, intensive counseling support, career-based internships, and post-secondary planning
- Resulted in over 500 overaged/undercredited graduates in three years

RAMP Program Coordinator (August 2007-2009)

- Co-led the Research Alliance for Multiple Pathways (RAMP), a systemic dropout prevention community collaborative whose focus included developing data systems to identify off-track youth, evaluating community and school district policies that force youth to dropout out of school, performing needs assessments to identify gaps in services for youth in the community, and developing high quality education pathways that prepare all students for college and work;
- Resulted in a school district/community co-owned "blueprint" for multiple education pathways
- Facilitated community organizing efforts through the "Yes We Can" Initiative to empower community members to define and support public educational improvements (reaching nearly 5,000 citizens)



Partner



Areas of Practice

Banking & Financial Services
Business & Commercial Transactions
Real Estate: Land Use, Development
& Finance

Education

University of Virginia School of Law,
J.D., 1994
Dartmouth College, 1990, *cum laude*

Bar Admissions

Alabama
Louisiana

Henry O'Connor is a partner in the firm's Business & Commercial Transactions Practice Group and has more than two decades of leadership experience in the legal, real estate, and financial services industries. Mr. O'Connor advises investors, owners, operators, developers, borrowers, and lenders in the full spectrum of commercial transactions, including purchases, sales, mergers and acquisitions, private equity investments, and other financing matters.

Prior to joining Jones Walker, Mr. O'Connor served as President of the Mobile, Alabama market for Trustmark National Bank following its merger with BancTrust Financial Group, Inc. At BancTrust, he served as Executive Vice President - Director of Corporate Strategy and coordinated the merger with Trustmark. Prior to this, he was a Managing Director of IPC Capital Partners, a private investment firm focused on real estate and other alternative asset investments.

Mr. O'Connor began his career in private practice. During this time, he served for nine years as managing member and a name partner of the law firm he co-founded in New Orleans, specializing in commercial real estate acquisition, development and finance.

Mr. O'Connor was also a partner in a privately-held developer of select-service hotels in Louisiana.

Mr. O'Connor is deeply involved in the business and civic communities of greater Mobile. He serves currently as a member of the Executive Committee of the United Way of Southwest Alabama and on the board of the Mobile Area Education Foundation. Mr. O'Connor is also a member of the Advisory Boards of Trustmark National Bank – South Alabama Region and Southern Community Capital, respectively, and is member of the regional advisory board of Leadership Alabama. He previously served on the board of directors of the Mobile Area Chamber of Commerce and the Community Foundation of South Alabama.

Mark L. Spivey



Title

Vice President
Commercial Banking
BB&T Corporation

[REDACTED]

[REDACTED]

Experience

Mark Spivey has been in banking for 14 years and has worked with BB&T for the past 3 years where he currently serves as Vice President for their Commercial Banking Department in Mobile, AL. As a Commercial Banker, Mark's focus is helping businesses achieve their goals by assisting customers in analyzing problems and proposing banking solutions. He has served as a Commercial Relationship Manager, Business Banker, Credit Analyst, and Branch Manager during his banking career.

Date of Birth

September 4, 1979

Birthplace

Montgomery, AL

Education

B.S., Finance/Banking, University of South Alabama (Magna Cum Laude)
Master of Business Administration, University of South Alabama (Magna Cum Laude)

Affiliations

- President, Mobile Area Education Foundation
- Board Member, United Cerebral Palsy
- Board of Advisors, University of South Alabama College of Education
- Board of Advisors, University of South Alabama Mitchell College of Business
- Mobile Area Chamber of Commerce Chamber Chase Campaign
- Mobile Bay 40 Under 40 in 2012
- Sunrise Rotary Club of Mobile
- Senior Bowl Committee
- Mobile Touchdown Club
- MS Leadership Mobile Class of 2011
- 2016 Graduate and Class President of Leadership Mobile

MARIETTA MURRAY URQUHART



PERSONAL:

Birth date: 6-6-55

Family: Spouse

Dr. William Johnson Urquhart
Bay Area Physicians for Women
University of Alabama -1974 B.S.
University of Alabama at Birmingham
College of Medicine-1978 M.D.

Children

Marietta Urquhart Holmes (Charles Webb Holmes)
Laura Urquhart Davison (Jay Paul Davison)

WORK EXPERIENCE:

September 2015-Present
WHITE-SPUNNER REALTY
Commercial Associate and Realtor

January 31, 2003-September 2015
HEGEMAN REALTY CO., INC. MOBILE, AL
Sales Associate

1983-1985
BAY AREA PHYSICIANS FOR WOMEN, MOBILE, AL
Office Manager

1978-1980
UNIVERSITY OF KENTUCKY MEDICAL CENTER, LEXINGTON, KY
Information Specialist-Performed Public Relations duties for the
five colleges of the Medical Center as well as University Hospital

1977-1978
CAMP FIRE YOUTH-BIRMINGHAM, AL
Director, Hire-A-Kid

EDUCATION:

UNIVERSITY OF ALABAMA AT BIRMINGHAM

B.A. English and Mass Communications—1976

UNIVERSITY OF ALABAMA AT TUSCALOOSA

Attended 1973-1975

JULIUS T. WRIGHT PREPARATORY SCHOOL, MOBILE, AL

Graduate, 1973

ACCREDITATIONS:

Licensed Realtor, Alabama Board of Realtors

PROFESSIONAL MEMBERSHIPS:

National Board of Realtors

Mobile Area Board of Realtors

Commercial Exchange Club

CHURCH AFFILIATION: St. Paul's Episcopal Church

COMMUNITY ACTIVITIES:

LEADERSHIP POSITIONS

Chairman of the Board of Trustees—UMS-Wright 2000-2002

President of the Board of Directors—Leadership Mobile 2000-2002

President of the Board of Directors—Volunteer Mobile 1999-2000

President of Junior League of Mobile—1993-94

President of Women of the Church—St. Paul's Episcopal—1998

Graduate, Leadership Mobile—1996

Leadership Alabama Graduate---2005

Commissioner, Alabama State Commission for National and Community Service-

BOARD MEMBERSHIPS—PRESENT

Trustee, University of Alabama System

Maritime Museum of the Gulf Coast

UMS-WRIGHT Foundation Board of Trustees

Community Foundation of South Alabama, Board Member

First Community Bank—Director, Loan Committee, Governance Committee

BOARD MEMBERSHIPS—PAST

UMS-Wright Board of Trustees

St. Paul's Episcopal Church Vestry

Volunteer Mobile

Mobile Tricentennial Steering Committee

Mobile Area Chamber of Commerce—1993

Leadership Mobile

Mobile Advisory Board for Department of Human Resources

Dumas Wesley

Junior League of Mobile

SouthTrust Bank of Mobile, NA

Salvation Army of Mobile, Advisory Board

Mobile United, Advisory Board and Steering Committee

AWARDS:

First Lady of Mobile, 2005

Alumna of the Year, UMS-Wright

Sustainer of the Year, Junior League of Mobile

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 13

**PROOF OF 501(C)3 NON-PROFIT STATUS AND FEDERAL
TAX-EXEMPT STATUS**

LETTER OF FILING FOR ACCEL

Internal Revenue Service
District Director

Department of the Treasury

P.O. Box 2508
Cincinnati, OH 45201

Date: **OCT 07 1997**

Mobile Area Education Foundation
c/o Carolyn Akers
[REDACTED]

Person to Contact:

D. Downing

Telephone Number:
[REDACTED]

Fax Number
[REDACTED]

Federal Identification Number:
58-2005291

Dear Sir or Madam:

This is in response to your notice that you had changed your name. We have changed your name in our records to the name shown in the address of this letter.

Our records indicate that a determination letter issued in September 1992, granted your organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in section 509(a)(1) and 170(b)(1)(A)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid to each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Mobile Area Education Foundation
58-2005291

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

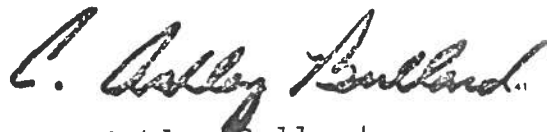
Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

Please direct any questions to the person identified in the letterhead above.

This letter affirms your organization's exempt status.

Sincerely,



C. Ashley Bullard
District Director

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
C - 1130
ATLANTA, GA 30301

DEPARTMENT OF THE TREASURY

Date:

SEP 18 1992

MOBILE 2000 INC
[REDACTED]

Employer Identification Number:
58-2005291

Contact Person:
ANN RUSSELL

Contact Telephone Number:
[REDACTED]

Accounting Period Endings:
December 31

Foundation Status Classification:
509(a)(1)

Advance Ruling Period Begins:
June 5, 1992

Advance Ruling Period Ends:
December 31, 1996

Addendum Applies:
Yes

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

Letter 1045(DO/CG)

MOBILE 2000 INC

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1924, you are liable for social securities taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If you are required to file a return you must file it by the 15th day of

MOBILE 2000 INC

the fifth month after the end of your annual accounting period. We charge a penalty of \$10 a day when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty we charge cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. We may also charge this penalty if a return is not complete. So, please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Paul Williams
District Director

Enclosure(s):
Addendum
Form 872-C

MOBILE 2000 INC

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, and supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$10 per day for each day there is failure to comply (up to a maximum of \$5,000 in the case of an annual return). See Internal Revenue Service Notice 88-120, 1988-2 C.B. 454, for additional information.

If your organization conducts fund-raising events such as benefit dinners, auctions, membership drives, etc., where something of value is received in return for contributions, you can help your donors avoid difficulties with their income tax returns by assisting them in determining the proper tax treatment of their contributions. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that your donors can determine how much is deductible and how much is not. To assist you in this, the Service has issued Publication 1391, Deductibility of Payments Made to Charities Conducting Fund-Raising Events. You may obtain copies of Publication 1391 from your local IRS Office. Guidelines for deductible amounts are also set forth in Revenue Ruling 67-246, 1967-2 C.B. 104 and Revenue Procedure 90-12, 1990-1 C.B. 471.



2016041084 1/9
 BK: LR7406 Pg: 1751
 Document Type: NPINC

Mobile County, Alabama
 I hereto certify this instrument
 filed on: 07/28/2016 03:18:23 PM
 Don Davis, Probate Judge

Deed Tax:	\$ 00	
Mortgage Tax:	\$ 00	
Mineral Tax:	\$ 00	
No Tax:	\$ 00	
Judge Fee:	\$ 00	2016041084
S.R. Fee:	\$ 2.00	Bk: LR7406
Surcharge Fee:	\$ 00	Pg: 1751
Recording Fee:	\$ 51.00	
TOTAL:	\$ 53.00	

**CERTIFICATE OF FORMATION
 FOR
 MAEF PUBLIC CHARTER SCHOOLS, INC.
AN ALABAMA NONPROFIT CORPORATION**

KNOW ALL PERSONS BY THESE PRESENTS that we, the undersigned, desiring to become a body corporate, do hereby file the following Certificate of Formation, pursuant to the laws of the State of Alabama, and the undersigned Organizers do hereby make and subscribe their names to this certificate.

ARTICLE I

NAME

The name of the Corporation shall be MAEF PUBLIC CHARTER SCHOOLS, INC., an Alabama Nonprofit Corporation.

ARTICLE II

TYPE – DURATION

This Corporation is and shall remain an Alabama Nonprofit Corporation. Its duration is perpetual unless and until hereafter lawfully dissolved.

ARTICLE III

PURPOSES

Subject to the provisions of Article VI hereof, the purposes for which this Corporation is organized are as follows:

- (a) to create, manage, operate, guide, direct, and promote one or more Alabama public charter schools in compliance with the Alabama School Choice and Student Opportunity Act, Ala. Code §16-6F-1, et seq, and, generally, to support public education for the citizens of Alabama,
- (b) to conduct future activities as circumstances may suggest consistent with the aforesaid purposes and further, and

- (c) to transact any and all lawful business for which nonprofit corporations may be incorporated under the laws of the State of Alabama.

ARTICLE IV

POWERS

The Corporation shall have the following powers:

- (a) To receive and administer funds for the aforesaid purposes and for no other purposes, and to that end, to take and hold by contract, agreement, bequest, devise, gift, purchase, or lease, either absolutely or in trust any real property, personal property, or mixed property, without limitation as to amount or value, except such limitations, if any, as may be imposed by law;
- (b) To sell, convey, and dispose of any and all property of the Corporation and to deal with such property for any of the aforementioned purposes without limitation except such limitations, if any, as may be contained in the instrument under which property is received;
- (c) To enter contracts for the accomplishment of the aforesaid purposes subject to such limitations, if any, as may be imposed by law;
- (d) To exercise all powers which a Nonprofit Corporation organized under the provisions of the Alabama Nonprofit Corporation Act is or shall be authorized to exercise consistent with the aforesaid charitable purposes of this Corporation.

ARTICLE V

PRINCIPAL AND REGISTERED OFFICE AND AGENT

The principal office of the Corporation and the address of the Registered Office for service of process in Alabama shall be:



The name and address of the Corporation's Registered Agent is:

Registered Agent: Robert B. McGinley, Jr.
Street Address: McDowell Knight Roedder & Sledge, L.L.C.
RSA Battle House Tower



ARTICLE VI

QUALIFICATIONS AND LIMITATIONS

The Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (hereinafter called the "Code"), as more particularly set forth in Article III hereof.

In all events and under all circumstances and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of the Corporation, whether voluntarily or involuntarily or by operation of law, the following provisions shall apply to the activities and powers of the Corporation:

- (a) No substantial part of the activities of this Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, either of the federal government or of any state or local government; nor shall it in any manner or to any extent participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office; nor shall it engage in any activities that are unlawful under the laws of the United States of America, or the State of Alabama, or any other jurisdiction where such activities are carried on; nor shall it engage in any transaction defined at the time as "prohibited" under Section 503 of the Code;
- (b) The Corporation shall not be operated for the purpose of carrying on a trade or business for profit. Neither the whole nor any part or portion of the assets or net earnings of the Corporation shall be used, nor shall

this Corporation be organized or operated, for purposes that are not exclusively charitable or education within the meaning of Section 501(c)(3) of the Code;

- (c) No compensation or payment shall be paid or made to any officer, director, or organizer of this Corporation or substantial contributor to it, except as a reasonable allowance for actual expenditures or services actually made or rendered to or for this Corporation, and neither the whole nor any part or portion of the assets or net earnings, current or accumulated, of this Corporation shall be distributed to or divided among any person, firm or corporation; provided, further, that neither the whole nor any part of the portion of such assets nor net earning shall be used for, accrue to, or inure to the benefit of any private individual within the meaning of Section 501(c)(3) of the Code;
- (d) In the event of termination, dissolution or winding up of this Corporation in any manner for any reason whatsoever, all of its remaining assets, if any, shall be distributed to (and only to) such one or more organizations, if any, selected by the Board of Directors having substantially similar purposes as this Corporation, which organization or organizations must qualify as charitable organizations under Section 501(c)(3) of the Code;
- (e) Notwithstanding any other provision of this Certificate, this Corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, as amended, or (b) a corporation contributions to which are deductible under Section 170(c) of the Code, as amended;
- (f) The Corporation shall not engage in any active self dealing as defined in Section 4941(d) of the Code, or corresponding provisions of any subsequent federal tax laws;
- (g) The Corporation shall not retain any excess business holding as defined in Section 4943(c) of the Code, or corresponding provisions of any subsequent federal tax laws;
- (h) The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code, or corresponding provisions of any subsequent federal tax laws;

- (i) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code or corresponding provision of any subsequent federal tax laws.

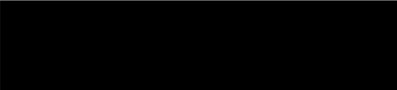
Notwithstanding the provision of Article XI, neither Article VI nor any other provision hereof affecting the charitable nature of the Corporation under the Code may be amended.

ARTICLE VII

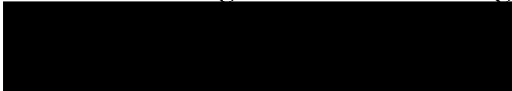
BOARD OF DIRECTORS

The Corporation shall have a Board of Directors consisting of not less than 4 nor more than 12 persons. The initial Board of Directors under this Stated Certificate of Formation shall consist of the following individuals:

Carolyn R. Akers
Chief Executive Officer
Mobile Area Education Foundation



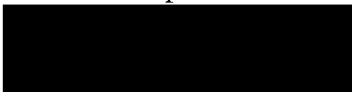
Robert B. McGinley, Jr.
Member
McDowell Knight Roedder & Sledge, L.L.C.



Henry O'Connor
Partner
Jones Walker LLP



Mark Spivey
Vice President
BB&T Corporation



The exact number, manner of elections or appointment of subsequent directors, and the various terms for such Directors shall be as provided in the By-Laws of the Corporation. The Board of Directors may, by resolution adopted by a majority of the Directors in office, designate and appoint one or more committees, which committees, to the extent provided in such resolution or in the By-Laws of the Corporation; shall have and exercise all the authority of the Board of Directors, except as such authority may be limited by law. The Board of Directors shall, as soon as reasonably practical after the formation of the Corporation, adopt By-Laws for the Corporation. The By-Laws may contain any provision for the regulation and management of the affairs of the Corporation deemed expedient by the Board of Directors as long as the same are not inconsistent with law or this Certificate of Formation.

ARTICLE VIII

MEMBERS

The Corporation may have members of one or more classes upon such terms and conditions as shall be set forth by the Board of Directors in the By-Laws.

ARTICLE IX

OFFICERS

The officers of the Corporation, the method of their selection and removal, their terms of office, and their authority, powers, and duties shall be as provided in the By-Laws of the Corporation.

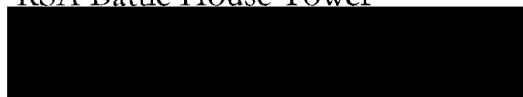
ARTICLE X

ORGANIZOR

The names and addresses of the Organizador of the Corporation is as follows:

Organizer: Robert B. McGinley, Jr.

Street Address: McDowell Knight Roedder & Sledge, L.L.C.
RSA Battle House Tower



ARTICLE XI

AMENDMENTS

This Certificate of Formation may be amended at any time by the Board of Directors. Such amendments shall be approved upon the affirmative vote of a majority of the Directors then in office.

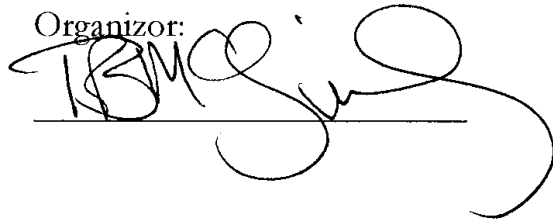
ARTICLE XII

DISSOLUTION

Dissolution of the Corporation shall comply with Ala. Code, Title 10A, Chapter 3, Article 7 as presently applicable or as hereafter amended. Upon voluntary dissolution, assets received and held without condition of return shall be transferred or conveyed to one or more domestic or foreign corporations or societies engaged in activities substantially similar to those of the Corporation, which organizations must qualify as charitable organizations under Section 501(c)(3) of the Code.

IN WITNESS WHEREOF, the undersigned have executed this Stated Certificate of Formation on this 28th day of July, 2016.

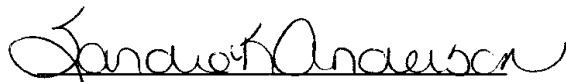
Organizer:



STATE OF ALABAMA
COUNTY OF MOBILE

I, the undersigned, a Notary Public in and for said State and County, hereby certify that Robert B. McGinley, Jr. whose names are signed to the foregoing instrument, and who are known to me, acknowledged before me on this day that, being informed of the contents of said instrument, they executed the same voluntarily on the day the same bears date.

Given under my hand and official seal this 28th day of July, 2016.



Notary Public

My Commission Expires 10/29/2016

THIS INSTRUMENT PREPARED BY:
Robert B. McGinley, Jr.
McDowell Knight Roedder & Sledge, L.L.C.



John H. Merrill
Secretary of State

P.O. Box 5616
Montgomery, AL 36103-5616

STATE OF ALABAMA

I, John H. Merrill, Secretary of State of Alabama, having custody of the Great and Principal Seal of said State, do hereby certify that

pursuant to the provisions of Title 10A, Chapter 1, Article 5, Code of Alabama 1975, and upon an examination of the entity records on file in this office, the following entity name is reserved as available:

MAEF PUBLIC CHARTER SCHOOLS, INC.

This name reservation is for the exclusive use of Robert B. McGinley, Jr., 11 North Water St., Ste. 13290, Mobile, AL 36602 for a period of one year beginning July 27, 2016 and expiring July 27, 2017



RES730782

In Testimony Whereof, I have hereunto set my hand and affixed the Great Seal of the State, at the Capitol, in the city of Montgomery, on this day.

July 27, 2016

Date

A handwritten signature in black ink that reads "John H. Merrill".

John H. Merrill

Secretary of State

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 14

GOVERNING DOCUMENTS ALREADY ADOPTED BY THE
MOBILE AREA EDUCATION FOUNDATION



CONFIDENTIALITY AGREEMENT

Whereas, as part of an inducement to financially and administratively assist and/or govern the Mobile Area Education Foundation (Hereafter known as "MAEF"), the undersigned has been afforded the opportunity to review certain highly confidential and proprietary information developed and obtained by MAEF; and

Whereas, the undersigned recognizes that the disclosure of such information to third parties could, and more likely would, destroy and compromise the proprietary value of such information and adversely affect the privacy of MAEF Members and Employees; and

Whereas, the undersigned, in order to evaluate the feasibility of such financial and administrative involvement, does hereby agree that he/she shall not in anywise disclose to any third person, firm, corporation, partnership, or any entity, any of the material, concept or plan contained in any of the information, including oral statements made by MAEF to him/her, at any time unless compelled to do so by a properly issued subpoena issued by a court or governmental agency having jurisdiction of the matter.

DATED, this _____ day of _____, 2016.

Print Name: _____

Signature: _____

MOBILE AREA EDUCATION FOUNDATION
an Alabama nonprofit corporation

Conflict of Interest Policy

Article I
Purpose

The purpose of this Conflict of Interest Policy (the “Policy”) is to protect Mobile Area Education Foundation (“MAEF”) and its interests when MEAF is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director or other related person of MAEF, or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

A. Interested Person

Any director, officer, manager, key employee, or member of a committee with governing board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

B. Financial Interest

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

1. An ownership or investment interest in any entity with which MAEF has a transaction or arrangement;
2. A compensation arrangement with MAEF or with any entity or individual with which MAEF has a transaction or arrangement; or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which MAEF is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section B, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III **Procedures**

A. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. If an interested person is unsure about a possible conflict, the person should address the Governance committee.

B. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

C. Procedures for Addressing the Conflict of Interest

1. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

2. If the governing board or committee determines that there is no conflict of interest, then the transaction or arrangement is not subject to the remaining procedures 3 through 5 outlined in this Section C. If the governing board or committee determines that there is a conflict of interest, then the governing board or committee shall follow the procedures outlined in paragraphs 3 through 5 of this Section C.

3. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

4. After exercising due diligence, the governing board or committee shall determine whether MAEF can obtain with reasonable effort a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

5. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in MAEF's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

D. Violations of the Conflicts of Interest Policy

1. If the governing board or committee has reasonable cause to believe a person subject to this Policy has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

2. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

1. A voting member of the governing board who receives compensation, directly or indirectly, from MAEF for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MAEF for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MAEF, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

Each interested person shall annually sign a statement which affirms such person:

1. Has received a copy of the Policy;
2. Has read and understands the Policy;
3. Has agreed to comply with the Policy; and
4. Understands that MAEF is a charitable organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

In addition, on such statement, each interested person shall disclose or update his or her interests that could give rise to a conflict of interest, such as a list of family members, substantial business or investment holdings, and other transactions or affiliations with businesses and other organizations and those of family members.

Article VII **Reviews**

To ensure MAEF operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, regular and consistent reviews (at least annually) shall be conducted. The reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to MAEF's written policies, are properly recorded, reflect reasonable investments or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit, or an excess benefit transaction.
3. Whether the governing board and all committees with board delegated powers are properly implementing this Policy.
4. Whether any improvements should be made to this Policy.

Article VIII **Use of Outside Experts**

When complying with this Policy, MAEF may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility under this Policy.

****This policy will be reviewed at the annual MAEF BOD meeting for compliance with IRS***

MOBILE AREA EDUCATION FOUNDATION

an Alabama nonprofit corporation

Conflict of Interest Statement

1. I am a: Director Officer Mobile Area Education Foundation
("MAEF"). If an Officer, state office held: _____

2. I acknowledge that I:

(a) Received a copy of MAEF's Conflict of Interest Policy;

(b) Have read and understand the policy;

(c) Agree to comply with the spirit and intent of the policy and will disclose any potential conflicts, other than those disclosed below, as they may arise before completion of my next conflict of interest statement; and

(d) Understand that MAEF is a charitable organization and, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

3. Based on a review of MAEF's Conflict of Interest Policy, are you aware of any interest that you or a related party (as defined in Attachment A) may have that could give rise to a conflict of interest? If yes, please complete Attachment A to this form.

Yes

No

My answers above are accurately stated to my knowledge and belief.

Dated: _____

Signature

Printed Name

Conflict of Interest Statement
Attachment A

1. Please list all relationships (if any) between you or a “related party” (as defined below) with MAEF that involve an actual or potential financial benefit to you or the related party or that otherwise may represent a conflict of interest within the spirit and intent of the policy. Include an estimate of the related actual or potential financial benefit.

2. Please list any business dealings during the past year (or, if applicable, since your last submission of this Conflict of Interest Statement) of which you are aware in which you or a “related party” (as defined below) have received any salary, gifts or loans from any source from which MAEF obtains goods or services or otherwise has business dealings:

3. Please list any potential or pending transaction to which MAEF is a party and in which you have or a “related party” (as defined below) has a direct or indirect interest:

A “related party” is (a) a family member, or (b) a business or organization, of which the person signing this statement or a family member (i) owns or expects to own, directly or indirectly, more than a 5% interest (whether as a stockholder, partner, member, trustee or other owner), (ii) has a beneficial interest in a trust that owns directly or indirectly more than a 5% interest, or (iii) is a director, officer, or employee. A “family member” is a parent (or more remote ancestor), spouse, brother, sister, spouse of a brother or sister, child, step-child, grandchild, great-grandchild or a spouse of a child, step-child, grandchild or great-grandchild of the person signing this statement.

MOBILE AREA EDUCATION FOUNDATION

an Alabama nonprofit corporation

Whistleblower Protection Policy

Part I: Code of Ethics

Mobile Area Education Foundation (“MAEF”) requires directors, officers, employees, and other representatives of MAEF to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. All directors, officers, employees, and other representatives of MAEF must comply with all applicable laws and regulations and practice honesty and integrity in fulfilling their responsibilities.

Part II: Purpose

The purpose of this Whistleblower Protection Policy (the “Policy”) is to (a) encourage and provide a mechanism for directors, officers, employees, volunteers, and others (“Covered Persons”) to report violations of law, rule, regulation, adopted policies of MAEF, accounting or financial fraud, or other malfeasance, whether known or suspected in good faith (“Violations”); (b) encourage cooperation in inquiries and investigations on reported Violations or Retaliation (as defined below); and (c) protect Covered Persons from Retaliation for good faith reporting of Violations or Retaliation.

Part III: Reporting Procedure

Covered Persons have a responsibility to report (in good faith) Violations and Retaliation to MAEF’s President and are encouraged to discuss their questions, concerns, suggestions, or complaints with MAEF’s President. If a Covered Person does not want to report to MAEF’s President or is not satisfied with the President’s response, the Covered Person may report to any other officer of MAEF, to the Chairman of the Board of Directors, or to MAEF’s Compliance Officer identified at the end of this Policy. Reports of Violations or Retaliation may be submitted to any of the above-mentioned persons anonymously (though it may be more difficult to conduct an investigation of anonymous reports). All reports received by the President, other MAEF officer, or the Chairman of the Board of Directors will be submitted in writing to MAEF’s Compliance Officer, who shall investigate all reported complaints. In the event that any report concerns or relates to the Compliance Officer, the Compliance Officer shall recuse himself or herself and the Board will designate an appropriate officer to conduct the investigation.

Part IV: Investigation

The Compliance Officer shall promptly acknowledge receipt of a report of a Violation or Retaliation to the Covered Person submitting the report and shall promptly investigate the reported Violation or Retaliation. The Compliance Officer may utilize outside parties (including counsel) to assist in the investigation. All reports will be kept confidential to the extent possible; however, some disclosure may be necessary in order to conduct an

adequate investigation. The Compliance Officer shall provide a written report of investigation findings to the Board of Directors and the Board shall determine the appropriate response or corrective action within 30 days of the initial complaint. Board members implicated in the report or investigation of a Violation or Retaliation shall not participate in such determination. The appropriate response or corrective action determined by the Board shall be promptly carried out. The Board Executive Committee will make the decision to hire outside counsel or assistance if needed.

Part V: No Retaliation

No Covered Person shall suffer harassment, intimidation, adverse employment or livelihood consequences or any other form of retaliation (“Retaliation”) for (a) making a good faith report of a Violation or Retaliation; or (b) participating in an investigation (as set forth in the previous paragraph), inquiry or investigation by any court, law enforcement or other governmental or administrative body. MAEF may discipline (up to and including termination) a Covered Person for any such Retaliation.

Part VI: Compliance Officer

The head of the Governance Committee will serve as Compliance Officer and will advise the President and the Board of Directors regarding all reports of Violations or Retaliation, the status of the investigation of each reported Violation or Retaliation, and the response or corrective action taken. The Compliance Officer will advise the Treasurer and the Chairman of the Finance Committee regarding all reports of any Violation or Retaliation relating to accounting or other financial matters, the status of the investigation of the reported Violation or Retaliation, and the response or corrective action taken.

Part VII: Acting in Good Faith

A Covered Person who submits a report of a Violation or Retaliation must be acting in good faith and have reasonable grounds to believe that a Violation or Retaliation has occurred. A Covered Person who makes a report of a Violation or Retaliation in bad faith or with knowledge that the report is likely to be false, as determined by the Board of Directors in its sole and absolute discretion, will be subject to disciplinary action (up to and including termination).

Compliance Officer: Chair of Board Governance Committee

Board Member, Mobile Area Education Foundation

Email: _____

Phone: _____

Policy approved by the Board of Directors on August 19, 2013.

MOBILE AREA EDUCATION FOUNDATION
an Alabama nonprofit corporation

Record Retention Policy

Part I: Purpose

The purpose of this Record Retention Policy (the “Policy”) is to establish rules for the systematic review, retention, and destruction of documents and records of Mobile Area Education Foundation (“MAEF”) by all directors, officers, employees and volunteers of MAEF as well as any relevant outside parties (“Covered Persons”). This Policy applies to all of MAEF’s documents and records, regardless of physical form (including electronic documents), and contains guidelines for how long certain documents should be kept and how records should be destroyed. The policy is designed to ensure compliance with federal and state laws and regulations, to eliminate accidental or innocent destruction of records, and to facilitate MAEF’s operations by promoting efficiency and freeing up valuable storage space.

Part II: Compliance

MAEF’s Treasurer shall implement, supervise, and ensure compliance with this Policy. The Treasurer will periodically (and at least annually) review this Policy with MAEF’s legal counsel or certified public accountant to ensure that the Policy is in compliance with new or revised regulations. All questions relating to this Policy should be addressed to the Treasurer.

Failure on the part of any Covered Person to follow this Policy may result in civil and/or criminal sanctions against MAEF and its Covered Persons. Any Covered Person who fails to comply with this Policy is subject to disciplinary action (up to and including termination).

Part III: Litigation/Audit Exception

If a Covered Person believes or is informed that any of MAEF’s records are or may be relevant to any investigation, audit, litigation, or potential litigation, then the Covered Person shall maintain such records until the Treasurer informs the Covered Person that the records may be destroyed. In such case, if MAEF’s electronic information system would customarily overwrite, delete or otherwise lose any potentially relevant electronic records as a result of its routine operation, then such routine operation shall be modified to prevent any such overwriting, deletion or loss.

Part IV: Types of Records/Retention Period

A. Corporate Records

Annual reports/filings	Permanent
Articles of Incorporation; Bylaws; Board policies, resolutions & minutes	Permanent
IRS Form 1023 & determination letter; state income, sales, property, etc. exemption documents	Permanent
Federal and state tax or employee identification numbers	Permanent
Qualifications to do business; merger/dissolution/joint venture documents	Permanent

B. Financial & Tax Records

Financial statements, policies & procedures; general ledger; audits (external)	Permanent
Accounting & budget procedures	Permanent
Forms 990; payroll registers; Forms 1099; W-2 statements; other tax returns	Permanent
Expenses reports; invoices; cancelled checks & drafts; check registers; Investment records (deposits, withdrawals, etc.)	7 years
Inventories; accounts receivable/payable	7 years
Bank records (deposits, withdrawals, statements, etc.)	7 years
Audits (internal); credit card receipts	3 years

C. Personnel & Benefits Records

Employee benefit/pension plans	Permanent
Offer letters (& confirmation); pension records; employee contracts	Permanent
Employment policies (job description, wage/salary schedule, non-discrimination, etc.)	Until superseded
Personnel files (applications, resumes, job descriptions, time sheets, promotions, demotions, reprimands, terminations, etc.)	7 years after separation
Payroll records; employment applications and resumes; time sheets	7 years

D. Insurance Records

Insurance applications, certificates, claims, reports, disbursements & denials	Permanent
Insurance policies (property, general liability, D&O liability, workers' compensation, etc.)	Permanent

E. Contracts

All insurance contracts	Permanent
Employee Contracts	Permanent
Construction Contracts	Permanent
Legal Correspondence	Permanent
Loan and Mortgage Contracts	Permanent
Leases and Deeds	Permanent
Vendor Contracts	7 years
Warranties	7 years

F. Donations / Funder Records

Grants (applications, proposals, disbursement contracts, etc.)	Permanent
Donor lists, acknowledgments, records,	7 years

G. Management Plans and Procedures

Strategic Plans	7 years
Staffing, Programs, Marketing, Finance, Fundraising and Evaluation Plans	7 years
Disaster Recovery Plans	7 years

Documents that are not specifically listed above, but are substantially similar to those listed in the schedule shall be retained for the corresponding length of time.

Part V: Electronic Documents and Records

Electronic documents will be retained in the same manner and for the same period of time as if they were paper documents. Computer backup and recovery methods will be tested on a regular basis.

Part VI: Document Destruction

Except as provided in Section III, at the end of a record's retention period, the record shall be destroyed or deleted by the Covered Person who has possession of the record, subject to the supervision of the Treasurer. Tangible records shall be destroyed by shredding or otherwise rendering records unreadable. Electronic records, such as email or voicemail, shall be deleted from computers, telephones and any other relevant electronic device.

Document destruction will be suspended immediately upon notice of any investigation, audit, litigation, or potential litigation. Destruction will resume upon conclusion thereof.

Part VII: Emergency Planning

MAEF's records will be stored in a safe, secure and accessible manner. Documents and financial files that are essential for MAEF's operation in an emergency will be duplicated or backed-up weekly and maintained off-site.



MOBILE AREA EDUCATION FOUNDATION

BOARD MEMBER ROLES AND RESPONSIBILITIES

In recognition of the important responsibility I am undertaking in serving on the Board of Directors of the Mobile Area Education Foundation, I hereby pledge to carry in a trustworthy and diligent manner the duties and obligations of my role.

By signing below, I acknowledge that my primary roles as a Board Member are to:

- Actively participate in the Foundation's governance to ensure fulfillment of the mission.
- Fulfill my responsibilities to help ensure the agency has adequate financial resources to achieve its mission.
- Provide my personal and professional expertise in support of agency programs, projects and initiatives when called upon to do so.
- Carry out functions as member of MAEF Board of Directors and/or Officer as stated in the by-laws and required by applicable law.

My role as a Board Member will focus on strategy, governance and fund development. This role is separate and distinct from the role of the professional staff, whose focus is on operation and implementation.

I acknowledge that each year I will thoughtfully plan with Board Leadership and the CEO how I will personally contribute my affluence, influence and time and talents as outlined in this document.

Printed Name of Board Member

Date

Signature of Board Member

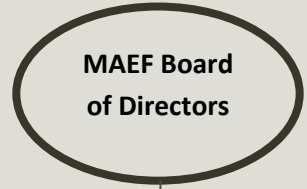
Date

Acceleration (ACCEL) Day and Evening Academy

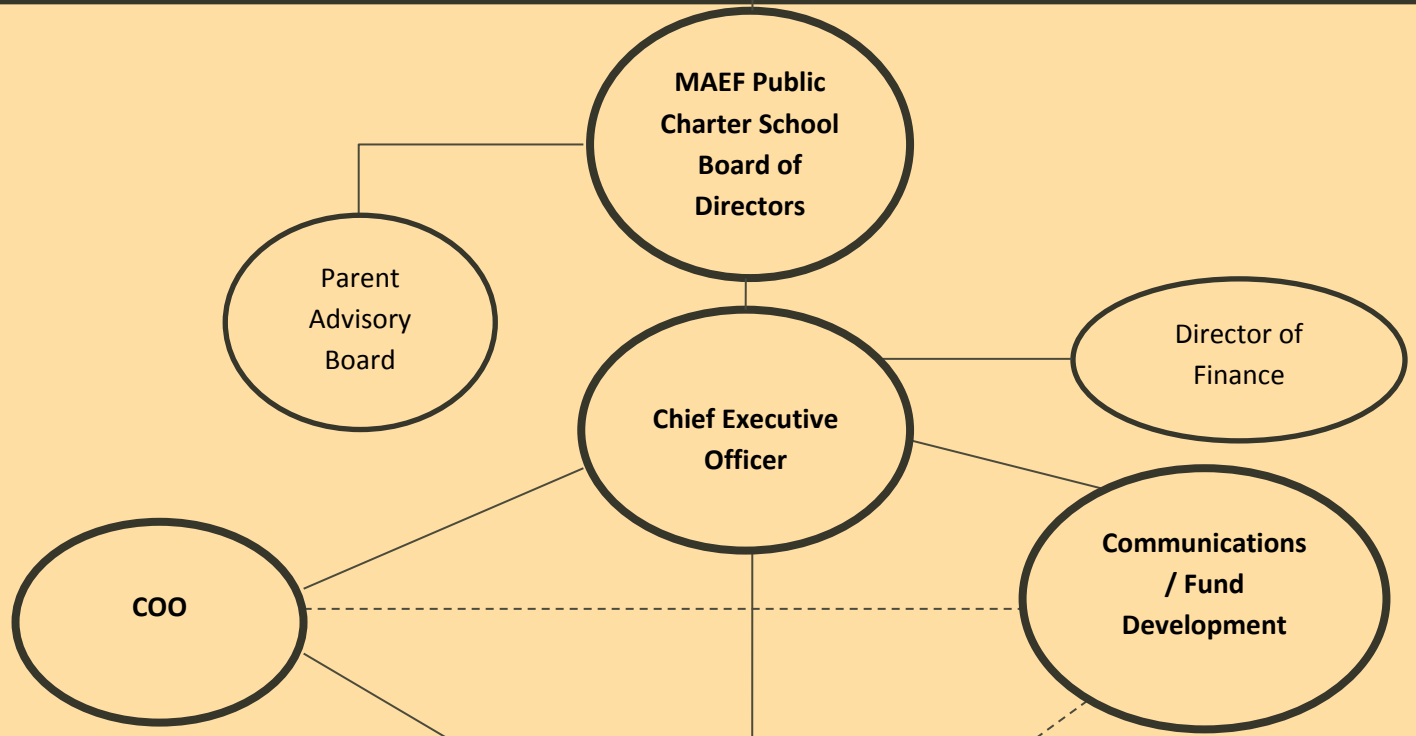
ATTACHMENT 15

ACCEL'S ORGANIZATIONAL CHART

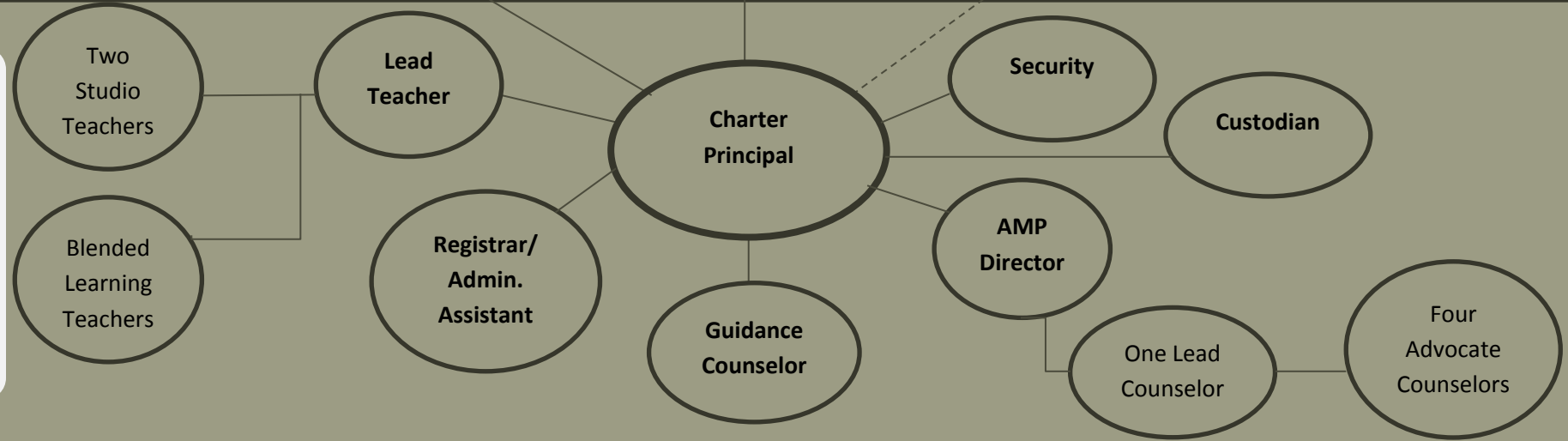
**PARENT
AGENCY**



SUBORDINATE AGENCY



**ACCEL ACADEMIC / CAREER
SUPPORTS**



Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 16

GOVERNING BOARD BYLAWS

**MAEF PUBLIC CHARTER SCHOOLS, INC.
AN ALABAMA NONPROFIT CORPORATION**

BY-LAWS

Article I.

ARTICLES OF INCORPORATION

The name and purposes of MAEF Public Charter Schools, Inc. (the "Corporation") shall be as set forth in the Articles of Incorporation. These By-laws, the powers of the Corporation and of its members, directors and officers, and all matters concerning the conduct and regulation of the business of the Corporation, shall be subject to such provisions in regard thereto, if any, as are set forth in the Articles of Incorporation, and the Articles of Incorporation are hereby made a part of these Bylaws. All references in these Bylaws to the Articles of Incorporation shall be construed to mean the Articles of Incorporation of the Corporation as from time to time amended.

Article II.

MEMBERSHIP

The members of this corporation shall consist of all persons who are currently serving on the Board of Directors of the Corporation, which membership shall be evidenced by a certificate of membership signed by the President and Secretary of the Corporation. Each member shall have one vote and all members shall have equal rights and privileges, provided, however, in no event shall there be more than one vote per member. A member may vote personally or by proxy appointed in writing. An annual meeting of the members to re-elect directors shall be held each year on the second Tuesday in June, provided that any such annual meeting must comply with all applicable laws requiring such meetings to be announced or open to the public. If an annual meeting is not held, the President or any two members, acting jointly, shall call a special meeting of the members as soon as practicable for such purpose.

Article III.

BOARD OF DIRECTORS

1. Number and Election of Directors. The Board shall consist of not less than four nor more than twelve directors. At least twenty percent (20%) of the directors shall be parents of the public charter school or schools operated by Corporation. Directors shall be appointed by the Mobile Area Education Foundation ("MAEF") prior to the annual meeting of the members, and each director shall serve until the next succeeding annual meeting of the members or special meeting in lieu thereof, and until his or her successor has been selected and qualified or until his or her earlier death, resignation or removal. At any time fewer than fifty percent (50%) of the directors may also serve simultaneously on the Board of Directors for MAEF. Directors shall be nominated by a nominating committee of the Corporation, which shall then be referred to the full board of MAEF for final consideration and approval. No member of a local board of school directors of a school entity shall serve on the Board, if the charter school organized by the Corporation is located in that member's district.

2. Vacancies. Vacancies in the Board, including vacancies resulting from an increase in the number of directors, shall be filled by MAEF, and each person so elected shall be a director to serve for the balance of the unexpired term.

3. Powers of the Board of Directors. The management of the affairs of the Corporation shall be vested in and exercised by the Board, which 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 Alabama Nonprofit Corporation Law. To the extent permitted by law, the Board may, by general resolution, delegate to officers of the Corporation such powers as it sees fit.

4. Compensation and Expenses. The directors shall serve without compensation for their services as such; provided that the directors may be reimbursed for their reasonable expenses. A director may also be an officer or employee of the Corporation, and may, to the extent permitted by applicable law, be compensated for such services.

5. Resignation of Directors. Any director may resign from membership in the Corporation and service on the Board of Directors by delivering a written resignation to the Board or to the President or Secretary of the Corporation. The resignation is effective upon its receipt by the Corporation or a subsequent time as set forth in the notice of resignation. If the resignation is made effective at a later date, MAEF may appoint a director to fill the pending vacancy before the effective date, if the Board provides that the successor does not take office until the effective date.

6. Removal. The members of the Corporation may remove a director from office by the vote of two-thirds of the membership, except that a director may be removed for missing three or more meetings during a year if a majority of the members vote for the removal. MAEF may also remove a director for any reason.

7. Meetings of the Board. An annual meeting of the directors to appoint the President, Secretary, Treasurer and other officers shall be held each year on the second Tuesday in June, provided that any such annual meeting must comply with all applicable laws requiring such meetings to be announced or open to the public. If an annual meeting is not held, the President or any two members, acting jointly, shall call a special meeting of the members for such purpose.

a. Regular Board Meetings. Regular meetings of the Board may be held at such places and at such times as the Board may from time to time determine, provided that any such regular meeting must comply with all applicable laws requiring such meetings to be announced or open to the public. There shall be at least 6 meetings per year and they shall be held in Mobile County, Alabama.

b. Special Board Meetings. Special meetings of the Board may be held at any time and at any place when called by the President, or one or more directors, upon reasonable notice, stating the time, place and purpose of said meeting, given to each director by the Secretary or, in the case of the death, absence, incapacity or refusal of the Secretary, by the officer or director(s) calling the meeting. Notice to a director of any meeting shall be deemed to be sufficient if given personally or by mail not less than two (2) days prior to such meeting. Attendance of a director at a meeting constitutes a waiver of notice of the meeting, except where a director attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting was not lawfully called or convened. Notwithstanding anything to the contrary, any special meeting must comply with all applicable laws requiring such meetings to be announced or open to the public.

c. Participation in Meetings. The members and, as the case may be, the directors of the Corporation may participate in an annual, regular or special meeting by, or conduct such meeting through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting, provided that all participants are advised of the communications equipment, and the names of the participants are divulged to all participants. A member or director participating in a meeting by this means is deemed to be present in person at the meeting.

d. Books and Records. The Corporation shall keep books and records of account and minutes of the proceedings of the members, the Board and committees, if any. Every member and director shall, upon written demand under oath stating the purpose thereof, have a right to examine, in person or by agent or attorney, during the usual hours for business for any proper purpose, the books and records of account. The term "proper purpose" shall mean a purpose reasonably related to the interest of such person as a member or director. In every instance where an attorney or other agent shall be the person who seeks the right to inspection, the demand under oath shall be accompanied by a power of attorney or such other writing which authorizes the attorney or other agent to so act on behalf of the member or director.

e. Unanimous Consents. Any action which may be taken at a meeting of the members or the Board may be taken without a meeting, if the action is taken by all members or directors, as the case may be, of the Corporation. The action must be evidenced by one or more written consents describing the action taken, signed by each member or director, as the case may be, and included in the minutes filed with the corporate records reflecting the action taken. Such action taken by unanimous written consent is effective when the last member or director, as the case may be, signs the consent, unless the consent specifies a different effective date. Such a unanimous written consent has the effect of a meeting vote and may be described as such in any document, provided that a consent (or consents) in writing setting forth the action so taken is signed by all of the members or, as the case may be, directors in office, and is filed with the Secretary of the Corporation.

f. Public Board Meetings. Notwithstanding any other provision of this Section 7, upon approval, if any, of the Corporation's charter application and the Corporation's entry into a written Charter, the Board shall comply with Alabama's open meetings law.

8. Quorum. A quorum of the Board consists of a majority of the directors in office immediately before a meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of directors present is the act of the Board unless applicable law, the Articles or these By-laws require the vote of a greater number of directors; provided, however, that any authorization or action to enter into or terminate any contract providing for the payment by the Corporation of \$100,000 or more to any person or entity shall require the approval of at least 75% of the directors in office.

9. Committees of Directors. The Board may, by resolution adopted by a majority of the directors in office, establish one or more committees of the Board as are deemed desirable, including an executive committee and/or one or more other committees. The Board may from time to time designate or alter, within the limits permitted by this Section 9, the duties and powers of such committees or change their membership, and it may at any time abolish such committees or any of them.

a. *Powers of Committees.* Any committee shall be vested with such powers of the Board as the Board may determine in the vote establishing such committee or in a subsequent vote of a majority of directors then in office, *provided, however*, that no such committee shall have any power prohibited by law or the Articles of Incorporation, or the power to:

- i. authorize distributions to directors, officers, agents or employees except in exchange for value received;
- ii. approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets;
- iii. elect, appoint or remove directors or fill vacancies on the Board or on any of its committees; or
- iv. adopt, amend or repeal the Articles or these By-laws;

and *provided further*, that the fact that a particular power appears in the foregoing enumeration of powers denied to committees of the Board shall not be construed to override by implication any other provision of the Articles of Incorporation or these By-laws, limiting or denying to the Board the right to exercise such power.

b. *Committee Terms of Office.* Each member of a committee shall hold office until the next annual meeting of the Board (or until such other time as the Board may determine, either in the vote establishing the committee or at the election of such committee member) and until his or her successor is elected and qualified, or until he or

she sooner dies, resigns, is removed, or is replaced by change of membership, or until the committee is sooner abolished by the Board.

c. Committee Voting. A majority of the members of any committee, but not fewer than two, shall constitute a quorum for the transaction of business, but any meeting may be adjourned from time to time by a majority of the votes cast upon the question, whether or not a quorum is present, and the meeting may be held as adjourned without further notice. Each committee may make rules not inconsistent herewith for the holding and conduct of its meetings, but unless otherwise provided in such rules, its meetings shall be held and conducted in the same manner, as nearly as may be, as is provided in this Code of Regulations for meetings of the Board. The Board shall have the power to rescind any vote or resolution of any committee; provided, however, that no rights of third parties shall be impaired by such rescission.

d. Public Committee Meetings. Notwithstanding any other provision of this Section 9, upon approval, if any, of the Corporation's charter application and the Corporation's entry into the Charter Contract, any committee of directors shall comply with Alabama's open meetings law.

10. Sponsors, Benefactors, Contributors, or Advisers of the Corporation. To the extent permitted by applicable law, the directors may designate certain persons or groups of persons as sponsors, benefactors, contributors, or advisers of the Corporation or as having such other title as the directors deem appropriate. Such persons shall serve in an honorary capacity and shall not be considered members of the Board for any purpose whatsoever. Except as the directors shall otherwise designate, such persons shall, in such capacity, have no right to notice of or to vote at any meeting, shall not be considered for purposes of establishing a quorum, and shall have no other rights or responsibilities.

Article IV. OFFICERS

1. Officers. The officers of the Corporation shall be a President, a Treasurer, and a Secretary and such other officers as the Board may, in its discretion, elect or appoint. The Corporation may also have such agents, if any, as the Board may, in its discretion, appoint. So far as is permitted by law, any two or more offices may be held by the same person, but an officer shall not execute, acknowledge, or verify an instrument in more than one capacity if the instrument is required by law or the Articles of Incorporation or these By-laws to be executed, acknowledged, or verified by two or more officers.

a. Authority of Officers. All officers of the Corporation, as between themselves and the Corporation, shall have such authority and perform such duties in the management of the Corporation as may be provided by or pursuant to these By-laws or, in the absence of controlling provisions in this Code of Regulations, as may be determined by or pursuant to resolutions or orders of the Board.

b. *Appointment and Term of Officers.* The President, Treasurer, and the Secretary shall be elected by the Board at its annual meeting, by vote of a majority of the full Board for a term not exceeding one (1) year. Such other offices of the Corporation as may be created in accordance with these By-laws may be filled at such meeting by vote of a majority of the full Board, or at any other time, by vote of a majority of the directors then in office.

c. *Vacancies in Officerships.* Each officer shall hold office until the next annual meeting of the Board or until his or her successor has been selected and qualified or until his or her earlier death, resignation or removal. Any officer may resign at any time upon written notice to the Corporation. A resignation is effective when the notice is delivered unless the notice specifies a future effective date. If a resignation is made effective at a future date and the Corporation accepts the future effective date, the Board may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date. The Board shall have power to fill any vacancies in any office occurring for whatever reason and may remove any officer at any time with or without cause.

d. *Removal of Officers.* Any officer, agent, or employee may be removed by the Board when in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights of any person so removed.

e. *Contracting for Executive Offices.* The Corporation may contract with MAEF to provide any or all of the executive services set forth herein.

2. President. The President shall be the chief executive officer (and may be referred to as the "Chief Executive Officer" and/or "Executive Director") and Chairman (or "Chair" or "Chairperson," as he or she prefers) of the Corporation and shall have general charge and supervision of the business, property and affairs of the Corporation unless otherwise provided by law, the Articles of Incorporation, these By-laws, or a specific vote of the Board. The President shall preside at all meetings of the Board at which he or she is present except as otherwise voted by the Board. The President shall be responsible for presenting to the directors an annual report of the Board, verified by the President and Treasurer, showing in appropriate detail the following: (i) the assets and liabilities of the Corporation as of the end of the fiscal year immediately preceding the date of the report; (ii) the principal changes in assets and liabilities during the year immediately preceding the date of the report; (iii) the revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report; and (iv) the expenses or disbursements of the Corporation, for both general and restricted purposes, during the year immediately preceding the date of the report.

3. Secretary. The Secretary shall: (i) notify the members and directors of meetings in accordance with these Bylaws; (ii) attend all meetings of the Board; (iii) record all proceedings of the directors in books to be kept therefor; (iv) have custody of the Corporation's records, documents and valuable papers, including a copy of these By-laws reflecting all amendments

thereto to date and certified by the Secretary; (v) have custody of the corporate seal and be responsible for affixing it to such documents as may be required to be sealed; (vi) file the annual report of the Board with the minutes of the annual meeting of the Board; (vii) have such other duties and powers as are commonly incident to the office of a corporate Secretary; and (viii) have and exercise such other powers and duties as the Board may prescribe. In the absence of the Secretary from any meeting of the Board, another director may be chosen by vote of the meeting to act as temporary secretary and may record the proceedings thereof in the aforesaid books. The Secretary shall keep as permanent records minutes of all meetings of the Board, a record of all actions taken by the directors without a meeting, and a record of all actions taken by committees of the Board. The Secretary shall also keep a copy of the following records the Corporation:

- a. the Articles or restated Articles of Incorporation and all amendments to them currently in effect;
- b. these Bylaws and all amendments to them currently in effect;
- c. a list of the names and business or home addresses of the Board's current members, directors and officers;
- d. its most recent annual report delivered to the Secretary of State; and
- e. appropriate financial statements of all income and expenses.

4. Treasurer. The Treasurer shall be the chief financial officer (and may be referred to as the "Chief Financial Officer" and/or "Finance Director," as he or she prefers) of the Corporation and shall be in charge of its funds and the disbursements thereof, subject to the President and the Board, and shall have such duties and powers as are commonly incident to the office of a corporate treasurer and such other duties and powers as may be prescribed from time to time by the Board or by the President. The Treasurer shall keep appropriate, complete and accurate books or records of account. The Treasurer shall be responsible to and shall report to the Board, but in the ordinary conduct of the Corporation's business, shall be under supervision of the President. The Treasurer shall receive all funds for the Corporation, including local, state and federal funds and privately donated funds. The Treasurer shall make payments out of the same on proper orders approved by the Board and signed by the President. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the Corporation will receive a discount or other advantage.

5. Resignations. Any officer of the Corporation may resign at any time by giving written notice to the Corporation by delivery thereof to the President, the Secretary, or to a meeting of the Board.

6. Removals. The Board may, by affirmative vote of a majority of the directors in office, remove from office the President, the Secretary, the Treasurer or any other officer or agent of the Corporation whenever, in its judgment, the best interest of the Corporation will be

served thereby, with or without cause, without prejudice to the contract rights, if any, of the individuals so being removed. Any officer may be removed for cause only after reasonable notice and opportunity to be heard.

7. Vacancies. If the office of any member of any committee or any other office becomes vacant, the Board may elect or appoint a successor or successors by vote of a majority of the directors then in office. Each successor as an officer shall hold office for the unexpired term and until his or her successor shall be elected or appointed and qualified, or until he or she sooner dies, resigns, is removed or becomes disqualified.

8. Compensation. Provided that they are not members of the Board, Officers may receive reasonable compensation for their services as such, and the Board shall have the power and authority, in its exclusive discretion, to contract for and to pay officers compensation for unusual or special services rendered to the Corporation; *provided*, that any such compensation shall be reasonable and appropriate to the value of the services rendered by the officers. The Board, by affirmative vote of a majority of directors in office and irrespective of any personal interest of any of them, may establish reasonable compensation of officers for services to the Corporation as officers.

9. Executive Services. The Board may contract with MAEF to provide any or all of the executive services set forth herein.

Article V.

PERSONAL LIABILITY OF DIRECTORS

Each director shall perform his or her duties as a director, including his or her duties as a member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in or not opposed to the best interests of the Corporation, and with such care, that an ordinary prudent person in a like position would use under similar circumstances.

Article VI.

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, OR OTHERS

The Corporation shall indemnify directors and officers to the maximum extent permitted by Alabama law. Without limiting the foregoing and to the extent permitted by law,

1. the Corporation shall indemnify any director or officer, and may indemnify any employee, agent or volunteer, of the corporation, who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed civil, criminal, administrative, or investigative action, suit, or proceeding, other than an action by or in the right of the corporation, by reason of the fact that the person is or was a director, officer, employee, or agent of or a volunteer of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, member, manager, or agent of or a volunteer of another domestic or foreign nonprofit corporation or business corporation, a limited liability company, or a partnership, joint

venture, trust, or other enterprise, against expenses, including attorney's fees, judgments, fines, and amounts paid in settlement actually and reasonably incurred by the person in connection with such action, suit, or proceeding, if the person acted in good faith and in a manner the person reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, if the person had no reasonable cause to believe the person's conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, or conviction, or upon a plea of *nolo contendere* or its equivalent, shall not create, of itself, a presumption that the person did not act in good faith and in a manner the person reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, a presumption that the person had reasonable cause to believe that the person's conduct was unlawful.

2. the Corporation shall indemnify any director or officer, and may indemnify any employee, agent or volunteer, of the corporation, who was or is a party, or is threatened to be able a party, to any threatened, pending, or completed action or suit by or in the right of the corporation to procure a judgment in its favor, by reason of the fact that the person is or was a director, officer, employee, or agent of or a volunteer of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, member, manager, or agent of or a volunteer of another domestic or foreign nonprofit corporation or business corporation, a limited liability company, or a partnership, joint venture, trust, or other enterprise against expenses, including attorney's fees, actually and reasonably incurred by the person in connection with the defense or settlement of such action or suit, if the person acted in good faith and in a manner the person reasonably believed to be in or not opposed to the best interests of the corporation, except that no indemnification shall be made in respect of any claim, issue, or matter as to which the person is adjudged to be liable for negligence or misconduct in the performance of the person's duty to the corporation unless, and only to the extent that, the court in which the action or suit was brought determines, upon application, that, despite the adjudication of liability but in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses as the court of common pleas or such other court considers proper;

3. To the extent that a director, officer, employee, member, manager, agent, or volunteer has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to in division (1) or (2) of this section, or in defense of any claim, issue, or matter in such an action, suit, or proceeding, the person shall be indemnified against expenses, including attorney's fees, actually and reasonably incurred by the person in connection with that action, suit, or proceeding.

4. Unless ordered by a court and subject to division (3) of this section, any indemnification under division (1) or (2) of this section shall be made by the corporation only as authorized in the specific case, upon a determination that indemnification of the director, officer, employee, member, manager, agent, or volunteer is proper in the circumstances because the person has met the applicable standard of conduct set forth in division (1) or (2) of this section. Such determination shall be made in any of the following manners:

(a) By a majority vote of a quorum consisting of directors of the indemnifying corporation who were not and are not parties to or threatened with the action, suit, or proceeding referred to in division (1) or (2) of this section;

(b) Whether or not a quorum as described in division (4)(a) of this section is obtainable, and if a majority of a quorum of disinterested directors so directs, in a written opinion by independent legal counsel other than an attorney, or a firm having associated with it an attorney, who has been retained by or who has performed services for the corporation or any person to be indemnified within the past five years;

(c) By the members, if there are members;

(d) By the court of common pleas or the court in which the action, suit, or proceeding referred to in division (1) or (2) of this section was brought.

If an action or suit by or in the right of the corporation is involved, any determination made by the disinterested directors under division (4)(a) of this section or by independent legal counsel under division (4)(b) of this section shall be communicated promptly to the person who threatened or brought the action or suit under division (2) of this section, and, within ten days after receipt of such notification, such person shall have the right to petition the court of common pleas or the court in which such action or suit was brought to review the reasonableness of such determination.

5. (a)(i) Unless, at the time of a directors' act or omission that is the subject of an action, suit, or proceeding referred to in division (1) or (2) of this section, the articles or bylaws of the corporation state, that its provisions do not apply to the corporation, or unless division (5)(a)(ii) of this section applies, the expenses incurred by the director in defending the action, suit, or proceeding, including attorney's fees, shall be paid by the corporation. Upon the request of the director or officer and in accordance with division (5)(b) of this section, those expenses shall be paid as they are incurred, in advance of the final disposition of the action, suit, or proceeding.

(ii) Notwithstanding division (5)(a)(i) of this section, the expenses incurred by a director or officer in defending an action, suit, or proceeding referred to in division (1) or (2) of this section, including attorney's fees, shall not be paid by the corporation upon the final disposition of the action, suit, or proceeding, or, if paid in advance of the final disposition of the action, suit, or proceeding, shall be repaid to the corporation by the director or officer, if it is proved, by clear and convincing evidence, in a court with jurisdiction that the act or omission of the director or officer was one undertaken with a deliberate intent to cause injury to the corporation or was one undertaken with a reckless disregard for the best interests of the corporation.

(b) Expenses, including attorneys' fees, incurred by a director or officer shall be paid, and such expenses incurred by an employee, member, manager, agent or volunteer may be paid, by the corporation as they are incurred, in advance of the final disposition of the action, suit, or proceeding, as authorized by the directors in the specific

case, upon receipt of an undertaking by or on behalf of the director or officer to repay the amount if it ultimately is determined that the person is not entitled to be indemnified by the corporation.

6. The indemnification authorized by this section is not exclusive of, and shall be in addition to, any other rights granted to those seeking indemnification, pursuant to the articles, the regulations, any agreement, a vote of members or disinterested directors, or otherwise, both as to action in their official capacities and as to action in another capacity while holding their offices or positions, and shall continue as to a person who has ceased to be a director, officer, employee, member, manager, agent, or volunteer and shall inure to the benefit of the heirs, executors, and administrators of such a person.

7. A Corporation may purchase and maintain insurance, or furnish similar protection, including, but not limited to, trust funds, letters of credit, or self-insurance, for or on behalf of any person who is or was a director, officer, employee, agent, or volunteer of the corporation, or is or was serving at the request of the corporation as a director, officer, employee, member, manager, agent, or volunteer of another domestic or foreign nonprofit corporation or business corporation, a limited liability company, or a partnership, joint venture, trust, or other enterprise, against any liability asserted against the person and incurred by the person in any such capacity, or arising out of the person's status as such, whether or not the corporation would have the power to indemnify the person against that liability under this section. Insurance may be so purchased from or so maintained with a person in which the corporation has a financial interest.

8. The authority of a Corporation to indemnify persons pursuant to division (1) or (2) of this section does not limit the payment of expenses as they are incurred, in advance of the final disposition of an action, suit, or proceeding, pursuant to division (5) of this section or the payment of indemnification, insurance, or other protection that may be provided pursuant to division (6) or (7) of this section. Divisions (1) and (2) of this section do not create any obligation to repay or return payments made by a corporation pursuant to division (5), (6), or (7) of this section.

9. As used in division (E) of this section, "corporation" or "Corporation" includes all constituent corporations in a consolidation or merger, and the new or surviving corporation, so that any person who is or was a director, officer, employee, agent, or volunteer of a constituent corporation or is or was serving at the request of a constituent corporation as a director, officer, employee, member, manager, agent, or volunteer of another domestic or foreign nonprofit corporation or business corporation, a limited liability company, or a partnership, joint venture, trust, or other enterprise, shall stand in the same position under this section with respect to the new or surviving corporation as the person would if the person had served the new or surviving corporation in the same capacity.

Article VII.
CONTRACTS AND DEALINGS WITH CERTAIN
OTHER CORPORATIONS OR FIRMS

No contract, action, or transaction is void or voidable with respect to the Corporation because the contract, action or transaction is between or affects the corporation and one or more of its directors or officers, or is between or affects the Corporation and any other person in which one or more of the corporation's directors or officers are directors or officers, or in which one or more of the corporations directors or officers have a financial or personal interest, or because one or more interested directors or officers participate in or vote at the meeting of directors or a committee of the directors that authorizes the contract, action or transaction, if any of the following applies:

(a) The material facts as to the director's relationship or interest and as to the contract, action or transaction are disclosed or are known to the directors or the committee, and the directors or committee, in good faith reasonably justified by the material facts, authorizes the contract, action or transaction by the affirmative vote of a majority of the disinterested directors, even though the disinterested directors constitute less than a quorum of the directors or committee.

(b) The contract, action or transaction is fair as to the corporation as of the time it is authorized or approved by the directors or a committee of directors. Common or disinterested directors may be counted in determining the presence of a quorum at a meeting of directors or a committee of the directors, which authorizes such a contract, action or transaction. For purposes of this Section, a director is not an interested director solely because the subject of a contract, action or transaction may involve or effect a change in control of the Corporation or the director's continuation in office as a director of the corporation.

Article VIII.
EXECUTION OF PAPERS

Except as the Board may generally or in particular cases authorize or direct the execution thereof in some other manner, all deeds, leases, transfers, contracts, proposals, bonds, notes, checks, drafts, and other obligations made, accepted or endorsed by the Corporation shall be signed or endorsed on behalf of the Corporation by the President or the Treasurer or their designees.

Article IX.
SOURCE AND INVESTMENT OF FUNDS

Funds for the operation of the Corporation and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental or private agencies or bodies, donations from public and private organizations, associations and individuals, and such other sources as may be approved by the Board. Except as otherwise provided by law or lawfully directed by any grantor or donor, and except as otherwise required by any written charter entered into by the Board, the Corporation may retain or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the Board, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make.

Article X.
PROHIBITION REGARDING THE USE OF FUNDS AND
DISTRIBUTION OF ASSETS ON DISSOLUTION

No part of the net earnings or receipts of the Corporation shall inure to the benefit of any director or officer of the Corporation or any private individual, provided, however, that this prohibition shall not prevent the payment to any person of such reasonable compensation for services actually rendered to or for the Corporation in conformity with these By-laws.

Article XI.
SEAL

The Corporation shall not be required to have a seal. If the Board determines a seal is necessary and proper, the seal of the Corporation shall, subject to alteration by the Board, consist of a flat-faced circular die with the words "Alabama" together with the name of the Corporation and the year of incorporation cut or engraved thereon.

Article XII.
FISCAL YEAR

The fiscal year of the Corporation shall be from the first day of October through the thirtieth day of September.

Article XIII.
AMENDMENTS

The Board, by a majority vote of directors at the time in office, may alter, amend or repeal these By-laws, in whole or in part. Any change in these By-laws shall take effect when adopted unless otherwise provided in the resolution effecting the change. Unless otherwise restricted in a provision of these By-laws adopted by the directors, whenever a provision of these By-laws requires for the taking of any action by the directors a specific number or percentage of votes, the provision of the By-laws setting forth that requirement shall not be amended or repealed by any lesser number or percentage of votes of the directors.

Adopted the __ day of August, 2016

Name:
Secretary

**BYLAWS
Of
MOBILE AREA EDUCATION FOUNDATION, INC.
A Non-Profit Corporation**

**ARTICLE I
Name, Purposes and Office**

Section 1. Name. This Corporation shall be known as the MOBILE AREA EDUCATION FOUNDATION, INC., hereinafter called the "Corporation."

Section 2. Purposes. To operate exclusively for charitable, religious, scientific, literary or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986; and in carrying out such purposes, the corporation shall:

- (a) Develop a coalition of citizens, public officials and other interested parties to formulate and implement plans for improving education in Mobile County, which is based on the following goals and objectives:

Our children are prepared for the learning experience and for the workforce of the future,

Our parents are supportive of and responsible for their children's efforts,

Our citizens are aware of the need for a healthy school system and are involved in providing direction and resources,

Our teachers have the resources and training to ensure excellence in the classroom and

Our school administrators are managing the changes needed to ensure a quality education for every student.

- (b) Conduct activities in support of the goals, objectives and general purposes of the corporation;
- (c) Solicit, collect, receive, accumulate, invest, administer and disburse funds in such manner as will, in the sole discretion of the Board of Directors, most effectively operate to further the pursuit of excellence in education in the Mobile County, Alabama area;
- (d) Assist other charitable, educational and social welfare organizations in the conduct of similar activities;
- (e) Establish departments and activities necessary to carry out the purposes of the corporation; and
- (f) Engage in any and all lawful activities incidental to the foregoing purposes except as restricted herein.

Section 3. Office. The principal office of the Corporation shall be located within Mobile, Alabama. The Corporation may also have offices at such other places as the Board of Directors may from time to time designate.

ARTICLE II
Membership

Section 1. Members. The Corporation shall have no members.

ARTICLE III
Board of Directors

Section 1. Composition of Board. The Board of Directors shall consist of not less than four or more than thirty-two Directors, and shall include Directors elected at-large by the Board and Directors serving by virtue of office (ex-officio). In addition, the President may from time to time appoint supernumerary Directors, who shall have voice but not vote on the Board of Directors.

The number of at-large Directors of the Corporation shall be set by the Board of Directors and may be changed any year prior to the annual meeting. Each at-large Director shall serve a three-year term, except that the Board may designate up to three positions on the Board of Directors to serve one-year terms. The number of at-large Directors shall be divided into three approximately equal classes by resolution of the Board of Directors, with the effect that the at-large Directors serving three-year terms shall serve staggered terms. Each at-large Director shall hold office until the annual meeting of the Board of Directors and thereafter until his or her successor shall have been elected and qualified, or until he or she has been removed in accordance with law and Section 3 of this Article.

The ex-officio Directors shall be as follows:

President, Board of School Commissioners of Mobile County
Mayor, City of Mobile
President, Mobile County Commission
Superintendent, Mobile County Public Schools
District One Representative, State Board of Education of the State of Alabama

Any ex-officio Director may designate another officer of the represented organization to serve in his or her place. Each ex-officio Director shall serve coincident with his or her term of office in the designated position and shall have the same rights and privileges as the at-large Directors.

Section 2. Compensation. Directors shall not receive any compensation for their services as Directors of the Corporation.

Section 3. Removal of Directors. Any Director may be removed from office by the affirmative vote of two-thirds of the full Board of Directors, registered either in person or by proxy, at any regular or special meeting called for that purpose, for conduct detrimental to the

interests of the Corporation, for lack of sympathy for its objectives, or for refusal to render reasonable assistance in carrying out its purposes. Any such Director proposed to be removed shall be entitled to at least five (5) days' notice in writing by mail of the meeting at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

Section 4. Vacancies. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining Directors even though less than a quorum, or by the sole remaining Director. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office. Any directorship to be filled by reason of an increase in the authorized number of Directors shall be filled only by election at an annual meeting or at a special meeting of Directors called for that purpose.

Section 5. Chairman of the Board. The President of the Corporation shall serve as Chairman of the Board of the Corporation.

ARTICLE IV **Meetings of Directors**

Section 1. Place of Meeting. All meetings of the Board of Directors shall be held at the principal offices of the Corporation, or at such other place shall be designated in the notice of meeting or agreed upon by a majority of the Directors.

Section 2. Annual and Regular Meetings. The annual meeting of the Board of Directors shall be held at 4:00 o'clock p.m. on the second Monday in March of each year, for the purpose of electing Directors of the Corporation and for the transaction of such other business a may be properly brought before the meeting. In addition, the Board of Directors may provide, by resolution, the time and place, either within or without the State of Alabama, for the holding of additional regular meetings.

Section 3. Substitute Annual Meeting. If the annual meeting shall not be held on the date designated in these Bylaws, a substitute annual meeting may be called in accordance with the provisions of Section 4 of this Article IV. A meeting so called shall be designated and treated for all purposes as the annual meeting.

Section 4. Special Meetings. Special meetings of the Board of Directors may be called from time to time by or at the request of the President or any two Directors.

Section 5. Notice of Meeting. Written or printed notice stating the time and place of the annual meeting of the Board of Directors shall be delivered not less than ten (10) nor more than fifty (50) days before the date of the annual meeting, either personally or by mail, by or at the direction of the President, the Secretary, or other person calling the meeting. If mailed, such notice shall be directed to the member of the Board of Directors at the address as it appears on the books of the Corporation, unless he shall have filed with the Secretary of the Corporation a written request that notices intended for him be mailed to some other address, which case, it shall be mailed to the address designated in such request.

Written or printed notices stating the time and place of regular and special meetings of the Board of Directors shall be delivered not less than five (5) days before the date of the regular or special meeting of the Board to all members of the Board of Directors, either personally or by mail, in accordance with the provisions of the immediately foregoing paragraph.

In the case of a special meeting of the Board of Directors, the notice of meeting shall specifically state the purpose or purposes for which the meeting is called; but, in the case of an annual or a substitute annual meeting, or regular meeting of the Board of Directors, the notice of meeting need not specifically state the business to be transacted there unless such a statement is required by the provisions of the Alabama Nonprofit Corporation Act.

Attendance by a Director at an annual, regular or a special meeting of the Board of Directors 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.

Section 6. Voting. Each Director shall be entitled to one (1) vote on each matter submitted to a vote at a meeting of the Board of Directors. Voting on all matters shall be by voice vote or by a show of hands unless more than one half of the Directors present at a meeting where there is a quorum shall demand, prior to the voting on any matter, a ballot vote on that particular matter.

Section 7. Quorum. At all meetings of the Board of Directors, either regular or special, the lesser of ten directors or one half of the Directors then in office shall constitute a quorum.

Section 8. Action without a meeting. Action taken by a majority of the Directors without a meeting is nevertheless Board action if written consent to the action in question is signed by all of the Directors and filed with the minutes of the proceedings of the Board, whether done before or after the action so taken.

ARTICLE V **Committees**

Section 1. Election and Powers. There may be an Executive Committee of three (3) or more Directors designated by resolution passed by a majority of the whole Board of Directors. Such Committee may meet at stated time or upon written notice to all of said Committee. During intervals between meetings the Board of Directors, and except as limited by resolution of the Board or by law, the Executive Committee shall have and may exercise all of the authority of the Board of Directors in the management of the Corporation. Vacancies in the membership of the Executive Committee shall be filled by the Board of Directors promptly at a special meeting called for that purpose. The membership of the Executive Committee may be changed or the Committee dissolved by the Board of Directors at any annual meeting by a special meeting called for that purpose.

Section 2. Development Committee. There shall be a Development Committee composed of three (3) or more Directors designated from time to time by the President. Such

Committee may meet at stated times or upon written notice to all of said Committee. The Development Committee shall have authority to initiate and carry out solicitations and other fundraising activities in furtherance of the purposes of the Corporation. Vacancies in the membership of the Development Committee shall be filled by the President.

Section 3. Human Resource, Audit and Finance Committee. There shall be a Human Resource, Audit and Finance Committee composed of the Treasurer and two or more other directors designated from time to time by the President. Such committee may meet at stated times or upon written notice of all of said Committee. The Human Resource, Audit and Finance Committee shall consult with the staff of the Corporation concerning the budget and financial status of the Corporation and shall recommend to the Board of Directors such actions as it shall deem appropriate to secure the financial stability of the Corporation. In addition, the Committee shall review the Corporation's human resource policies and procedures and shall recommend to the Board of Directors. Such actions as it shall deem appropriate to provide effective human resource management.

Section 4. Other Committees. The Board of Directors of the Corporation may, by resolution passed by a majority of the Board of Directors, create additional committees from time to time. Each such committee shall have the purposes, duties and powers granted to it by the Board of Directors and may have a specified or unspecified number of members, not fewer than two. Once created, members of all such committees shall be appointed by, and shall serve at the pleasure of the President of the Corporation. Unless formed for a limited period of time, each such committee shall continue in effect until terminated by vote of the majority of Board of Directors.

Section 5. Minutes. Any Committee shall keep regular minutes of its proceedings and shall report the same to the Board of Directors when requested.

Section 6. Action Without a Meeting. Each Committee shall have the same power to act without a meeting as is provided in Section 8 of Article IV with respect to the Board of Directors.

ARTICLE VI **Officers**

Section 1. Officers of the Corporation. The officers of the Corporation shall consist of a President, a Vice-President, a Secretary, a Treasurer and such Assistant Secretaries, Assistant Treasurers, and other officers as the Board of Directors may from time to time elect. Any two or more offices may be held by the same person, but no officer may act in more than one capacity where action of two or more officers is required.

Section 2. Election and Term. The officers of the Corporations shall be elected at each annual meeting of the Board of Directors. Each officer elected shall hold office until his death, resignation, retirement, removal or disqualification or until his successor shall have been elected and qualified.

Section 3. Compensation. No officer shall receive any remuneration or compensation for his services to the Corporation or in connection with his duties as such officer.

Section 4. Removal of Officers. Any officer or agent 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 will be served thereby.

Section 5. Bonds. The Board of Directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his respective officer or position, and to comply with such other conditions as may from time to time be required by the Board of Directors. The premiums for all such bonds shall be paid by the Corporation.

Section 6. Duties of President. The President shall be the chief officer of the Corporation and, subject to the control of the Board of Directors, shall supervise and control the management of the Corporation in accordance with these Bylaws and the Articles of Incorporation. The President shall: appoint the chairmen of all standing committees and may from time to time appoint the members of special committees. He shall, when present, preside at all meetings of the Board of Directors. He shall sign, with any other proper officer, any deeds, mortgages, bonds, contracts or other instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution thereof shall be delegated by the Board of Directors to some other officer or agent. 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. Specifically, but not by way of limitation, the President shall have the power to borrow money in the corporate name in such amounts as may from time to time be necessary to effect the objects of the Corporation, all in accordance with Article VII, Section 2, hereof.

Section 7. Duties of Vice-President. In the absence of the President or in the event of his death, inability or refusal to act, the Vice-President 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. The Vice-President shall have such other powers to perform such other duties as may be assigned to him by the Board of Directors.

Section 8. Duties of Secretary. The Secretary shall keep accurate records of the acts and proceedings of all minutes of all meetings of the Board of Directors of the Executive Committee. He shall give all notices required by law and by these Bylaws. He shall have general charge of the Corporation's books and records. He shall be the custodian 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. He shall sign such instruments as may require his signature. He shall keep a register of the Post Office address of all members of the Corporation which shall be furnished to the Secretary by each officer and Director. He shall in general perform all duties incident to the office of Secretary and such other duties as shall be assigned to him from time to time by the President or by the Board of Directors.

Section 9. Duties of Assistant Secretaries. Each Assistant Secretary shall have such powers and perform such duties as may be assigned to him by the Board of Directors and the Assistant Secretaries shall exercise the powers of the Secretary during that officer's absence or inability to act.

Section 10. Duties of Treasurer. The Treasurer shall have custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors. He shall keep full and accurate accounts of the finances of the Corporation. He shall cause a true statement of the assets and liabilities of the Corporation as of the close of each fiscal year, all in reasonable detail, to be made and filed at the Corporation's principal office within one month after the end of each fiscal year. He, together with such delegates as he may choose, shall keep on a cash basis a detailed ledger of all receipts and disbursements of funds by the Corporation, which ledger shall be kept at this principal office of the Corporation or at such other place as is authorized by the Board of Directors, and which shall be open to inspection by any member of the Board of Directors and by any others having legitimate interest in the information contained therein.

Section 11. Duties of Assistant Treasurers. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned to him by the Board of Directors and the Assistant Treasurers shall exercise the powers of the Treasurer during that officer's absence or inability to act.

Section 12. Executive Director. The Board may from time to time appoint and employ an Executive Director as the Chief Executive Officer to serve at the pleasure of the Directors or pursuant to an employment agreement. The Executive Director shall be subject to the supervision of the President and Board of Directors, shall be responsible to them for the proper conduct of all departments/task forces and the work of persons employed by the corporation. The Executive Director shall maintain general supervision over all of the work of the Corporation and its employees: hire employees as authorized by the Board; and assign duties; draw and countersign checks; prepare annual budgets for approval by the Board; maintain records of proceedings; sign documents and correspondence as authorized by the Board; serve ex-officio on the Board, without vote; and sit on all standing and special committees and/or task forces.

ARTICLE VII

Contracts, Loans, Checks and Deposits

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks and Drafts. All checks, drafts or other orders for the payment of money, 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.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VIII **General Provisions**

Section 1. Waiver of Notice. Whenever any notice is required to be given to any Director or other person under the provisions of these Bylaws, the Articles of Incorporation or by applicable law, 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 equivalent to the giving of such notice.

Section 2. Seal. The seal of the Corporation shall be circular in form and shall bear on its outer edge the words, "MOBILE AREA EDUCATION FOUNDATION, INC." and in the center of the words, "Corporate Seal."

Section 3. Voting Upon Shares of Other Corporations. Unless otherwise ordered by the Board of Directors, the President shall have full power and authority on behalf of the Corporation to vote either in person or by proxy at any meeting of shareholders of any Corporation in which this Corporation may hold shares, and at any such meeting may possess and exercise all of the rights and powers incident to the ownership of such shares, which, as the owner thereof, this Corporation might have possessed and exercised if present. The Board of Directors may confer like powers upon any other person, and may revoke any such powers as granted at its pleasure.

Section 4. Fiscal Year. The fiscal year of the Corporation shall run from January 1 to December 31 of each calendar year.

Section 5. Auditors. The Board of Directors shall employ a certified public accountant to audit the Books of the Corporation for each fiscal year of the Corporation and at such other time or times and for such periods, as the Board may deem advisable, and to furnish certified reports of such audits upon request. A copy of such annual reports shall be given without charge to all persons, firms and corporations contributing to the Corporation during the year as much as \$5,000.00 to carry on the services rendered by the Corporation. Providing, however, that the auditing and bookkeeping shall meet United States Government standards for auditing and bookkeeping. A copy of such annual audit report will be available at the next meeting of the Directors following receipt of completed report.

Section 6. Prohibition Against Sharing in Corporate Earning. No member, officer, Director or employee of or member of a committee or person connected with the Corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profits

from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in effecting any of its purposes as shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All members, Directors and officers of the Corporation shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation, after all debts have been satisfied, then remaining in the hands of the Board of Directors shall be distributed, transferred, conveyed, delivered and paid over, in such amounts as the Board of Directors may determine or as may be determined by a court of competent jurisdiction upon application of the Board of Directors, exclusively to charitable, religious, scientific, literary or educational organizations which would then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended.

Section 7. Amendments. These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a minority of the entire Board of Directors at any regular or special meeting of the Board of Directors, providing that prior written notice has been given to all members of the Board of Directors in accordance with the provisions hereinabove.

ARTICLE IX **Exempt Activities**

Section 1. Notwithstanding any other provision of these Bylaws, no member, Director, officer, employee or other representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended, or by organization contributions to which are deductible under Section 170(c)(2) of such Code and regulations as they now exist or as they may hereafter be amended.

I, J. Guy Helmsing, do hereby certify that I am the duly elected and qualified Secretary of MOBILE AREA EDUCATION FOUNDATION, INC., a corporation organized under the laws of the State of Alabama, and that the foregoing is a true and correct copy of the Bylaws adopted at a meeting of the Board of Directors thereof convened and held in accordance with law and the Articles of Incorporation of said Corporation on the 5th day of March, 2010.

IN WITNESS WHEREOF, I have affixed my name as Secretary and have caused the corporate seal of said Corporation to be hereunto affixed this 5th day of March, 2010.

Secretary



The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 17

COMPLETE STAFFING CHART

Attachment 17: Detailed Staffing Chart

Staffing Projections	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Principal	1	1	1	1	1
Lead Teacher	1	1	1	1	1
AMP Director	1	1	1	1	1
Teachers	5	6	6	6	7
Guidance Counselors	1	1	1	1	1
Advocate Counselors	4	5	5	5	5
Office Manager/Registrar	1	1	1	1	1
Custodian	1	1	1	1	1
Security	1	1	1	1	1
Total Staff	16	18	18	18	19

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 18

PERSONNEL POLICIES OR EMPLOYEE MANUAL

ATTACHMENT 18

ACCELERATION (ACCEL) DAY AND EVENING ACADEMY

CONTRACT OF EMPLOYMENT -POSITION OF TEACHER

Accel Academy (hereinafter called the **SCHOOL**) and **Teacher Name** (hereinafter called the **TEACHER**) agree to the following conditions of employment.

1. The term of this agreement is August 15, 20__ until June 15, 20__.
2. The **TEACHER** agrees to serve the **SCHOOL** for the number of days in the official school calendar and to perform other duties assigned by the administrator; and to work cooperatively with the staff, faculty and administration of the **SCHOOL**.
3. The **TEACHER** shall devote a reasonable amount of out-of-class time to curriculum-development, to sponsoring student activities, and to other duties as assigned by the administrator.
4. It is further mutually agreed that the **SCHOOL** shall offer the **TEACHER** a new contract of employment for the ensuing year on or before June 1, 20__, unless the **SCHOOL** gives the **TEACHER** written notice of its intention not to re-employ the **TEACHER** on or before May 15, 2003.
5. The **TEACHER** may be suspended or discharged for good cause as shall be determined by the Board of Directors. It is specifically understood that good cause for discharge shall include but not be limited to: inadequacy of teaching, misconduct, neglect of duty, physical or mental incapacity, actions involving moral turpitude, violation of the terms of this agreement or Accel Academy policy, or conduct tending to reflect discredit upon the school or tending to impair the **TEACHER'S** usefulness in his/her capacity as a teacher.
6. The **SCHOOL** employs the **TEACHER** as an employee of the **SCHOOL** at a salary and benefits in accordance with addendum #1. Salary payments shall begin August 31, 20__. They will continue on the last day of each month to the end of the employment year, June 15th.
7. It is agreed that the conditions of this contract shall only be changed by mutual written agreement of the **TEACHER** and the **SCHOOL**. This is the sole agreement between the parties and no other representations, be they oral or written, are binding between the parties. Alabama law shall govern this agreement in its performance and interpretation.

AGREED:

(Signature of **TEACHER**)

(Date)

AGREED:

(Signature of **ADMINISTRATOR**)

(Date)

Addendum #1 To Contract
for
Teacher Name
Salary & Benefits – School Year 20__-20__

Salary: The **SCHOOL** employs the **TEACHER** at an annual salary of \$xx,xxx payable over ten months at the rate of \$x,xxx.xx per month.

Salary payments shall be made on the last day of the month beginning August 31, 20__. The final payment shall be June 31, 20__.

Benefits: The **SCHOOL** will provide group health and dental plans in accordance with the State of Alabama's PEEHIP Program

The **SCHOOL** will provide retirement benefits in accordance with the Alabama Teacher Retirement System.

The **SCHOOL** provides the attached list of holidays.

(Signature of **TEACHER**)

(Date)

(Signature of **ADMINISTRATOR**)

(Date)

Introduction

We would like to take this opportunity to welcome you to the **Mobile Area Education Foundation (MAEF)** family. Your employment is very important to us. We look forward to working with you as we continue to serve our mission of ensuring that **ALL** children succeed, while also providing a rewarding and supportive environment to our employees. As part of our team, we encourage all employees to continue our tradition of excellence and integrity. Furthermore, we value our employee's loyalty and honesty and encourage open communication. We are confident that we will provide you with a rewarding employment experience and we welcome you once again to the **MAEF** team.

This Handbook is designed to communicate our policies and procedures to you in order for you to better understand how we as an organization operate. It is presented as a matter of information only and its contents should not be interpreted, and are not intended, as a written employment contract between **MAEF** and any of its employees or a guarantee of continued employment. The information contained in this Handbook applies to all employees of the **MAEF** uniformly and supersedes all prior policies and procedures. Employees should be aware that at all times you are employed by **MAEF**, your employment is at-will. Just as employees can terminate their employment at any time, **MAEF** retains the right to terminate employees at any time, with or without cause. The **MAEF** reserves the right to suspend, modify or amend any policy or procedure at any time, even without notice, with the sole exception of the “at-will” employment policy, which may be amended only by a written document signed by the CEO of **MAEF**.

After reading the following material, we urge you to discuss any questions and comments you may have with your immediate supervisor. We strongly believe in an “open-door, open-communication” philosophy and expect every employee to give us their input to achieve our mutual goals.

Finally, this handbook supersedes all previous handbooks, as well as management memos that may have been issued on the subjects covered.

We wish you a rewarding career.

I. EMPLOYMENT POLICIES

I. EMPLOYMENT POLICIES

Drug-Free Workplace

Employees must report to work in a fit condition to work. **MAEF** believes that alcohol and drug abuse greatly affect job performance, the work environment and confidence in the **MAEF**. We will take immediate action, up to and including immediate discharge, against employees who use, distribute or possess controlled substances while on **MAEF**'s premises, or who violate any rules that prohibit usage of alcohol on the job or at such times prior to working hours as to impair job performance. Any employee who violates this alcohol and drug policy will be subject to disciplinary action up to and including immediate discharge.

Employment Authorization

EMPLOYMENT ELIGIBILITY AND VERIFICATION (I-9 FORM)

Federal Law requires that every employee hired after November 6, 1986, complete Section 1 of the Employment Eligibility Verification Form (commonly called the I-9) on the first day of work and Section 2 within three workdays of the start of work. The I-9 provides proof of eligibility of work in the United States and at the **MAEF**. You must complete Section 1 and present documentation of your identity and work eligibility, as described on the back of the back of the I-9 form, to staff Human Resource Services for verification and completion of Section 2. Completion of the I-9 process within three workdays of the start of work is a condition of employment. If you do not provide the information required within this time frame, you will be suspended without pay. If you do not complete the I-9 form within five business days following your suspension, employment will be terminated.

Please contact the Director of HR if you have any questions about the employment eligibility and verification process.

Employees With Disabilities

MAEF is firmly committed to complying with the Americans With Disabilities Act (ADA) and other federal and state legislation designed to ensure equal employment opportunities to persons with disabilities. **MAEF** prohibits discrimination on the basis of disability in regard to all employment practices or terms, conditions and privileges of employment. Consistent with this policy and applicable law, the **MAEF** will make reasonable accommodations to the known physical or mental limitations of qualified applicants or employees, unless to do so would cause an undue hardship on the operation of its business.

Religious Accommodation

MAEF will make reasonable efforts to accommodate the religious practices of our employees. Whenever an employee requests an accommodation, **MAEF** will consider such possibilities as time off or change in job assignment. The requested accommodation, however, must be reasonable. We will not make any accommodation that would create an undue hardship on the conduct of the **MAEF**. Based on the particular facts in each case, we will determine whether a requested accommodation would create an undue hardship.

Policy Against Harassment

MAEF expects that all employees will treat each other with fairness and respect. Harassment on the basis of race, religion, color, gender, age, national origin or disability or as otherwise provided under state or local law, will not be tolerated and is strictly prohibited. Harassment of this type is illegal and contrary to the policy of **MAEF**. **MAEF** strives to foster a work environment free of harassment, discrimination, intimidation and insult. Harassment is a form of misconduct that undermines both personal and professional relationships in the workplace. Every staff member must be assured that he or she can work in an environment that is free from unwanted and unwelcomed harassment and discrimination.

Harassment creates unacceptable stress for the entire organization, adversely affecting morale and demeans the individual so treated. **MAEF** believes that courteous, mutually respectful, pleasant, non-coercive interactions between employees will best serve the well-being of each individual and the **MAEF**.

Any person who believes that he/she is the victim of any type of discriminatory conduct, should bring that conduct to the immediate attention of his/her supervisor, or any member of management. **MAEF** will conduct a prompt and thorough investigation of all the circumstances surrounding the alleged incident in a confidential nature. If the investigation discloses that an individual has committed an act of discrimination, that individual will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment is strictly prohibited and will result in appropriate disciplinary action. Any supervisory employee to whom an employee brings a complaint of harassment but who fails to take appropriate action to resolve it will also be disciplined.

Equal Employment Opportunity

It has been and will continue to be the policy of **MAEF** to be fair and impartial in all of its relations with its employees and applicants for employment and to make all employment-related decisions without regard to race, religion, color, national origin, age, sex, disability, or any other categories protected by federal, state, or local law. This policy applies to recruitment, hiring, training, promotion, and all other personnel actions and conditions of employment such as compensation, benefits, layoffs and reinstatements, training, tuition assistance, and disciplinary measures. Decisions regarding employment and promotion will be based upon valid job-related factors.

Any employee with questions or concerns about any type of discrimination in the workplace is encouraged to bring these issues to the attention of their immediate supervisor. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

Life Threatening Illnesses

MAEF recognizes that employees with life-threatening illnesses, such as cancer, heart disease and Acquired Immune Deficiency Syndrome, may wish to continue their normal pursuits, including work, to the extent possible. The decision regarding the employee continuing to work will be made in accordance with applicable law (on a case-by-case basis) and according to the ability of the individual with a life-threatening disease to perform job-related duties.

No-Solicitation/No-Distribution

The conducting of non-MAEF business, such as canvassing, collection of funds, pledges, circulation of petitions, solicitation of memberships, or any other similar types of activity is not permitted during the working time of either the employee doing the soliciting or being solicited or at any time in working areas.

The distribution of non-MAEF literature, such as leaflets, letters, or other written materials by an employee is not permitted during the working time of either the employee doing the distributing or the employee to whom the non-MAEF literature is being distributed, or at any time in working areas.

Open-Door Policy

We strongly believe in an open-door, open-communication policy and feel it is an important benefit to us, as well as to other employees. This policy, we believe, will allow employees to come forward and discuss their problems with their supervisor or direct supervisor, in order to resolve the issues quickly and efficiently. However, if your immediate supervisor is not able to satisfy your questions regarding the interpretation or application of this Handbook or any other work place issue, then you are free to contact the next higher level of supervision. If an employee has or foresees a problem which may interfere with that employee's ability to adequately perform his/her responsibilities, the employee should discuss the matter with his/her supervisor or with the Executive Director.

Introductory Period

All employees are hired on a ninety (90) day introductory period. During this time you have the opportunity to determine whether you are suited for the job and MAEF has the opportunity to determine whether you are satisfying the job requirements and responsibilities. During this period employees will earn but cannot use annual and sick leave, vacation leave or other paid leave. It is the policy of MAEF to maintain an at-will employment relationship with all employees at all times during and after the introductory period.

During this introductory period, as well as at all other times, both employees and MAEF have the right to terminate employment without advance notice and without cause. Successful completion of the introductory period is not a guarantee of continued employment or of any set term of employment. Continued employment is always subject to our business needs and discretion, as well as your performance. Both during and after the introductory period, your employment with MAEF remains an at-will relationship at all times.

Sexual Harassment Policy

Sexual harassment as well as gender based discrimination is illegal and contrary to the policy of MAEF. We strive to foster a work environment free of sexual harassment, gender based discrimination, intimidation and insult. MAEF prohibits any employee from making unwelcome and unsolicited sexual advances, unwelcome, offensive or inappropriate comments regarding an employee's gender or engaging in other verbal or physical conduct of a sexual or gender-offensive nature, when an individual's submission to that conduct is made explicitly or implicitly a term or condition of that individual's employment, or when that conduct creates an intimidating, hostile, or offensive working environment.

Harassment based on gender is a form of misconduct that undermines both personal and professional relationships in the workplace. Every staff member must be assured that he or she can work in an environment that is free from unwanted and unwelcome harassment and discrimination.

Sexual harassment creates unacceptable stress for the entire organization, adversely affecting morale, demeans the individual so treated, and could cause potentially devastating costs to the **MAEF**. The **MAEF** believes that courteous, mutually respectful, pleasant, non-coercive interactions between employees will best serve the well-being of each individual and the **MAEF**.

All employees, male and female, are strictly prohibited from sexually harassing or making improper advances toward other employees or harassing other employees as a result of their gender. Sexual harassment includes unwelcome or unsolicited verbal, physical or sexual conduct, that is made a term or condition of employment, or is used as the basis of employment or advancement decisions. Sexual harassment also includes conduct that has the purpose or effect of unreasonably interfering with work or creating an intimidating, hostile or offensive work environment.

Sexual harassment includes but is not necessarily limited to:

- Unwelcome or unwanted sexual advances.
- Requests or demands for sexual favors.
- Verbal abuse, kidding, or physical contact that is sexually oriented and considered unacceptable by the target of the abuse.
- Any type of sexually oriented conduct that interferes with another's work performance.
- Sexually oriented conversations or activities that create a work environment that is intimidating, hostile or offensive to any staff member.
- Verbal abuse, kidding, remarks or comments that intimidate, ridicule, and maliciously demean the status of an individual's gender.

Any person who believes that he/she is the victim of any type of discriminatory conduct, including sexual harassment, should bring that conduct to the immediate attention of his/her supervisor, the CEO or any member of management. The organization will conduct a prompt and thorough investigation of all the circumstances surrounding the alleged incident in a confidential nature. If the investigation discloses that an individual has committed an act of discrimination, that individual will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment is strictly prohibited and will result in appropriate disciplinary action. Any supervisory employee to whom an employee brings a complaint of sexual harassment but who fails to take appropriate action to resolve it will also be disciplined.

II. LEAVE FROM WORK AND OTHER BENEFITS

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Vacation Leave

Annual leaves taken for duration of one or more weeks must be requested and approved at least one month in advance. **MAEF** retains the right to schedule annual leaves at its own discretion; however, every effort will be made to comply with an employee's requested annual/vacation leave dates, as business and scheduling demands permit.

Each employee is encouraged to use the accrued annual leave to which he/she is entitled. Annual/Vacation leave accrued but not taken is not carried over into the next year.

Benefits Overview

MAEF prides itself in providing a high level of excellent benefits to eligible employees. Eligible employees will receive a benefits information packet and may elect to be enrolled in the various group plans. Any questions about benefits should be directed to Human Resources. The terms, conditions, and eligibility requirements for fringe benefits are set forth in formal plans and policies for the specific fringe benefits, and those documents control in the event of any inconsistencies with this manual. All fringe benefits are subject to change or termination, and employees may be responsible for premium payments. **MAEF** and its benefit plan administrators reserve the right to determine eligibility, interpretation, and administration with respect to benefit plans.

The group plan and other fringe benefits that we currently offer to all regular, full-time employees are:

- * Group health insurance, including prescription drug card; (*Employee Premiums Paid By MAEF*)
- * Life insurance; (*Paid By Employee/Pre-Tax*)
- * Long-term disability plan; (*Paid By Employee/Pre-Tax*)

Cobra Continuation Coverage

Under applicable law known as "COBRA," **MAEF** provides you with certain rights to continue health care coverage at your expense for a specified period upon the occurrence of certain qualifying events such as termination or reduction of hours to part-time status. You are not eligible for COBRA benefits if you are terminated for gross misconduct.

Under certain circumstances (e.g., divorce, legal separation), your spouse and dependents may also have rights to continue health care coverage. You are responsible for informing us of changes in your marital status and/or number of dependents so that we may notify dependents of their rights under COBRA. If at any time your employment status changes or there is a change in your marital status or number of dependents, please notify your supervisor so that you can be more fully informed as to your rights under COBRA.

Compensation

MAEF maintains bi-weekly pay periods. Paychecks will generally be distributed every other Friday. If the payday should fall on a holiday or weekend, checks will be distributed on the previous working day, if possible. All appropriate wage and payroll deductions shall be taken out of each paycheck as required by law. Each employee is required to complete his/her time and attendance record promptly in accordance with established procedures.

Military Leave

If you are a member of the Reserve Corps of the U.S. Armed Forces or the state National Guard, you may take a military leave of absence without pay if you are required to go on active duty or active duty training. To help us cover your position while you are on leave, please notify your supervisor of the expected date of your departure and, where possible, your return as soon as you receive your orders. If you are returning from initial active duty for training, you must apply for reinstatement within thirty-one days after being released from military duty.

If you resign to enter the U.S. Armed Forces on active duty for no more than four years (plus any involuntary extension for up to a fifth year), you will also be eligible for unpaid military leave. Upon the satisfactory completion of your military service and timely notice of your intent to return to MAEF, you will be reinstated to your same or a substantially equivalent position, provided you are qualified and business conditions so permit. You must reapply for your job within ninety days after being released from active duty.

Bereavement Leave

A bereavement period is a time when you need to know that the people you work with care about you and your family. We will make every effort to meet your needs for time off during this period. In addition, as part of our commitment to you, we will provide bereavement pay for up to 3 days of regularly scheduled work in the 5 days following the death. This benefit covers death in the employee's immediate family as follows: spouse, child, stepchild, brother, sister, parent, grandparent, grandchild, and spouse's parent.

Family and Medical Leave Act ("FMLA")

An employee who has been employed for at least twelve (12) months and working at least 1250 hours during the previous twelve (12) month period is entitled to a total of twelve (12) weeks of unpaid leave during any twelve (12) month period. The twelve (12) month period will be calculated on a calendar year basis.

Nothing in the FMLA supersedes any provision of state or local law that affords greater family or medical leave rights than those provided by the FMLA. If leave qualifies under the FMLA and under state law, the leave used counts against the employee's entitlement under both laws.

Family and Medical Leave may be taken for one or more of the following reasons:

1. The birth of a child of the employee and to care for the child;
2. Placement of a child with the employee for adoption or foster care;
3. To care for a parent, spouse or child with a serious health condition; or
4. A serious health condition that makes the employee unable to perform his/her job functions

An employee who takes leave for a birth or adoption of a child must take the leave within a year of the birth or adoption.

An employee must first use any accrued vacation, sick or personal leave as part of their leave period.

When leave is foreseeable, an employee is expected to give at least thirty (30) days notice in

writing of their plan to take leave (or as much notice as is possible under the circumstances).

If both husband and wife work for **MAEF**, and both are eligible for leave, they are limited to twelve (12) weeks leave per year combined for the birth of a child, adoption, or care of a family member. But if either spouse develops a serious health condition and is unable to perform the essential functions of the job, each would be entitled to the full twelve (12) weeks of unpaid leave per year for personal illness.

Employees on Family and Medical Leave will be restored to their previous position or an equivalent position with equivalent benefits, pay or other terms and conditions of employment. However, an employee on FMLA leave has no greater right to employment than if the employee had not taken leave; if employment would have been terminated anyway; the employee has no right to reinstatement. For example, if an employee's position was terminated due to lack of funding, and the employee would have been terminated even if he/she had been continuously employed, the employee would not have a right to reinstatement.

Medical coverage for an employee enrolled under our group health plan will continue while on Family or Medical Leave under the same terms and conditions as when the employee was working. If an employee fails to return to work from Family and Medical Leave, the employee must reimburse **MAEF** for the premiums it paid for continuing medical coverage. If an employee cannot return to work because of continuing or recurring health problems or for other reasons beyond their control the employee will not be required to reimburse **MAEF** for premiums paid.

Employees returning to work from Family and Medical Leave must give at least one week's notice to Human Resources prior to returning from leave. Employees not intending to return after the completion of leave must also provide the Human Resources at least one week notice of their intent not to return after leave. Failure to return to work on the scheduled date of return will indicate that the employee has resigned his/her employment with **MAEF**.

The employee shall provide the Human Resources Office with bi-weekly notification of their status while on leave and the date they intend to return to work.

Annual, Sick and Personal Leave do not accrue during Family and Medical Leave.

A medical certification may be required from a health care provider for Family and Medical Leave to care for a seriously ill parent, spouse, or child, or for an employee's own medical leave. **MAEF** reserves the right to require a second opinion from another health care provider, (at **MAEF**'s expense), and periodic re-certification as permitted by law.

An employee may be required to obtain a medical certification from his/her health care provider stating that the employee is able (or unable) to return to work (i.e., a "fitness-for-duty" report).

Intermittent Leave to care for a new child is not permitted. Intermittent Leave is permitted for serious illness when it is medically necessary. Medical certification is required prior to granting intermittent leave. If leave is required on an intermittent basis or reduced leave basis, **MAEF** may require the employee to transfer temporarily to an alternative position that better accommodates the intermittent leave or a part-time schedule, provided the position has equivalent pay and benefits. The employee must discuss the proposed intermittent leave schedule with his/her supervisor before leave begins.

General Policies on Absences

If you are unable to report for work, or if you will be late coming to work or have to leave early, notify your supervisor or Human Resources as soon as you are aware of the situation so that alternative plans can be made.

Regular attendance is required for all employees. Continued occurrences of lateness or absenteeism will result in dismissal.

Jury Duty

MAEF recognizes that serving on jury duty is a civic responsibility for every U.S. citizen. MAEF does reserve the right to ask the court to excuse the employee if it causes undue hardship. MAEF also recognizes that employees may at times be summoned or subpoenaed for a court appearance as a witness. MAEF will grant employees paid leave for time spent on jury duty and for attendance as a nonparty witness in court, except that the MAEF reserves the right to limit the duration of paid leave. As a result of receiving paid leave, all jury and witness fees, except transportation reimbursement, must be turned over to the MAEF. Copies of all summons and court documentation for time spent out of the office must be turned in to the Office of Human Resources. Employees should give their supervisors as much notice as possible of their need for leave under this policy.

Holidays

Eighteen paid holidays are granted to regular, full-time employees during a calendar year. A schedule is given at the beginning of each year stating the specific holidays.

Leave Without Pay

MAEF will grant leave without pay for medical problems or other personal reasons. Employees should request the leave in writing to Human Resources or the CEO. While employees are on leave without pay they shall not be entitled to paid benefits or salary. Insurance benefits may be continued during the leave at the expense to the employee.

Employees returning from leave without pay are not guaranteed the same position and shift they had when leave was taken. However, reasonable effort will be made to reinstate employees to the first available position of equivalent classification and pay. Employees who do not accept the position offered on return from leave of absence will be considered to have voluntarily resigned from employment.

Paid Time Off

Paid time off (PTO) is a system of providing vacation time, personal and sick leave for eligible employees based on their work week. Paid time off is earned from the beginning of employment with MAEF, however employees cannot utilize paid time off until the introductory period (first ninety (90) days) of employment has been completed. All PTO must be taken during the months of January 1-November 30 of each calendar year. Paid time off is earned as follows:

VACATION:

<u>Years of Employment</u>	<u>Number of Weeks</u>
Year 1	1 week
Years 2-4	2 weeks

Years 5-10	3 weeks
Years 11-14	4 weeks
Year 15 or more	6 weeks

SICK/PERSONAL:

All employees are entitled to five (5) days sick leave per calendar year. Eligible employees are also entitled to two (2) days personal leave per calendar year.

Paid time off is credited at the beginning of the calendar year. Employees may receive a pro-rated portion of PTO in your first year of employment depending upon your start date. PTO taken for durations of one or more weeks must be requested and approved at least one month in advance. PTO will only be granted in extenuating circumstances for periods over two weeks. (i.e.: marriage, birth or adoption of a child). **MAEF** retains the right to schedule PTO leaves; however, every effort will be made to comply with an employee's requested leave dates, as business and scheduling demands permit.

Each employee is encouraged to use the PTO leave to which he/she is entitled. PTO accrued but not taken may not be accumulated and all other PTO will be forfeited at the end of the calendar year. Upon separation of employment for any reason, unused PTO is forfeited.

Maternity/Paternity Leave

MAEF provides eight (8) weeks maternity leave of absence with pay to eligible employees who are temporarily unable to work due to pregnancy, childbirth, adoption or related medical conditions. Any employee is eligible to request maternity leave as described in this policy. Employees should make requests for maternity leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted verifying the need for maternity leave with beginning and expected ending dates.

Employees returning from maternity leave must submit a health care provider's verification of their fitness to return to work. **MAEF** will continue to provide health insurance benefits for the full period of the approved maternity leave. When the maternity leave ends, the employee will be reinstated to the same position, unless either the employee would not otherwise have been employed for legitimate business reasons or each means of preserving the job would substantially undermine the ability to operate **MAEF** safely and efficiently. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities. If an employee fails to report to work promptly at the end of the maternity leave, **MAEF** will assume that the employee has resigned

The right to paternity leave is set out in the Paternity and Adoption Leave Regulations 2002. The right applies to certain individuals where there is a sufficient relationship to the child or its mother. The employee, in order to qualify, must either be the father of the child, or married to the mother or be the partner of the mother and in either case must have, or expect to have responsibility for the upbringing of the child. If the employee requesting paternity leave has been continuously employed for a period of 26 weeks and has given notice to in writing of their wish to take paternity leave, then leave may be granted. Paternity leave is currently four (4) weeks paid and may be taken continuously or in one (1) week increments.

III. CONDITIONS OF EMPLOYMENT

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Workplace Violence

MAEF is concerned about the increased violence in society, which has also filtered into many workplaces throughout the United States, and has taken steps to help prevent incidents of violence from occurring at **MAEF**. In this connection, it is the policy of **MAEF** to expressly prohibit any acts or threats of violence by any **MAEF** employee or former employee against any other employee in or about **MAEF's** facilities or elsewhere at any time. **MAEF** also will not condone any acts or threats of violence against **MAEF** or visitors on **MAEF's** premises at any time or while they are engaged in business with or on behalf of **MAEF**, on or off **MAEF's** premises. Any reports of violence or threats will be promptly and thoroughly investigated and, where warranted, ensure that appropriate action will be taken.

Business Equipment and Electronic Privacy

All of **MAEF's** business equipment, such as copiers, facsimile machines, computer systems (including E-mail, internet systems and electronic storage), and telephone equipment (including voicemail) are the property of **MAEF's** and are to be used solely for business related purposes. There is a cost to **MAEF** associated with the use of all of its business equipment, and the equipment must therefore be used only for business reasons. Please note that you should not expect that this business equipment will afford to you any privacy with respect to personal matters; all of our systems are accessible by **MAEF** and may be monitored from time to time.

MAEF strictly prohibits non-job-related uses of its software and business equipment, including but not limited to facsimiles, computers and copy machines. If you do not wish personal information, such as that which may be contained in E-mails, computer storage, or voicemail, to be subject to monitoring, you should not employ these systems for personal use.

Employees who violate this policy or who abuse the use of **MAEF's** business equipment are subject to discipline, up to and including termination from employment.

MAEF Policy on Use of the Internet

MAEF has established the following policy to govern employee usage of the **MAEF's** computer system to connect to the Internet. **MAEF** must be concerned about the accuracy, authenticity, and timeliness of information obtained electronically, about its legal obligations, and about the need to monitor and manage the use of the **MAEF's** resources.

MAEF intends to honor the policies set forth below, but must reserve the right to change them at any time as may be required under the circumstances.

1. **MAEF's** computer system and any passwords assigned to employees to enable them to obtain Internet access are and remain the property of the **MAEF**.
2. Employees with management approval for access to the Internet, bulletin boards, and other electronic media may use these tools only to meet their job responsibilities. Employees may not use Internet access for personal purposes, including but not limited to the following:

- a. Accessing web sites for personal reasons or engaging in chat groups.
 - b. Use of the Internet for unlawful or malicious activities.
 - c. Use of abusive or objectionable language in either public or private messages.
 - d. Misrepresentation of oneself or inappropriate representation of **MAEF**.
 - e. Activities that cause congestion and disruption of networks and systems.
 - f. Activities that compromise **MAEF's** position, reputation, or objectivity.
 - g. Display or access of sexually explicit images, messages, or cartoons. Accessing or display of Internet materials that contain ethnic slurs, racial epithets, or anything that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, or religious or political beliefs is prohibited. **MAEF's** nondiscrimination policy extends to Internet use.
3. **MAEF** reserves the right to access, review, copy, delete, and disclose all activities of all users of **MAEF's** computer systems or **MAEF's** network, regardless of whether such users are authorized to use such systems or network for any purposes.
 4. Employees have a responsibility to use Internet access in an informed and responsible way, conforming to network etiquette, customs, courtesies, and to corporate policy. Use exactly the same standards of care and professionalism used in any other business-related communications.
 5. Be aware that every outgoing communication contains a **MAEF** signature and can be read by millions of people, including our most important news sources, our biggest subscribers, and our competitors.
 6. Be aware of and respect all copyright and licensing agreements. Do not forward anyone's messages without permission.
 7. Be mindful of the economical and appropriate use of **MAEF** resources. Do not obtain any information or subscribe to any service that requires that a fee be paid without obtaining authorization from your supervisor. Whenever possible, employees should print out documents rather than download them to conserve resources.
 8. Use of the Internet is a privilege, not a right, and the privilege may be revoked at any time for inappropriate conduct or for any other reason.

Any employee who violates this policy or uses the Internet for improper purposes shall be subject to discipline, up to and including discharge.

**Mobile Area Education Foundation
Internet Policy Acknowledgment Form**

As an employee of **MAEF**, I, _____, recognize and understand that **MAEF's** computer system is the property of the **MAEF**, and that the system is to be used for conducting **MAEF's** business only. I understand that use of this equipment for personal purposes is strictly prohibited.

I am aware that **MAEF** reserves the right to access, review, copy, delete, and disclose all activities of all users of **MAEF's** computer systems or **MAEF's** network, regardless of whether such users are authorized to use such systems or network for any purposes.

I acknowledge that I have read and that I understand **MAEF's** policy regarding use of the Internet, and that I agree to abide by this policy.

I am aware that violations of the policy may subject me to disciplinary action, up to and including discharge from employment.

[Signature of Employee]

[Date Signed]

E-Mail Policy

MAEF has established the following policy to govern employee usage of **MAEF**'s electronic mail (e-mail) system. This policy covers access and disclosure of e-mail messages created, sent or received by **MAEF** employees, and establishes the proper and permissible uses of the e-mail system by employees.

MAEF intends to honor the policies set forth below, but must reserve the right to change them at any time as may be required under the circumstances.

1. **MAEF**'s e-mail system and all messages created, sent or received using the system, are and remain the property of **MAEF**. They are not the private or personal property of any employee.
2. **MAEF** maintains its e-mail system to assist in the conduct of its business. The use of the e-mail system is reserved solely for business purposes. It may not be used for personal business, including but not limited to the following:
 - a. There shall be no display or transmission of sexually explicit images, messages or cartoons in e-mails. Transmission or use of e-mail communications that contain ethnic slurs, racial epithets, or anything that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, marital status, age, disability, or religious or political beliefs is prohibited. Communications that violate the personal privacy of, or are disrespectful of, any individual are also prohibited. **MAEF**'s nondiscrimination policy extends to all e-mail communications.
 - b. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations. **MAEF**'s non-solicitation policy extends to e-mail communications.
 - c. E-mail may not be used for communications in furtherance of any illegal activity, including but not limited to "football pools" and other forms of illegal gambling.
 - d. E-mail may not be used in a way that is disruptive, offensive to others, or harmful to morale. All e-mail messages should be businesslike and professional in tone and content, all employees are required to use the approved **MAEF** Business Signature E-Card for all email transmissions.
3. The e-mail system shall not be used to send or receive copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.
4. **MAEF** reserves the right to access, review and disclose all messages sent over its electronic mail system. Employees should be aware that even deleted e-mail messages can and will be accessed and reviewed by the **MAEF**. The confidentiality of any message should not be assumed. Furthermore, the use of passwords does not

guarantee confidentiality. All passwords must be disclosed to **MAEF** or they are invalid and cannot be used.

5. Notwithstanding, **MAEF's** right to retrieve and read electronic mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail messages that are not sent to them without the specific permission of an **MAEF** representative.

Any employee who violates this policy or uses the e-mail system for improper purposes shall be subject to discipline, up to and including discharge.

Confidentiality of Employer Information

All employees of **MAEF** are required to respect and maintain the confidentiality of all information, including but not limited to, business documents, reports, records, files, correspondence and communications, to which the employee has access in carrying out responsibilities and duties both during and after employment with **MAEF**. None of the aforementioned may be copied or removed from the premises of **MAEF**. All employees are expected to show the highest regard for the privacy of each client and will strictly observe the confidentiality of records and other information associated with a client. Confidentiality is essential to the sound relationship with our clients; it is also a legal and ethical matter of the utmost importance. All personnel will be careful to discuss confidential information only when necessary and appropriate in the context of business operations. Care should be taken to prevent confidential discussions from being overheard by other clients or staff members who are not involved (i.e.: discussing problems in the hall or reception area). Any discussion of confidential information outside the property or similar violation of these standards will result in immediate dismissal.

Personal Conduct Policy

The orderly and efficient operation of **MAEF** requires that employees maintain proper standards of personal conduct. Fortunately, the vast majority of our employees have the desire and self-discipline to follow common sense rules. These rules are necessary to protect **MAEF** and our employees, as well as provide a high quality of service.

While every situation cannot be anticipated, the following regulations specify impermissible conduct which may result in disciplinary action including immediate discharge. In all instances, **MAEF** management will determine the appropriate discipline to be imposed. Commission of any of the following or similar acts is considered serious and provides grounds for disciplinary action, which may include dismissal.

Without limiting **MAEF's** right to discharge an employee at any time, with or without cause, the following acts of misconduct are provided as nonexclusive examples of unacceptable activity:

1. Supplying false or misleading information when applying for employment, or at any time during your employment.
2. Altering, destroying, willfully misplacing, discarding or falsifying **MAEF** records.
3. Failure to maintain any privilege and the confidentiality of information of **MAEF**, including but not limited to, documents, reports, records, files, correspondence and

communications.

4. Theft or unlawful possession of stolen, lost or mislaid property of **MAEF** or its employees. Destruction or defacing of property of **MAEF** or fellow employees. Theft or unauthorized removal of equipment, records, or other **MAEF** property or the property of employees, customers, or visitors.
5. The possession of weapons, firearms or ammunition on **MAEF** property.
6. Engaging in any unethical conduct.
7. Committing illegal, immoral or indecent conduct, soliciting persons for these purposes, or aiding and/or abetting any of the above.
8. Possession, use, distribution or being under the influence of illegal drugs at any time while conducting **MAEF** business or while on **MAEF** property, or possessing, consuming or being under the influence of alcoholic beverages while conducting **MAEF** business.
9. Refusal or failure to perform assigned work, to follow a supervisor's instructions, or any act of insubordination.
10. Violation of **MAEF's** equal employment opportunity rules.
11. Engaging in any act of discourteous conduct, using abusive language, rudeness, or similar acts, to **MAEF** or fellow employees.
12. Engaging in horseplay, throwing objects, wrestling or scuffling on **MAEF** property.
13. Deliberately or through gross negligence causing injury to another person.
14. Failing to give a high degree of service.
15. Gambling on **MAEF** property.
16. Soliciting or receiving cash, gifts, special accommodations, favors or other gratuities related to employment.
17. Misusing sick leave or other leave programs.
18. Excessive tardiness, failure to report to your supervisor, or absence from work without proper permission or notification is prohibited.
19. Uttering, publishing, or distributing false, vicious, or malicious statements concerning **MAEF** or any of its employees.
20. Excessive personal telephone calls.
21. Fighting on **MAEF** property or surrounding premises.
22. Violation of **MAEF's** sexual harassment rules.
23. Defacing, damaging or unauthorized removal of **MAEF's** property or property belonging to a guest or another employee.
24. Sleeping on the job, loitering or wasting time while on the job.
25. Smoking in an unauthorized area.
26. Defacing **MAEF** property.
27. Insubordination or refusal to obey instructions of a supervisor.
28. Unauthorized adjusting or tampering with mechanical devices or records used by **MAEF** in determining wages, costs, efficiency, and waste.
29. Violation of any policies or procedures contained in this Employee Handbook.

Discipline

MAEF expects employees to comply with its policies and standards of behavior and performance. Noncompliance with policies and standards of behavior or performance, including poor performance, may result in disciplinary action, including, but not limited to: informal counseling, oral warnings, written warnings, suspension, and termination. The need for discipline and the type of discipline will be determined by the Executive Director.

Problem Resolution

An employee and his or her supervisor through informed conversation and conferences can resolve most complaints and concerns. When an employee feels they are unable to resolve a concern through such informal efforts, the formal problem resolution procedure may be initiated by the employee without fear of jeopardizing his or her employment status.

The formal problem resolution procedure is accessible to all employees who have completed their probationary period. The stages for this procedure are dependent on the employee's position with the MAEF

Problem Resolution Procedure

- Step 1: The employee sends a written statement to his/her supervisor and the HR Director immediately after the problem occurs. Within three (3) working days, the supervisor will meet with the worker to discuss his/her concerns. The supervisor will document this meeting and send a written response to the worker within three (3) working days of the meeting with an explanation of the proposed problem resolution. If the worker does not receive this written response or is dissatisfied with the response he or she may proceed to step two.
- Step 2: Within three (3) working days of receiving response to Step 1 or failure to receive such response, the worker will send written notice to the Executive Director. The notice will indicate the desire to continue the formal problem resolution procedure and will include documentation from step 1. Within three (3) working days of receipt, the CEO or a designee will meet with the worker and the supervisor. Further review of the facts may be undertaken to resolve the complaint. A written decision will be provided to the worker within three (3) days of the meeting.
- Step 3: Within three (3) working days of receiving a response to Step 2 or failure to receive a response in a timely manner, the employee will send notice to the Executive Director; the notice will indicate the worker's desire to continue the problem resolution procedure and must include documentation to Step 1 and Step 2. Within ten (10) working days, the Executive will meet with the worker and the personnel committee of the MAEF Board of Directors. Further review of the facts may be provided to the worker within ten (10) working days of the meeting. All decisions of the personnel committee are final.

Resignation

In the event of resignation, an employee is required to give **MAEF** two weeks' notice. Provided **MAEF** is given prior notice, an employee shall be entitled to receive payment for up to a maximum of ten days of accrued or accumulated PTO leave earned. Upon resignation, an employee can be required to leave the premises at once or at any time prior to the expiration of the two weeks' notice.

Standards of Professionalism

The manner in which you conduct yourself should create a favorable and lasting impression of **MAEF**. The continued success of **MAEF** depends on the quality, integrity, expertise and professionalism of our staff.

Written communications must meet the highest standards of accuracy and neatness. Individuals who telephone **MAEF** must receive prompt and courteous attention and a helpful and meaningful response. Individuals who visit **MAEF** must always be treated with deference, tact and courtesy.

All employees should present themselves in a professional and efficient manner. Respect and thoughtfulness towards your fellow workers will always be expected.

Termination

MAEF may terminate an employee's service at any time without notice. Upon termination, an employee shall receive payment for any accrued or accumulated annual leave. An employee shall not, however, receive payment upon termination for any accrued or accumulated sick leave.

IV. COMPENSATION AND OTHER ADMINISTRATIVE MATTERS

IV. COMPENSATION AND OTHER ADMINISTRATIVE MATTERS

Weather Emergency Policies

Employees are expected to make an effort to get to work during periods of inclement weather, but it is not the intention of **MAEF** to require employees to take risks which may endanger their safety. In general, **MAEF** will abide by the federal government's weather emergency schedules. However, employees should call their voice mail system in the event of a weather emergency as **MAEF** will communicate with employees by leaving messages on the system. If the office is closed, employees should not report to work and will be paid their normal pay for the day. If the office is open, employees should report to work. If the employee cannot report to work, he or she should notify his or her supervisor immediately.

Employee Information

MAEF maintains a personnel file on every employee. It is important that all information in the file is up to date, such as: employee's name, address, telephone number, beneficiary designation, etc. Please note that Employee Information will not be used as the basis of any employment related decision at **MAEF**.

Employee Departure Procedure

All employees at **MAEF** are employees' at-will. Upon termination or departure, an employee is expected to do the following:

1. Return to his/her immediate supervisor any and all properties of **MAEF** (i.e. credit cards, computers, laptops, keys, cellular phones, manuals, software, or any other **MAEF**-related property in employee's possession).
2. Settle all accounting of any cash funds in the employee's possession.
3. Provide payment of any outstanding bill.

Reference Checks

Employment information about the past or present staff members of the **MAEF** is confidential and should not be communicated to anyone who does not have a legitimate interest in the information. Therefore, all employment reference inquiries regarding past or present staff members must be directed to the Executive Director. No one other than the CEO or his/her designee of the **MAEF** is authorized to respond to such requests. In response to a request for employment information, the information furnished by the **MAEF** will be limited to the staff member's name, job title, employment dates and confirmation of salary data.

Employee Privacy

For your protection, employees are discouraged from bringing personal luggage, parcels or bags to work, and advised to keep the personal belongings you carry with you to a minimum. Remember to exercise good common sense, and always take steps to safeguard purses and wallets at all times. **MAEF** cannot be responsible for items which you may leave unsecured or overnight at our offices. **MAEF** reserves the right to look through its own premises, including premises and property issued to employees for their use, such as desks, regardless of whether those premises or property are issued for any employee's sole use.

Hours of Operation

MAEF's normal working hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. Unless specifically instructed, employees should work the hours they are scheduled to work. Each employee is entitled each day to one half hour for lunch. Time taken for lunch is not compensable. All employees should take a lunch each and every day.

Overtime

Overtime work may be required due to demands of our business. It is both necessary and important that employees shall be available, sometimes on short notice, to work overtime when circumstances require. Employees exempt from overtime under law (i.e., executive, administrative and professional employees) shall not receive overtime compensation.

Performance Appraisals

Performance appraisals allow us formally to recognize and evaluate your performance. While work load and other circumstances may prevent regular reviews, in general you will receive a verbal performance appraisal at the end of your introductory period and thereafter. In addition, we will conduct a periodic evaluation of your skills in serving our customers and working with your fellow employees. The appraisal process will take into account the quality and quantity of your work, demonstrated job skills, initiative, attendance, personal conduct and general attitude towards your job, fellow employees and our guests. While MAEF will try to assist employees in their work performance, the ultimate responsibility for improving performance rests with the employee.

Smoking

MAEF maintains a smoke-free work place. There is no smoking in any area of the office.

Workers' Compensation Policy

MAEF provides each employee with Workers' Compensation insurance at no cost to the employee. This insurance provides for your medical expenses and a percentage of your income if you are injured as a result of your employment.

You should report any job-related injury or illness immediately to your supervisor and the Director of Human Resources, no matter how minor the injury or illness may seem. You should seek medical treatment promptly.

While MAEF encourages the reporting of any valid job related injury or illness, abuse of the Workers' Compensations benefit will not be tolerated. MAEF reserves the right to investigate the legitimacy of any claim for Workers' Compensation and will take appropriate disciplinary action where an employee is found to have deliberately filed a false claim.

V. ADMINISTRATIVE POLICIES

V. ADMINISTRATIVE POLICIES

BIDS

Staff members purchasing any item(s) in excess of \$500.00 are required to obtain at least 3 bids. The lowest and best bid will be accepted if other factors are equal. Exceptions to the bidding process will be food services and rental of outside meeting facilities. Approval of purchases in excess of \$300.00 should come from CEO

Office Supplies

Office supplies and materials are kept in inventory in specific divisions. When possible, items are to be purchased in bulk in order to take advantage of cost savings

Conference Room Use

Staff members are responsible for booking their own meeting rooms by checking master calendar for availability for both 2nd and 4th floor conference rooms, submitting room reservation form of time, date and reason for meeting to Administration. After approval, room reservation form will be placed in front desk folder and the event or meeting will be posted on the electronic calendar controlled by Administration. If at all possible, meetings of less than 10 should be reserved for 4th floor conference room. Front desk should be notified of all meetings and events scheduled by departments, even those off-site to better handle inquiries.

After use of the conference rooms, the person responsible for the meeting in either conference room should:

- Clean-off/ straighten tables, chairs and serving tables
- Remove all beverage utensils including coolers/ ice buckets and serving bowls
- Place dirty dishes in the dishwasher or wash by hand – do not leave in sink.
- If you cannot clean up after your meeting because of other commitments, arrange for someone else to do it for you as soon after the meeting as possible.

Banners and Signs

It is important that the **MAEF** logo be prominent at all function of the organization. Podium signs and banners are stored in the office of the Director of Communications and in the main supply closet.

Sponsorships

Sponsors use advertising dollars to sponsor **MAEF** events. Sponsors expect to receive good promotion and advertising for support of the event. Signage should always be prominently displayed in front of room via banner or electronic imaging on screen and at the door on poster style signage. Sponsors should receive proper recognition through introductions at event and thanked again in closing comments. Table(s) at front of room is reserved for sponsors, individually by company, if so agreed or collectively with all event sponsors sitting together.

MAEF meetings and events

All staff should make priority effort to attend weekly Monday morning meetings. The purpose of this meeting is to keep the staff fully informed about work in progress and MAEF activities and events. It is important for the efficient operation of the organization that everyone is present. Staff members are asked not to schedule doctor/ dentist appointments or make personal plans that conflict with the Monday staff meetings unless there is good reason to the contrary.

At MAEF hosted meetings and events, staff members with no specific duties should greet and mingle with the guests. At MAEF hosted sit down functions, staff should refrain from being seated until it is determined that ample seating is available and needs of the guests are met.

Staff Orientation

During his/her first week on the job, each new staff member/ intern/ office volunteer will receive an orientation to the Foundation with briefings with each department. The Director of Human Resources will conduct general walk-through of building with detailed overview of Foundation manual personnel policy and procedures. Communications Director will train on telephone/ computer, copier and fax. Director of Finance will process, as applies, all financial issues including insurance, tax and appropriate expense reports filings.

Policy Control

The policy control of the Mobile Area Education Foundation is vested in the Board of Directors. The administrative control, including staff supervision, is vested in the president and the Director of Human Resources in the absence of the executive director.

Proofreading

Proofing of ALL material is essential to maintain quality. All publications and printed materials should be carefully proofed within and outside of the division in charge. Special attention should be given to avoid transposing letters, misspelling of names and omissions and verifying dates and times of month and location of mentioned events and meetings. Sponsoring companies should be listed in legal name of firm, etc. with attention given to avoid omissions of sponsors on all printed materials and signage. The electronic newsletter should be proofed by all who have submitted materials for inclusion before distribution by Director of Communications.

Purchasing Policy

Inventory of office supplies and materials is monitored by the Finance Department and items to purchase list kept by Administration. When possible, items (letterhead, envelopes, copy paper, etc) should be purchased in bulk to take advantage of cost savings. Special office supplies, materials and promotional items costing over \$300 may be purchased by each department with approval by CEO or Finance Director and in line with department budget.

Sponsorships/Memberships

The Foundation is often asked to participate in activities and projects through sponsorships or memberships. To be supportive and community minded in its programs and activities and to maintain a high level of involvement in the community, foundation sponsorships/ memberships must be budgeted and approved by the CEO or Director of Operations.

Telephone

The telephone represents the voice of the Foundation. First impressions are critical for everyone who answers a call to the Foundation.

All incoming calls should be answered by the third ring with the words: The Education Foundation, this is _____ or “Mobile Area Education Foundation, this is _____ or a similar friendly greeting. All staff should answer by identifying themselves to the caller. Callers need to know to whom they are speaking.

Messages

Courtesy and helpfulness in taking messages are as important as accuracy. When taking message for others, include date and time of call. All telephone messages should be returned on the day they are received if at all possible or passed off to another staff member to determine if there is anything with which he/she can help.

Internal

All staff shall sign-in upon arriving at work and through the work day inform the front desk and sign-out of designated sheet if leaving the building for outside errands and meetings of any duration. This allows other staff members to adequately respond to callers and visitors requesting to speak to specific person.

VI. FISCAL ADMINISTRATIVE POLICIES

Mobile Area Education Foundation Grant and Contract Development Policy

I. Purpose:

To ensure appropriate systematic and financial management of research, training and other externally funded projects, the solicitation, acceptance and administration of funds for the support of such projects are subject to academic, legal and financial policies of the Mobile Area Education Foundation.

II. Authority to Solicit Contracts and Grants

The Mobile Area Education Foundation Board of Directors has delegated authority to the CEO to solicit external contracts and grants for research, training and public service.

Approval by the CEO is required on all proposals for external support of projects which involve any of the following restrictions or conditions:

1. Amounts in excess of \$5,000.00 in direct costs in any one project year;
2. Obligations by MAEF for expenditures for which there are not established fund sources;
3. Non-conformance to current MAEF strategic plan, programs and projects;
4. Requirements for MAEF to assume liability for conduct of contractors or persons other than MAEF personnel; and
5. Conflict of Interest.

III. Proposal Content Requirements for Contracts and Grants

Approval of contracts and grant proposals by the CEO is required to ensure recovery of all direct and indirect costs of externally funded projects. MAEF's Board of Directors requires that externally funded projects be conducted at no cost to MAEF. All direct and indirect costs must be recovered from sponsors of projects. Proposals for multi-year projects must include projected increases for salary, employee benefits, and inflation and anticipated changes in indirect cost rates. *The Principal Investigator will be responsible for ensuring that each submitted budget is complete, accurate and current and that the submitted cost estimates are reasonable and factually substantiated.* All costs should be supported.

1. Salaries and Benefits-all individuals to be directly supported on the proposed project should be listed by name and title in the proposed budget. Salary information must be current and should reflect anticipated pay increases applicable during the proposed performance period.
2. Subcontractors-Proposals that include collaborative work must include the following:
 - a. Collaborative agreement signed by the agency or individual;
 - b. A budget for the entire proposed project period, by year, that includes indirect costs;

- c. An abstract of the procedural plan for the collaborating organization/individual.
 - d. Professional sketch and other support listing for key personnel
3. Indirect Costs-All proposals must include MAEF's negotiated indirect cost rate. Any variance from the approved rate must be approved by the CEO.

IV. Rights to results of externally funded projects (publication and copyrights)

Copyrightable material developed by MAEF personnel in conjunction with the MAEF employment shall be the property of MAEF. A proposal is unacceptable if it imposes the following:

1. Assigning ownership of results to the sponsor;
2. Assigning the final decision as to what may be published to the sponsor;

V. Award and acceptance of contracts and grants

The CEO is empowered by the Board of Directors to accept contracts and grants on behalf of MAEF. Therefore, contracts or grants for projects or programs are awards to the Mobile Area Education Foundation, and commitments under agreement are the responsibility of MAEF. It follows that MAEF policies govern the administration of all actions under these grants/contracts, unless more restrictive requirements are imposed.

1. It is the policy of MAEF, that awards of contracts and grants will be made to MAEF not to the principal investigator;
2. An award made to an individual made payable to MAEF cannot be accepted unless there is a compliance with applicable MAEF policies, i.e. recovery for employee fringe benefits.

Mobile Area Education Foundation Budget Policy for Federal and Non-Federal Sponsored Programs

The Mobile Area Education Foundation's (MAEF) budget represents the plan for raising and spending funds for specified programs, functions, activities, or objectives during the fiscal year (January 1-December 31) as approved and adopted by the Board of Directors. The budget authorizes and provides the basis for the control of financial operations during the year. To ensure effective budgetary control and accountability, the approved budget is incorporated into the accounting and financial reporting systems used by MAEF. MAEF's Board of Directors may amend the budget during the year due to changes in budget estimates, the receipt of new grant funds, etc. However, all changes or amendment to the budget are approved by the Board of Directors and recorded in the official minutes.

Purpose

The purpose of this policy is to establish uniform procedures for administering and monitoring proposed budgets of sponsored projects in accordance with OMB Circular A-110 section 25, OMB A-122, OMB A-133 as applicable and MAEF specific guidelines.

I. Budget Revision Policy

The Mobile Area Education Foundation is required by the Board of Directors to report deviations from budget and program plans, and request prior approvals for budget revisions that are consistent with requirements of the appropriate sponsored program. The budget plan is the financial expression of the project or program as approved during the award process. Most sponsors will allow MAEF to depart from the original budget provided that:

- expenditures are necessary for the successful completion of the project,
- expenditures are allowable under the governing cost principles and the sponsor specific policies, and
- prior approval is obtained when required.

Budget revisions are not allowed for the purpose of relieving financial pressure on a department's unrestricted budget, or on other sponsored projects in order to charge costs that are not necessary for the completion of the project, or not allowable.

Regardless of sponsored program requirements, MAEF requires prior written sponsor approval for budget revisions to buy equipment within 90 days of project end date.

Prior approval requirements for the various sponsoring agencies are subject to change; the principal investigator (PI) should contact Sponsored Programs for guidance and provide a copy to the CEO, Grants Administrator and Finance. When requesting prior approval for budget revisions, the Principal Investigator must submit the budget forms that were used in the application unless the Federal or Non Federal awarding agency indicates that a letter suffices, following agency procedures.

Budget revisions will be allowed upon sponsor approval. Failure to obtain prior approval from the sponsoring agency for any budget revisions requiring such approval may result in the disallowance of costs.

Procedures

Principal Investigators or their designees are to submit a budget revision request for all Budget Transfers submitted to Sponsored Programs to the CEO and Finance Department.

1. Complete a budget revision request with justification for any budget changes requested for the project. The justification for the budget revision must answer the following questions:
 - Why are funds available for re-budgeting?
 - Why is this change necessary for the project?
 - How will the funds be used?
2. When requesting prior approval for budget revisions, the principal investigator should follow MAEF procedures. Secure approval or denial of budget revision request from CEO, if request has been approved, the Principal Investigator should draft a letter to the Sponsored program and forwards the letter to the Grants Administrator for countersignature by the CEO. The letter must specify:
 - Amount of the change (the budget categories to be increased and decreased),
 - Justification for the change,
 - Award agency grant or contract identification number, and
 - Beginning and ending dates of the budget periods(s) affected.
3. Submit budget revision request with the written approval or denial from Sponsored program to the CEO, Grants Administrator and Finance.

Accountability

Sponsored Programs will approve budget revisions for sponsored projects based on the allowability of the transfer between direct cost categories in accordance with the terms and conditions of the award.

The Principal Investigator and their designees are also responsible for submitting budget revisions for allowable costs in accordance with the terms and conditions of the award. Questions of a procedural nature should be addressed to Sponsored Programs before budget revisions and online transfers are submitted. Specific questions may be referred to the appropriate official listed in the award document.

II. Budget and Expenditure Monitoring Policy

The Principal Investigator (PI) is accountable for project expenditures, and the PI or designee, must approve all of the charges processed against the award. However, since MAEF has an overall fiduciary responsibility for all externally funded sponsored programs, the Grants Administrator and

Finance Department also monitors the expenditures on the award. This helps to insure that all charges are being recorded accurately and timely, and that they comply with the Sponsored Program and MAEF policy requirements.

All expenditures charged to externally-sponsored projects must meet the following criteria:

- Costs must be reasonable. Both the nature and amount of a cost must reflect sensible action at the time the decision was made to incur the cost;
- Costs must be allocable: A cost must be incurred solely to advance the work under the sponsored agreement. It must reasonably benefit the sponsored agreement. It must be necessary to the overall operation of the institution and can be assignable to a specific sponsored project;
- Each cost must be given consistent treatment according to generally accepted accounting principles appropriate to the project; and
- Each cost must conform to principles outlined in OMB circulars or specific agency guidelines.

Unallowable costs, which are not eligible for reimbursement on sponsored projects, include, but are not limited to:

- Alcohol
- Contingency provisions
- Fundraising
- Gifts, including flowers
- Bad debts/uncollectible accounts
- Donations and contributions
- Entertainment costs
- Fines and penalties
- Goods or services for personal use
- Lobbying

All costs must be included in the awarded budget, or the cost must be permitted within rebudgeting authority granted by the sponsor

Procedures

The Principal Investigator (PI), or designee acting on behalf of the PI, initiates payment by submitting invoices to the Finance Director.

1. Finance Director receives all approved invoices.
2. These are audited and initialed for payment by the Grants Administrator or CEO.
3. After approval and clearance, the payments are made to vendors.

Accountability

The Principal Investigator (PI) or designee is responsible for the review and approval of all transactions. The PI signature, indicating approval, is required on all invoices, purchase requests, and travel expense reports. The MAEF account number/class identification to charge must also accompany each invoice. The CEO signs final approval of all expenditures before checks are written.

The Finance Director is responsible for assisting PI's and/or their support staff to expend their funding according to generally accepted business practices as well as to determine allowability and allocability to a research project. The Director of Finance and Grants Administrator also provides guidance to ensure compliance; they will also be responsible for auditing sponsored project expenditures in accordance with federal and sponsor guidelines by determining allowable and unallowable costs. Monthly monitoring of expenditures and project budgets will be conducted by the Principal Investigator or designee and Finance.

III. Cost Transfers/Expenditures Reclassification Policy

In certain circumstances, a charge may be posted to an incorrect cost center. When this happens, a correcting journal entry is required to move the cost to the correct cost center. This policy explains the requirements of a cost transfer journal entry, and the method for processing cost transfers through the accounting systems.

1. Cost Transfers must be processed within 90 calendar days of the accounting date
2. Cost Transfers must be properly justified, accompanied with sufficient support documentation and submitted on the appropriate MAEF form.
(A) **Justification** - The justification must be a detailed explanation in order for a reviewer to understand the transfer and conclude that it is appropriate. A statement that merely states "to correct error" or "to transfer to correct account" is not sufficient.
3. Cost Transfers must meet the allowability, allocability and reasonableness guidelines described in OMB Circular A-122 and consistency in OMB Circular A-110, along with any sponsored agreement specific requirements.

If transfers are not adequately justified or are made for inappropriate reasons, which makes them unallowable for a particular contract or grant, the Finance Director will return it to PI for further review and data processing.

Procedures

The Principal Investigator and their designees should review expenditure activity on their sponsored projects on a regular basis to ensure allowability, allocability, reasonableness, consistency, and timeliness under the terms of a sponsored agreement.

In reviewing expenditure activity of a sponsored project, if a transaction has been determined to be charged to a sponsored project in error, then the Principal Investigator or designee should prepare the appropriate cost transfer request. The appropriate cost transfer request must have adequate written justification and sufficient support documentation.

1. Justification - The justification must be a detailed explanation of why the change is requested in order for a reviewer to understand the reason for the cost transfer and conclude that it is appropriate. A statement that merely states “to correct error” or “to transfer to correct account” is not sufficient.
2. Documentation - The transfer must include the completed expenditure transfer justification with signatures attached to a copy of the invoice, statement or receipt along with a copy of the departmental ledger that identifies the original charge that is being moved.

Accountability

Principal Investigators and their designees are responsible for reviewing charges on their awards in order to timely identify errors. The Principal Investigator must ensure that the employees responsible for sponsored projects are qualified and are properly fulfilling their responsibilities. Both Principal Investigators and their designees are responsible and accountable for compliance with the criteria that is required by the Cost Transfer Policy.

The Finance Director is responsible for reviewing and approving all cost transfers (non-salary and salary) for sponsored projects based upon the Cost Transfer Policy criteria.

IV. Expenditure Approval Policy

This policy describes how Expenditure Approval Authority is granted and used to initiate and approve expenditures against a budgeted account and to certify contract performance, or receipt of goods and price. All expenditures or commitments to expend, other than payroll transactions, must be authorized by an employee with delegated Expenditure Approval Authority. Expenditure Approval Authority does not include the authority to make commitments to a vendor or contractor, or the ability to approve a payment on behalf of MAEF.

MAEF Board of Directors delegates expenditure authority to the CEO who then may sub-delegate to, Senior Level Staff, Principal Investigators and their designees within the scope and limits of the approved budget and/or available funding.

Procedures

When approving expenditure, an Employee with Expenditure Approval Authority certifies that:

- The approver has delegated authority over the accounts to which the charge is being made.
- The expenditure is within the dollar value limits of delegation.

- The approver is knowledgeable about the purpose, and occurrence, of the expenditure or reimbursement.
- The purpose of the expenditure or reimbursement aligns with the account being charged, and with any restrictions related to those funds.
- The expenditure does not personally benefit themselves, their relatives, or their supervisor(s).
- The employee's approval does not create a perceived conflict of interest.

Prior to payment of contracts for goods or services or reimbursement of expenses to employees an employee with Expenditure Approval Authority must certify that the goods or services were provided and the amount charged agrees to the related contract terms, or the relevant travel and expense claim policy.

Accountability

Employees with Expenditure Approval Authorities shall ensure that all MAEF Policy requirements are followed in the procurement of goods and services. Prior to payment of contracts for goods or services or reimbursement of expenses to employees an employee with Expenditure Approval Authority must certify that the goods or services were provided and the amount charged agrees to the related contract terms, or the relevant travel and expense claim policy.

V. Sub-Award/Contractor Monitoring Policy

This policy establishes uniform subcontract (sub-recipient) selection and monitoring procedures for both Federal and Non-Federal awards in order to provide guidance and to ensure compliance with OMB Circular A-133, and OMB Circular A-110, MAEF policies and state regulations.

Selection of Sub-recipients

- A. The PI is the expert in determining whether a subcontractor is necessary for the performance of a project.
- B. All potential sub-recipients are required to submit the following, regardless of the funding type.
 - Principal Investigator and contact information,
 - Research subjects, and environmental health & safety research safe guards.
 - Scope of Work
 - Detailed Budget including applicable indirect costs
 - Approval of authorized organizational official
- C. The PI reviews the Sub-award packet for verification. This verification confirms that the proposal submitted meets the project requirements in order to conduct the research project and the budget submitted is allowable, allocable, reasonable and appropriate for the work to be performed.

Monitoring Sub-recipients

The Principal Investigator is responsible for the following sub-recipient monitoring areas:

1. Establish and maintain channels of communication with the sub-recipient.
2. Perform on-site visits; if applicable.
3. Review that invoices are:
 - a. Submitted in a timely manner; and
 - b. Invoices are approved by the PI or designee to be forwarded to Director of Finance for payment with supporting documentation
4. Review technical progress to ensure performance goals are achieved; and identify any problems in carrying out the project.

Accountability

Principal Investigator or designee is responsible for conducting bi-annual reviews of sub-recipients activities through technical and site visits as warranted.

Annual Review of Procedures Manual

The Budget Policy for Federal and Non-Federal Sponsored Programs will be reviewed annually for compliance.

Mobile Area Education Foundation EMPLOYEE - TIME AND EFFORT REPORTING

POLICY

This policy establishes the requirements for recording and reporting employee time and effort during the workday in accordance with state and federal laws and regulations. This policy applies to all Mobile Area Education Foundation (MAEF) employees regardless of position or the source of funds from which the employee is paid.

MAEF requires that regular, full-time staff and faculty employees work a minimum of 40 hours per week, unless on approved leave status. Normal hours are 8:00 a.m. to 4:30 p.m., Monday through Friday. Staff employees may work different hours under an approved Flexible Work Schedule, in accordance with MAEF.

MAEF staff members are required to account for 100 percent of their time during regularly scheduled workdays in an accurate and timely manner. This includes, when applicable, all time worked, time away on approved leave, and any other time away or categories of work subject to special pay requirements.

All employees shall sign and date their time and effort report to affirm its accuracy; also, the employee's supervisor shall approve the time and effort reported. Reporting or approving time incorrectly may subject the employee to disciplinary action up to and including termination.

Definitions

Effort: The activities, functions, or categories to which an employee directs time and energies, including instruction, sponsored projects, and administration.

Exempt employee: An employee in a position that is not subject to the overtime provisions of the Fair Labor Standards Act (FLSA).

Non-exempt employee: An employee in a position deemed non-exempt by the Fair Labor Standards Act and, therefore, subject to the overtime provisions of that act. Non-exempt positions are paid biweekly on an hourly basis.

All MAEF Employees are paid bi-weekly: The bi-weekly pay period identification- identifies the specific pay period.

Regular workweek: For the purposes of reporting, Monday through Friday.

Supervisor: The person in the department to whom the employee immediately reports and who is responsible for the employee's work assignment and oversight.

Time and effort report or timesheet: The form designated by MAEF to be used by employees to regularly report time worked, approved leave, other time away from work, categories of work subject to special pay requirements, and effort devoted to sponsored projects for cost sharing. (MAEF time reporting forms are currently titled "Personnel Report).

PROCEDURES

Time and effort reports must be submitted to Human Resources within the designated time frame to ensure timely and correct payment and leave accounting. Human Resources ensures that all payroll deadlines are communicated to Finance. Supervisors are responsible for ensuring that time and effort reports are completed, signed and submitted within the time frame required.

MAEF Human Resources maintains copies of time and effort reports for all employees and is responsible for regularly reconciling timesheets with payroll registers to ensure that employees are paid accurately for the time approved by the supervisor. Time and effort records shall be maintained for the current and two prior fiscal years.

Federal regulations require that employees who contribute or charge time to a federal contract or grant report the distribution of their effort to each major function or activity. Timesheets/time and effort reports constitute the primary basis for reimbursement to MAEF by the federal government of salaries applied directly to sponsored projects, sponsored instruction, and other sponsored activities, as well as the basis for reflecting certain costs that are reimbursed as indirect costs. Timesheets/time and effort reports also provide the means of reflecting activity devoted to sponsored project funds, such as cost sharing or matching.

Signatures: The employee is responsible for signing each time and effort report to affirm the accuracy of reported time and leave taken. When the employee is out on leave and unable to sign the timesheet, the supervisor shall indicate "employee not available for signature" and provide a copy of the timesheet to the employee upon return. The employee is responsible for reviewing the reported time upon return and, if necessary, requesting any corrections, as prescribed below.

When reporting extended sick leave, family and medical leave (FML) or parental leave, or in any case when the employee is out on extended leave and unable to sign the timesheet, a copy of the approved form, a memo, or some other form of documentation explaining the absence of the employee must accompany the timesheet. In such cases, "Employee not available for signature" shall be noted on the line for the employee signature.

In any case where the timesheet is prepared by someone other than the employee, the employee is responsible for reviewing the information carefully prior to signing the timesheet. If the employee does not agree with the time and effort information provided, any differences should be resolved prior to the employee's signing the timesheet.

The employee's supervisor shall verify the accuracy of the time reported by reconciling the submitted timesheet with program records (copies of leave request forms). The supervisor shall approve the timesheet by signing it in the space provided.

When an individual's time is allocated to more than one program, the employee's supervisors in all departments are responsible for coordinating timesheet preparation to ensure proper approvals and submission in a timely manner. The supervisor from each department must sign the timesheet.

Program: For most employees, this is the program in which the employee is employed. When an employee is employed by more than one program, one program must be assigned as primary, this is normally the one in which the highest FTE is assigned.

When reporting Family and Medical Leave, Parental Leave or Workers' Compensation leave, time should be reported using the time code for sick leave, vacation, compensatory leave, or leave without pay, as appropriate. In addition, the type of leave shall be attached on the Request for Time Off form along with the number of hours for that type of leave.

Time away from the office to attend conferences and other work-related training or to attend college credit courses approved by MAEF shall be reported as time worked, not as leave time. Holidays are reported as an "H" on the holiday.

Insufficient leave balances: Employees are responsible for tracking their leave balances and ensuring that leave is available. If the type of leave reported is not available, the employee's leave should be charged as indicated below, unless the employee indicates an appropriate alternative on the timesheet. If sick leave is unavailable, time will be charged to vacation. If vacation time is not available and the leave qualifies as FML, the leave will be granted as leave without pay. If leave does not qualify as FML, it is at the discretion of supervisor to either grant leave without pay or to recommend termination of the employee.

Bi-Monthly Timesheets

For each program on the Bi- Monthly Timesheet, the number of hours of vacation or sick leave shall be noted in the appropriate box. When reporting Family and Medical Leave, Parental Leave, or Workers' Compensation, the type of leave along with the number of hours for that type of leave must be reported, as described above. Any other relevant information that may assist the Payroll/Benefits Manager Office is also reported.

The employee signs and dates the timesheet in ink. The employee's supervisor approves by signing the report, verifying the accuracy of the time reported and, where necessary, leave availability, and dates the approval.

Changes and Corrections to Time and Effort Reports

It is important to report time and effort carefully to avoid the necessity of making retroactive corrections. Retroactive changes may be warranted in the following situations:

- When it is necessary to correct clerical and data entry errors.
- When subsequent information is received indicating an incorrect original entry.

Retroactive changes and transfers will not be approved when sufficient reasons and explanation are not provided or when the changes or transfers violate the restrictions of an account.

Corrections to time and effort only: When it is necessary to make corrections to time reported in a previous time period, a copy of the timesheet as submitted must be used. The erroneous material must be lined through carefully and correct information provided and initialed by the person making the change. Time reported should never be corrected by adjusting time reported in a subsequent period. The revised timesheet requires the same approvals as the original timesheet.

Corrections involving changes of budgets must be requested in writing to the CEO requesting an Account Reallocation. If the change is to a period in excess of 90 days past the end of the pay period reported, an explanation of why the correction was not made earlier should be provided. The request should normally be signed by the person with signature authority over the account being charged.

Sponsored Projects

The Office of Management and Budget (OMB) Circular A-21 requires institutions document the time and effort each employee expends on various MAEF activities during a specified time period. Effort includes the time spent working on a sponsored project in which salary is directly charged or contributed, as well as time spent on instruction, administration, and public service. Effort reporting is the method of certifying to the granting agencies the effort charged or cost shared to each award has actually been completed.

Time and Effort Reporting

While most employees will make a single entry to the time and effort report, employees who devote effort to many institutional functions (i.e., teaching and working on sponsored projects) may be required to complete more complicated entries. The following guidelines will apply to any time and effort report completed by a MAEF employee who is working on a sponsored program or who devotes time to a sponsored program:

1. Employee timesheet will reflect after-the-fact certification of 100 percent of the activity for which the employee is being compensated and which is required in fulfillment of the employee's obligations to the institution. The report will reflect reasonable estimates of the percentages of effort devoted to instructional activities, sponsored project activities, cost sharing, and departmental administration.
2. Sponsored project activities include those activities for which time and effort is directly charged to a sponsored project cost center(s) and are budgeted and accounted for separately. This includes sponsored research, research training, public service, and educational service.

2. Each employee paid from a sponsored project cost center or devoting effort to a sponsored project must know project name(s) from which they are paid and/or to which effort is devoted, since projects are represented on the timesheets.
3. The time and effort of an employee will be reported as the activity for which the cost center is budgeted, unless the timesheet provides a different distribution.
4. The percentage of effort reported must always total 100 percent. Even where the number of hours of effort the employee expends each week exceeds the “normal” work week of 40 hours, effort percentages must be based on total effort, not hours. The fact that a salaried employee may work more than a normal 40-hour week does not alter this rule. For example, an employee who spends 40 hours a week on a sponsored project and 40 hours a week on instructional activity would report an effort percentage of 50% for each category, totaling 100% effort for the reporting period.
5. To confirm that the distribution of effort represents a reasonable estimate of the work performed by the employee during the period, the timesheets shall be signed by the employee and the principal investigator.

Mobile Area Education Foundation Participant Support Costs – Policies and Procedures

Definition

Participant Support Costs: Costs paid to (or on behalf of) participants of a workshop, conference, seminar, symposium or other information sharing activity. These costs include stipends or subsistence allowances, travel allowances and registration fees paid to the participants or trainees. The participants are not required to provide any service to the Mobile Area Education Foundation (MAEF).

Participant support costs are commonly awarded on National Science Foundation (NSF) and Department of Education (DED) grants and are subject to sponsor restrictions (see below).

These funds cannot be used to pay for costs of the project staff to travel to a conference, costs of bringing collaborators together for a meeting, etc. or for the Principal Investigator (PI) to attend a seminar, workshop or training event.

Who is a Participant?

A participant is a non-MAEF employee who is a recipient of a service or training session associated with a workshop, conference, seminar, symposium or other information sharing activity. These participants are not required to deliver anything to MAEF in return for these support costs.

Budgeting and Accounting for Participant Support Costs

As an attachment to the budget, a detailed justification is required that describes the purpose for the costs along with the benefit to the scope of the project.

If an award includes funding for participant support costs, MAEF Finance will establish a separate account number for all awarded costs except participant support costs. Participant support costs will be established in a separate account number in order to meet any requirements to account for these costs separately, restrict budget changes and avoid charging indirect costs.

Restrictions

Participant support costs are often subject to special sponsor regulations. For example, NSF and the Department of Education:

- Do not allow re-budgeting from the participant support cost category into
 - other categories without prior approval.
- Do not allow MAEF to apply indirect cost to participant support costs.
- Require MAEF to return any unexpended participant support costs to them.
- Cannot offset a deficit in the parent account.

Mobile Area Education Foundation Subrecipient Funding and Monitoring

The Mobile Area Education Foundation (MAEF) is accountable for responsibly entering into research subcontracts and for appropriately monitoring those subrecipients. For subrecipients who expend \$500,000 or more per year of federal awards, MAEF will also comply with the audit requirements of OMB A-133. There are specific financial and administrative regulations governing the management of federal grants and contracts. As such, subrecipients with whom the MAEF contracts to work on federal grants and contracts are also governed by the same regulations.

The Mobile Area Education Foundation will follow the requirements of Office of Management and Budget Circular A-21, Circular A-110 Uniform Administrative Requirement for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations, Subpart C, Procurement Standards; Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations (OMB A-133); and other applicable federal regulations with respect to monitoring its subrecipients of federal awards.

Procedures

A *subagreement* may be either a subcontract or a subgrant, each of which is an agreement between MAEF and a third party, to transfer a portion of MAEF's obligations on to a sponsored project to that party. The third party in these cases is also known as a *subrecipient*. This policy does not apply to vendor relationships.

MAEF will use the following procedures for its subrecipient compliance:

Subrecipient Identification

1. During normal proposal preparation, MAEF Administration will assist the Principal Investigator (PI) with such subagreement/consortium arrangements.
2. The PI must review potential subrecipients for their capacity to perform the scope of work and confirm that subrecipients are not excluded from receiving federal funds (i.e., use the System for Award Management (SAM)). Potential subrecipients must provide their federal representations, certifications and assurances along with their portion of the project narrative, budget and budget justification to be included in the proposal. MAEF will retain the certifications and budget information obtained as part of the proposal file.
3. When the proposal is accepted and funded, the sponsor agrees that the subrecipient is an acceptable component of the project. MAEF will prepare an award letter for the PI and the subrecipient.

Subrecipient Contract Creation

1. PIs can engage in preliminary discussions with the subrecipient, but they cannot speak for MAEF or enter into agreements on their own. The PI must follow MAEF's Fiscal Administration policies
2. The PI will complete the Subrecipient Contract questionnaire (to be created) instead of the standard Purchase Order Requisition form. The completed questionnaire should be approved by the PI and signed by the CEO.
3. Once approved by the CEO, The Finance department will then forward the contracts to the subrecipient. The subrecipient will return the originals of the fully executed contract. Copies will be provided to the PI by the Finance department.

Subrecipient Contract Monitoring

The PI is responsible for monitoring the subcontractor's post-award performance and costs. The PI must monitor the subrecipients to ensure that performance goals are achieved and, to the extent possible, that they are administering the federal awards in compliance with laws, regulations and the provisions of contracts or grant agreements.

The PI is also responsible for obtaining invoices from the subcontractors per the timelines established in the contract. The PI must review all invoices from subcontractors and attest that performance is satisfactory and on schedule prior to MAEF making payment. Invoices from for-profit subcontractors must identify the names and titles of all persons for whom direct labor is charged. The PI must note his/her approval by signing the invoice.

The Finance Department will work closely with the PI to ensure that invoices are charged to the appropriate contract and account number.

Before final payment is made, PIs must certify that the subrecipient has provided everything necessary to meet sponsor requirements for formal closeout. For example (as may be applicable) the PI will compile the subrecipient's final report, invoice, property inventory report and disclosure statement; subrecipient's release; subrecipient's assignment of refunds, rebates, credits and other amounts; and subrecipient's certification of compliance with the audit requirements of OMB A-133 or A-128.

Subrecipient Contract Maintenance

If the PI decides to renew the subrecipient agreement, the subrecipient Contract questionnaire must be completed again. The same process as above holds, with the addition that the CFO must also sign the request. By signing the questionnaire, the controller indicates that subrecipient auditing (see below) was conducted, and the subrecipient has been cleared for contract renewal.

Subrecipient Audits

The Grants Fiscal Officer will monitor subrecipients through their OMB A-133 report certification. On an annual basis, the Finance Department will request copies of the OMB A-133 report certification from each subrecipient.

- OMB A-133 requires that annual audits be completed within nine months of the end of the subrecipient's audit period. Consequently, certification letters must be prepared by the Finance Department and distributed to every subrecipient working on any externally sponsored award. The certification letters must be prepared and distributed annually by April 30 of each year, requesting information about the subrecipients' most recent completed fiscal year. The certification letters require the subrecipient organization to state the information they are providing fairly presents the standing of the organization in all material aspects and one of the following:
 - They are not subject to the requirements of OMB A-133, because the organization did not receive \$500,000 or more in federal awards during the fiscal year, is a for-profit corporation or is a non-U.S. based entity.
 - They are subject to the requirements of OMB A-133; the audit has been completed; and there were no material conditions of noncompliance with federal regulations and no findings related to any subaward(s) from MAEF. Accordingly, a copy of the audit report is not required.
 - They are subject to the requirements of OMB A-133; the audit has been completed; material weakness, material instances of noncompliance, or findings related to any subaward(s) from MAEF were noted. Accordingly, a copy of the audit report must be enclosed.
 - They are subject to the requirements of OMB A-133, but the audit has not been completed.
- Follow-up requests will be made to ensure that subrecipients send reports:
 - Should no response to the certification letter be received by the Finance Department within 45 days, a second certification letter will be sent. Should no response to the second letter be received by the Finance Department within 30 days, the subrecipient will be contacted by telephone.
 - If reports are not received, the Federal Audit Clearinghouse (FAC) Internet data dissemination system will be used to retrieve audit report information from the FAC database. This information will be reviewed to determine if an organization has any reportable conditions and/or audit findings required to be reported under OMB A-133, subpart E, section .510(a).
 - Should attempts continue to be unsuccessful; the controller in conjunction with the PI and the CEO will consider sanctions against the subrecipient, including termination of the subcontract.
 - The Finance Department will review all available information for compliance issues pertaining to funds from OMB A-133 report certification. The CFO will be notified of any compliance issues that pertain to funds passed through MAEF and will request corrective action plans from the organization to determine if proper action has been implemented.

- Management will determine corrective action on deficiencies identified in audits and subrecipient monitoring.

The monitoring of subrecipients that are not subject to OMB A-133 will not necessarily follow all procedures described in this policy. Instead monitoring will be based upon management's assessment of such factors as the size of the award, percentage of the total program's funds awarded to the subrecipient, budget adherence, any issues identified in the pre-award review and other matters as deemed necessary.

Mobile Area Education Foundation Consultant Selection and Monitoring

The Mobile Area Education Foundation (MAEF) follows these guidelines in deciding upon and implementing a selection process for hiring consultants to conduct Sponsored projects. In general, MAEF strives to select the best-qualified consultants after verification through the System for Award Management and by utilizing the least expensive and time-consuming processes possible. The type of selection process chosen should be appropriate to the size, scope, and schedule of the sponsored project.

Selection committee – Upon approval of a scope of work and budget, the CEO or Principal Investigator will designate a committee to oversee the selection of a consultant. The selection committee is responsible for choosing and implementing an appropriate selection process. In some cases, at the discretion of the CEO and PI, the designation of a selection committee will not be necessary.

Before starting the selection process the project manager shall submit a brief description of the consultant's need and general scope of services and budget estimate to the CEO for consideration. Consultant services should be used to obtain the following:

- a. Expertise of a specialized nature which is not available within MAEF;
- b. Outside expertise to provide a new or broader perspective on a specific project;
- c. The skill of experts whose established best practices can contribute the success of the project;
- d. Performance of one-time projects of limited duration that do not warrant additional permanent staff.

Consultant services should not be used to:

- a. Make policy or managerial decisions that are the direct responsibility of the PI or CEO
- b. Manage programs;
- c. Circumvent personnel ceilings, pay limitations or competitive employment procedures;
- d. Supervise permanent employees,
- e. Perform routine, long-term tasks that are normally the responsibility of permanent employees.

The Selection Process

Committee members must sign a confidentiality/conflict of interest form and decide on the best selection process. There will be five processes to choose from:

1. Executive Director Discretion,
2. Sole Source,
3. Request for Qualifications (RFQ),
4. Request for Proposals (RFP),
5. Interviews.

The Executive Director Discretion and Sole Source processes represent complete selection processes. RFQs, RFPs, and Interviews may also be used separately and represent complete selection processes or they may be used together in any combination in a sequential selection process.

In keeping with MAEF's goal, the selection committee should choose the process or combination of processes that identifies the best-qualified consultant in the least amount of time and expense to MAEF.

The following procedure should be followed:

1. Selection committee chooses appropriate selection process or combination of processes
2. Selection committee uses process or combination of processes to identify and recommend the consultant with the highest qualifications and experience
3. For the RFQ/RFP/Interview processes, Committee reviews recommendation and builds consensus agreement on selection
 - a. Schedule – Time-allowing, the following time periods should be provided in a selection process:
 - Release of RFQ or RFP to submittal deadline – 30 days
 - SOQ or proposal review time – 15 days
 - Notice of Interview – 15 days
 - Recommendation – As soon as possible after review time or interviews concluded
 - Selection – As soon as possible via communication with the CEO and PI

Negotiating An Agreement With The Selected Consultant

The CEO and PI or a designee will meet with the number one ranked consultant to clarify the scope of the project in more detail. At this time, it is appropriate to ask for a fee schedule and projected cost estimate.

Scope of Project. An important objective of the negotiation process is to reach a complete and mutual understanding of the scope of professional services to be provided and the degree of performance desired. The general scope of professional services developed during the selection process, may be too broad to serve as the contract scope of service. The negotiation process offers the opportunity for refinement, amendment and complete definition of the services to be rendered, as well as the areas of responsibility and liability for those services. Mutual understanding on these points, at the negotiation stage, can minimize the possibility of misunderstanding as the project progresses.

Special elements of the project to be established during negotiation include:

- a. Projected schedule
- b. Projected Approach
- c. Manpower requirement & timing
- d. Level of effort
- e. Areas of responsibility/liability
- f. Detailed Definition of "Deliverable"

g. All identifiable project costs and contract “not to exceed” amount

Negotiate Agreement Terms. Contracts between MAEF and consultants must be set forth in fully executed agreements. All subcontractors or sub consultants shall be approved by CEO prior to execution of the final contract.

Mobile Area Education Foundation Travel Policy

The Mobile Area Education Foundation's (MAEF) policy is to ensure that travel funded by MAEF is essential to its mission, that persons traveling on MAEF business are properly insured, that the travel cost is reasonable, and that the costs of travel are accounted for properly. It is MAEF's policy to require that all MAEF-supported travel comply with conditions specified in cooperative agreement(s) and all applicable Federal regulations. When traveling on U.S. Government funds compliance with the Fly America Act is mandatory. MAEF reimburses (on a no-loss, no-gain basis) employees and other persons traveling on MAEF official business for eligible costs incurred during properly authorized and documented travel.

Review and Approval Process

Travel Authorization Form

A Travel Authorization form is used to document management approval of business travel and estimated travel costs. This form must be completed prior to beginning all trips other than those for which the only reimbursement requested is for mileage in a private auto. The form must include the appropriate approval as outlined below. The Travel Authorization form should be submitted to the CEO at least 14 calendar days prior to the commencement of travel. If a trip is planned less than 14 days prior to departure, the Travel Authorization form must be submitted as soon as possible before travel begins.

Authorization of Travel

All business travel by MAEF employees, regardless of who is paying for the trip, must be authorized by the CEO. MAEF personnel traveling on behalf of another organization where the entire costs are being paid by the other organization and no expenses will be posted to MAEF, will still need a Travel Authorization for informational purposes only.

No employee may authorize his or her own domestic travel.

International travel must also be authorized by the Board of Directors. International travel may require prior approval by the sponsor of a cooperative agreement, contract, or grant. In such cases, sponsor approval is sought by the MAEF PI and the sponsored program.

Travel must be authorized before the trip begins. If travel begins before it is authorized, the CEO must ratify the trip.

Travel authority is limited to specified dollar amounts and account numbers. Persons who are not MAEF employees may not be granted travel authority.

Travel Paid by MAEF and Billed to Other Organizations

Travel to be billed directly to an outside agency or other organization must be authorized as outlined above. Such travel requires submission of an Invoice Request form.

Travel Vouchers

Documentation for reimbursement of a business travel expense is reported on a voucher form, which should be submitted within two weeks of the completion of the trip.

The voucher must list all expenses (those charged directly to MAEF, those to be reimbursed to the traveler, and those to be billed to another organization) and must include any necessary certification of the use of non-U.S.-flag carriers if travel is federally funded, receipts (original if possible) for airfare, lodging, automobile rental, and other miscellaneous expenditures.

A request to Invoice form must accompany all vouchers for trips with expenses being reimbursed to the traveler, that are completely or partially billable to another organization, will not be reimbursed until the invoice request form is received. The voucher must be signed and certified as correct by the traveler and approved by an individual with appropriate travel authority.

Travel Advances

A travel advance should be requested on the Travel Authorization Form and received by the CEO not less than one week or more than two weeks prior to the commencement of travel. Cash advances issued through the MAEF may only be issued a maximum of two days prior to the trip's start date.

Cash advances received are subtracted from the traveler's total reimbursable expenses at the time the Travel Voucher is processed. A cash advance must be cleared within two weeks of completion of travel, or a payroll deduction may be imposed. Additional cash advances may not be issued until the prior advance is cleared. (Exceptions are made under special circumstances, e.g., for back-to-back travel.)

Transportation Expenses

Air Travel

MAEF employees may book their own U.S. Government funded international travel through any means when utilizing only US Flag carriers or US Flag Code Share flights. Any travel requiring a Fly America Act waiver (when use of a foreign carrier is necessary) must be arranged through a Professional Travel Agency willing to issue a signed MAEF Fly America Act Waiver. Issuance of said waiver guarantees Fly America Act compliance for audit compliance with the Federal Government. Employees booking their own international travel or requesting reimbursement without a signed waiver, when a foreign carrier is utilized, will not be reimbursed for the non-US Flag Carrier portion of the airfare.

Fares

Coach class(s) or lower fares are to be used for domestic air travel on MAEF business. Requests for the use of greater-than-coach fares must be documented in writing and authorized in advance as an exception to policy; the approved documentation must be submitted with the Travel Authorization.

Greater-than-coach fares are allowable only when coach fares are not reasonably available to meet necessary requirements, such as where coach accommodations are not

Business-class fares are allowable for international travel when the trip has a one-way in-flight segment of 10 hours or more, or where the total elapsed one-way in-flight time is 15 hours or more without overnight stopovers.

Non-refundable air tickets may be purchased, however, it is important that the traveler exercise caution if there is a possibility that the trip might be canceled. If the ticket cannot be used within the reissue period, the ticket cost is allowable to program funds. Fees for changing the ticket and fare differences are also allowable to be charged to program funds.

Selection of Air Carrier

MAEF-supported travelers are prohibited from acting as pilot, passenger, or crew on a privately owned, leased, or chartered aircraft for travel on MAEF business. No exceptions will be granted.

Sponsored Program Funded Travel

Commercial air carriers for all MAEF sponsored program funded business travel must be selected in accordance with the Fly America Act. If a traveler selects a non-U.S.-flag carrier, he or she must submit a signed MAEF Fly America Waiver from a Professional Travel Agent or no reimbursement will be made for any non-US Flag Carrier portion of the airfare.

Non- Sponsored Program Funded Travel

Purchasing airfare utilizing non-U.S. Government fund sources must adhere to the following.

1. The entire trip is non-U.S. Government funded (no joint funded trips).
2. Any costs of the trip may never be transferred to U.S. Government funds.
3. Salary charges for the traveler must follow the fund source of the trip.
4. Airfare may be booked through any means.

C Private Automobile

Travelers who use a private automobile on official business are reimbursed for mileage at the Internal Revenue Service allowable mileage rate and for parking and tolls. If

When using a personal vehicle on MAEF business, the traveler's personal auto insurance is the primary coverage. If an accident occurs while the personal vehicle is being used for business travel, the traveler must submit a claim to his or her own auto insurance carrier and to MAEF. Any deductible on the traveler's comprehensive and collision coverage is the traveler's responsibility and will not be reimbursed by MAEF. MAEF is not responsible for comprehensive or collision damage to the traveler's personal vehicle. The mileage rate for reimbursement assumes the traveler provides his or her own automobile insurance coverage.

D Local Travel

When private autos are used for business trips to destinations less than 100 miles from the traveler's regular work location and no overnight stay is required, mileage is reimbursed but no per diem is paid.

Claims for mileage reimbursement for local travel are made by itemizing details on the MAEF Mileage form. This should be attached to a Request for Payment form and forwarded to the CEO.

Use of Rental Cars

MAEF recommends that employees, visitors, and other authorized travelers use one of these four choices for rental cars- Hertz, National, Budget and Enterprise, where available, providing that cars will not be used off the road, on unpaved roads, or on roads that are not regularly maintained.

MAEF's Finance Office is responsible for auditing each Travel Voucher for proper authorization, completeness, and conformity with policy prior to issuing a cash (travel) advance. The Finance Office is responsible for auditing and processing each Travel Voucher in an adequate and timely manner prior to paying a travel claim.

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 19

LEADERSHIP EVALUATION TOOLS

DOINGWHATWORKS



SAMPLE MATERIAL

Leadership Performance Standards Matrix

Young Scholars' Academy for Discovery and Exploration, New York

Topic: Turning Around Chronically Low-Performing Schools

Practice: Improved Leadership

This rubric, developed by the NYC Leadership Academy's Principal Preparation Program (PPP), lays out evaluation criteria for leaders of newly restructured schools. The rubric is used to identify whether leaders are *meeting*, *progressing toward*, or *not meeting* established standards across multiple dimensions of job performance. Expectations are focused on observable actions rather than conceptual understanding.

The evaluation criteria are:

1. Personal Behavior
2. Resilience
3. Communication
4. Focus on Student Performance
5. Situational Problem-Solving
6. Learning
7. Accountability for Professional Practice
8. Supervision of Instructional and Non-Instructional Staff
9. Leadership Development
10. Climate and Culture
11. Time/Task/Project Management
12. Technology

Aspiring principals receive feedback from facilitators on an ongoing basis: during weekly meetings, during the monthly residency school visits, and during the two formal evaluation periods. Facilitators at the NYC Leadership Academy rate aspiring principals on these 12 behaviorally based standards; they assess and discuss progress toward meeting the standards during monthly visits to the residency school. The NYC Leadership Academy also uses the rubric to guide program curriculum, assignments, and interventions. Program administrators responsible for leadership training can use the NYC Leadership Academy's *Leadership Performance Standards Matrix* as a model for developing action-oriented evaluation criteria, while schools may adapt it for initial and continuing evaluation of school leaders.

The *Focus on Student Performance* standard is at the core of everything PPP does during the summer intensive, the residency phase, and at the residency school. *Personal Behavior, Resilience, Communication, and Situational Problem-Solving* are woven throughout the PPP curriculum and have a special focus during the six-week summer intensive at the beginning of the program. In order for aspiring principals to complete the program successfully, they must demonstrate that they meet all 12 standards, which reflect the attributes and knowledge a principal needs in order to become a transformational instructional leader.

<h2 style="margin: 0;">NYC Leadership Academy Leadership Performance Standards Matrix</h2>
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Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
1.0 Personal Behavior			
1.1 Reflects an appropriate response to situations	Leader considers the consequence of his/her actions, anticipates possible responses or reactions, and accurately adjusts behavior accordingly. Leader understands and manages emotions and is aware of their impact.	Leader usually considers the consequence of his/her actions. Leader adjusts behavior accordingly. Although aware of impact on others, leader is unable to always manage emotions. It is evident that leader is continually working toward managing emotions.	Leader often responds and reacts emotionally. Leader seldom considers the unintended consequences of his/her actions.
1.2 Consistent with expressed belief system and reflect personal integrity	Leader’s behavior reflects core values at all times. Leader’s actions are transparent and there are no surprises.	Leader’s core values guide almost all behaviors. Leader’s actions are usually transparent and there are few surprises.	Leader’s behaviors are not driven by values that are recognizable. Leader’s actions are not transparent with expressed belief system and surprise others.
1.3 Complies with legal and ethical requirements in relationships with employees and students	Leader understands the intent of the law and uses it to ensure the rights of employees and students are fully protected.	Leader is sufficiently familiar with the intent of the law to ensure compliance in protecting the rights of employees and students.	Leader violates – even just one time – the legal and policy requirements for the relationship between leaders and employees and students.
1.4 Values different points of view within the organization	Leader actively seeks and makes use of diverse and controversial views. Leader welcomes and appreciates diversity in demonstrable ways.	Leader usually or when approached makes use of diverse and controversial views. Leader is continually working towards valuing diversity.	Leader avoids diverse and controversial views. Leader suppresses other points of view and discourages disagreement or divergent thinking.
1.5 Reflects appropriate professional demeanor	Leader expresses and behaves in a way that is respectful of the norms, values, and culture of the organization.	Leader understands the norms, values, and culture of the organization but is not always consistent in behaving that way.	Leader’s actions and behavior does not consider the norms, values, and culture of the organization.

Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
2.0 Resilience			
2.1 Reacts constructively to disappointment, admits error, and learns from mistakes and setbacks	Leader quickly transitions from emotional to strategic responses to mistakes and setbacks.	Leader generally successful in transitioning from emotional to strategic responses to mistakes and setbacks.	Leader's emotional responses to disappointment, mistakes and setbacks inhibit transition to strategic responses.
2.2 Maintains mental focus and energy in the face of difficult situations	Leader is able to focus on solutions and integrate conflicting/competing directives to effectively solve problems Leader demonstrates capacity to analyze, synthesize, and promote coherence.	Leader is clearly focused on problem solving. Leader is generally successful at analyzing, synthesizing, and promoting coherence.	Leader is unable to focus on solutions. Leader's decisions are implemented without awareness of the need for integration.
2.3 Handles disagreement and dissent constructively	Leader transforms disagreement and dissent into opportunities.	Leader is generally successful in using disagreement and dissent to create opportunities.	Leader is not successful in using disagreement and dissent to create opportunities.
2.4 Uses formal and informal feedback to improve performance	Leader seeks out feedback. Leader's 360° feedback results in action plan aligned to leader's strategic priorities.	Leader accepts feedback when approached. Leader's 360° feedback is occasionally included in leader's strategic priorities.	Leader avoids or does not value feedback Leader's 360° feedback is not evident in the leader's priorities.
2.5 Is able to deal with ambiguities	Leader is able to take the information available and make decisions as appropriate.	Leader is hesitant to make decisions without seeking additional facts regardless of circumstances.	Leader is unable to take action without absolute clarity about all factors.
3.0 Communication			
3.1 Two-way communication with students	Leader interacts with student body on a consistent basis. Leader both encourages and models to staff members to purposefully solicit student ideas regarding successful classroom approaches to teaching and learning.	Leader interacts with student body. Leader is trying to encourage and model to staff members to purposefully solicit student ideas regarding successful classroom approaches to teaching and learning.	Leader is not familiar with student body. Leader does not encourage nor models to staff to solicit ideas from students.

Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
<p>3.2 Two-way communication with faculty and staff</p>	<p>Leader knows all staff members and publicly acknowledges individual contributions. Leader matches media with message. Leader always focuses staff meetings on instructional issues.</p>	<p>Leader knows all staff members and attempts to publicly acknowledge individual contributions. Leader generally matches media with message. Leader usually focuses staff meetings on instructional issues.</p>	<p>Leader knows some staff members. Leader uses limited media and does not appear able to match the media with the message. Public address system and other electronic devices often interrupt the educational process. Leader usually uses staff meetings for announcements.</p>
<p>3.3 Two-way communication with parents and community</p>	<p>Leader establishes interactions with parents and community members. Leader develops clear processes for gathering and transmitting information from and to parents.</p>	<p>Leader is working on developing interactions with parents and community members. Leader periodically gathers information from and sends information to parents.</p>	<p>Leader reserves interactions with parents and community members for crisis situations. Leader’s lacks processes or interest in communicating with parents.</p>
<p>3.4 Communication is clear and appropriate for the audience</p>	<p>Leader’s communication is clear and appropriate for the audience. Leader understands cultural patterns and adjusts his/her communication style accordingly. Leader consistently listens and checks for mutual understanding. Leader’s presentations are organized, logical, and include analysis of information; the style is engaging and dynamic. Leader provides clear, specific responses to audience questions</p>	<p>Leader’s communication is planned to meet the needs of the audience and the occasion. Leader is working to understand cultural patterns and adjust his/her communication style accordingly. Leader generally checks for mutual understanding. Leader’s presentations are usually organized and logical; the style is generally engaging and dynamic. Leader attempts to provide clear, specific responses to audience questions.</p>	<p>Leader uses the same communication style regardless of the context or audience. Leader does not consider cultural patterns in communication. Leader does not listen or check for understanding. Leader’s presentations are loose and disorganized; style is not engaging. Leader does not respond clearly to audience or avoids questions from audience.</p>
<p>3.5 Communication with the public</p>	<p>Leader communicates with individuals consistently in attention, time, and respect given. Leader demonstrates awareness of the public and political nature of his/her position and applies explicit process for engaging the public in controversial issues.</p>	<p>Leader attempts to communicate with public/individuals consistently in attention, time, and respect given. Leader demonstrates awareness of the public and political nature of his/her position and is able to engage the public in controversial issues.</p>	<p>Leader does not give the same attention, time, and respect to individuals. Leader avoids public dialogue, or else appoints someone else to be the spokesperson and does not demonstrate the ability to engage the public in controversial issues.</p>

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Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
3.6 Communication reflects careful analysis and the ability to listen	Leader attends and responds to subtle nonverbal cues in others. Leader deals with difficult issues honestly and directly, uses low-inference data and provides examples. Leader actively pursues disconfirming evidence for conclusions drawn.	Leader responds to common nonverbal cues in others. Leader deals with difficult issues promptly, uses low-inference data and provides examples. Leader often pursues disconfirming evidence for conclusions drawn.	Leader avoids difficult issues. Leader does not appear to communicate openly, uses high-inference, and is often accused of holding back information from others.
4.0 Focus on Student Performance			
4.1 Plans and sets goals for student performance	Leader sets goals that are within the zone of proximal development for students, teachers, and the organization.	Leader is generally successful at setting goals that are within zone of proximal development for students, teachers, and the organization.	Leader has no understanding of or does not employ the zone of proximal development and its role in order to establish goals.
4.2 Ensures continual improvement for students, teachers, and the organization	Leader possesses working knowledge of current curricular initiatives, approaches to content and differentiated instructional design. Leader understands and can articulate effective instructional strategies. Leader implements these strategies and evaluates their effectiveness.	Leader is working towards understanding current curricular initiatives, approaches to content and differentiated instructional design. Leader understands and can generally articulate effective instructional strategies. Leader occasionally implements these strategies and evaluates their effectiveness.	Leader does not understand the need for continual improvement.
4.3 Demonstrates understanding of the relationship between assessment, standards, and curriculum	Leader facilitates the analysis and alignment of assessment tools and the curriculum. Leader organizes around instructional priorities to address standards that will leverage student learning.	Leader understands the analysis and alignment of assessment tools and the curriculum. Leader is generally successful at organizing around instructional priorities to address standards that will leverage student learning.	Leader does not understand nor articulates the relationship between assessment, standards, and curriculum.

Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
4.4 Is transparent in reporting student achievement results	Leader gathers and uses multiple indicators of student success that reveal patterns, trends, and insights. Leader creates systems to make data accessible and understood by students, parents, and teachers.	Leader gathers multiple indicators of student success. Leader is in the process of creating systems to make student achievement data accessible and understood by students, parents, and teachers.	Leader uses single data points. Leader makes student achievement results available but is not concerned with checking for understanding or the accessibility of such information.
4.5 Uses student performance data to make instructional leadership decisions	Leader uses student performance data for instructional decision making. Leader provides structure for looking at student work to identify instructional next steps for teachers and students.	Leader is creating the system to use student performance data for instructional decision making. Leader is creating the structure for looking at student work to identify instructional next steps for teachers and students.	Leader makes instructional decisions without the use of student performance data. Leader does not understand the need to review student work for instructional next steps.
4.6 Implements a systemic approach for struggling learners and special populations and critically reviews all approaches for effectiveness	Leader monitors intervention strategies for effectiveness and adjusts them to accelerate learning. Leader includes specialized knowledge and skills into general practice.	Leader occasionally monitors intervention strategies for effectiveness and adjusts them to accelerate learning. Leader is in the process of infusing specialized knowledge and skills into general practice.	Leader does not monitor intervention strategies for effectiveness. Leader does not infuse the expertise of special education providers into general practice.
4.7 Continually reads and interprets the environment to identify patterns in student performance indicators	Leader uses a multi-dimensional environmental analysis of student performance indicators. Diagnosis is ongoing.	Leader is learning about multi-dimensional environmental analysis of student performance indicators. Diagnosis is ongoing.	Leader relies on one-dimensional factors to explain student performance.
5.0 Situational Problem-Solving			
5.1 Uses evidence as basis for decision-making	Leader interprets and analyzes multiple sources of state, district and classroom level student performance data to make decisions.	Leader generally interprets and analyzes one or more forms of state, district, and classroom level student performance data to make decisions.	Leader makes decisions without the use of student performance data.
5.2 Clearly identifies decision-making structure	Leader builds professional relationships, empowers and engages staff in decision-making. Leader is able to make decisions alone when required.	Leader generally builds professional relationships, engages staff in decision-making. Leader makes decisions alone only when required.	Leader does not build professional relationships nor engage staff in decision-making. Leader is unable to make decisions alone.

Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
5.3 Links decisions to strategic priorities	Leader links decisions to goals, objectives, and priorities. Leader consistently evaluates decisions for effectiveness in furthering strategic instructional priorities. Leader consistently raises decisions that are not working.	While goals and priorities are clear, leader does not consistently link them to decisions. Leader usually evaluates decisions for effectiveness in furthering instructional priorities. Leader can discuss decisions that are not working.	Leader is unaware of or disconnected from the goals, objectives, and priorities. Leader does not evaluate decisions. Leader is unable to identify ineffective decisions and when confronted sticks to old decisions.
5.4 Exercises professional judgment	Leader reflects on and is mindful of rules, procedures, and regulations. As a result of this process, leader’s decisions reflect the values and beliefs of the organization.	Leader reflects on and is mindful of rules, procedures, and regulations. Despite the reflection, leader’s decisions do not align with values or beliefs of the organization.	Leader makes decisions without consideration of appropriate rules, procedures, and regulations.
6.0 Learning			
6.1 Applies research trends in education and leadership	Leader consistently uses research to inform instructional and organizational decisions. Leader creates a system for communicating this knowledge via reading, learning, and reflecting with the staff.	Leader demonstrates occasional use of research to inform instructional and organizational decisions. Leader is in the process of creating a system for communicating this knowledge via reading, learning and reflecting with the staff.	Leader does not use research to inform instructional or organizational decisions.
6.2 Understands the role of a learner	Leader is able to identify and take ownership of professional and leadership development needs. Leader understands that the best ideas emerge and are acted upon regardless of the source. Leader values mistakes in the service of learning and moves from the known to the unknown. Leader uses feedback and self-reflection to enhance own learning.	Leader is able to identify and/or take ownership of professional and leadership development needs when prompted. Leader is working towards understanding that the best ideas emerge and are acted upon regardless of the source. Leader occasionally values mistakes in the service of learning and generally moves from the known to the unknown. Leader uses feedback and self-reflection to enhance learning inconsistently.	Leader is unable to identify learning needs. Leader evaluates ideas based on the source. Leader believes his/her own ideas are most worthy. Leader does not value mistakes. Leader resists feedback and does not value self-reflection in the service of learning.

Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
6.3 Understands and utilizes theories of learning and change	Leader uses knowledge of theories of learning and change to respond strategically to immediate and long term challenges. Leader understands that learning drives the system and every action is in the service of learning.	Leader uses knowledge of theories of learning and change to respond to challenges. Leader understands that learning drives the system and most actions are in the service of learning.	Leader does not understand the change process. Leader may believe in learning but does not structure the environment in the service of learning.
6.4 Develops plan for professional growth	Leader actively pursues personal professional development that is directly linked to organizational needs.	Leader engages in personal professional development.	Leader does not understand the need for continuous learning.
7.0 Accountability for Professional Practice			
7.1 Continually reads and interprets the environment of professional practice in order to identify patterns, needs for development, and leverage points for actions	Leader organizes a system for identified learning based on observed patterns and feedback. Leader provides opportunities and resources for learning to take place. Leader can lead multi-dimensional environmental analysis for adults and the organization.	Leader identifies learning needs based on observed patterns. Leader is working to provide opportunities and resources for learning to take place. Leader is learning about multi-dimensional environmental analysis for adults and the organization.	Leader provides professional development that is typically “one size fits all” and there is little or no evidence of recognition of individual faculty needs. Leader relies on one-dimensional factors to explain the environment of professional practice.
7.2 Employs strategies to maximize learning opportunities	Leader uses time and provides focus, coherence, and synthesis to maximize learning opportunities.	Leader is learning to use time, provide focus and provides coherence to maximize learning opportunities.	Leader does not see the value in using time and providing learning opportunities to the staff.
7.3 Matches learning to the learner	Leader employs strategies to differentiate learning opportunities for adult learners. Leader is aware of the various adult learning styles and supports the use of a variety of approaches and strategies to maximize learning.	Leader employs some strategies to differentiate learning opportunities for adult learners. Leader is developing a familiarity with the various adult learning styles and is trying to support the use of a variety of approaches and strategies to maximize learning.	Leader does not understand the importance of differentiating learning opportunities for adult learners.

Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
7.4 Employs feedback mechanisms for adult learners	Leader puts a variety of structures in place (macro and micro) for the community to engage in feedback that is focused on improving performance.	Leader provides some opportunity for the community to engage in feedback that is usually focused on improving performance.	Leader allows for feedback to be formulaic, sporadic, and unspecific.
8.0 Supervision of Instructional and Non-instructional staff			
8.1 Is able to make decisions and deal with consequences	Leader exhibits willingness to make tough decisions and deal with the difficult circumstances. Leader employs strategies for implementing tough decisions and considers possible consequences and opportunities following the decision.	Leader exhibits willingness to make some tough decisions and deal with the difficult circumstances. Leader occasionally tailors strategies for implementing tough decisions to the needs of individuals.	Leader is not willing to make tough decisions and deal with the difficult circumstances. Leader makes decisions in haste, anger, or out of emotion.
8.2 Values reflective practice	Leader creates environment in which everyone can question own assumptions in light of evidence and while maintaining non-negotiables. Leader creates systems that encourage reflective practice.	Leader creates environment in which some staff are comfortable questioning own assumptions in light of evidence and while maintaining non-negotiables. Leader creates systems that encourage reflective practice.	The environment does not encourage others to question their assumptions. The leader's actions do not support understanding of the need for reflective practice. Leader does not engage in reflective practice.
8.3 Sets a system for clear expectations	Leader has established performance and behavior expectations for adults and students that are consistent with best practice, high professional standards, and educational research. Leader frequently checks for understanding.	Leader has established performance and behavior expectations for adults and students that are consistent with regulatory requirements. Leader is developing ways to check for understanding.	Leader is not clear about performance and behavior expectations for students or staff. Leader's own behavior is inconsistent with expectations for others.

Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
8.4 Cultivates a system of evaluation	<p>Leader creates systems to provide a variety of ways to meet with teachers, share expectations, provide feedback and clearly check for understanding.</p> <p>Leader organizes environment to hold staff accountable.</p> <p>Leader uses observation information systematically to identify patterns needing improvement.</p> <p>Leader actively coaches instructional staff for improvement in classroom practice.</p>	<p>Leader uses a variety of ways to meet with teachers, share expectations, provide feedback, and clearly check for understanding.</p> <p>Leader is working towards organizing the environment to hold staff accountable.</p> <p>Leader uses observation information to identify patterns needing improvement.</p> <p>Leader occasionally coaches instructional staff for improvement in classroom practice.</p>	<p>Leader only uses “formal observations” to provide information to teachers.</p> <p>Leader’s behavior indicates a lack of understanding of the value of coaching the staff to improve.</p> <p>Leader has not organized for staff accountability.</p> <p>Leader is inconsistent about using observation information for improvement.</p> <p>Leader does not coach the staff to improve classroom practice.</p>
9.0 Leadership Development			
9.1 Develops leadership in others	<p>Leader provides formal and informal leadership opportunities for others and encourages them to exercise appropriate authority in those areas for which they are held accountable.</p>	<p>Leader provides some formal and informal leadership opportunities for others and let’s them occasionally exercise authority in areas for which they are held accountable.</p>	<p>Leader reserves almost all decision-making authority, confuses delegating tasks with leadership development and leaves others unable to exercise independent judgment.</p>
9.2 Identifies and nurtures potential future leaders	<p>Leader routinely identifies and provides opportunities to mentor, guide, and develop emerging leaders.</p> <p>Leader models the behavior that he/she expects and wants to see in others.</p>	<p>Leader tries to identify and makes effort to provide occasional opportunities to mentor, guide, and develop emerging leaders.</p> <p>Leader occasionally models the behavior that he/she expects and wants to see in others.</p>	<p>Leader appears to be indifferent to the need for leadership development in others.</p>

Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
10.0 Climate and Culture			
10.1 Motivates and encourages others to achieve strategic goals	Leader models, encourages, and reinforces efficacy in individuals to produce results and persevere even when internal and external difficulties interfere with the achievement of strategic goals. Leader generates a sense of urgency by aligning the energy of others in pursuit of its strategic priorities.	Leader encourages and attempts to reinforce efficacy in individuals to produce results. Leader attempts to generate a sense of urgency by aligning the energy of others in pursuit of its strategic priorities.	Leader has not been able to model efficacy or motivate the staff. Leader is personally discouraged.
10.2 Appreciates rituals and routines as enablers of vision	Leader develops consistent patterns of rituals and routines and understands how they enable the leader’s vision and strategic priorities. Leader understands and honors the organization’s existing culture of rituals and routines.	Leader’s rituals and routines can be observed and often support strategic priorities. Leader is developing the understanding of organization’s existing culture of rituals and routines.	Leader’s rituals and routines are not evident or existing rituals and routines are implemented without awareness of their potential for enabling vision. Leader does not understand or disregards organizational climate and culture.
10.3 Clearly articulates non-negotiables	Leader has clearly established boundaries for behaviors that are considered fixed and immovable.	Leader has established boundaries for many behaviors that are considered fixed and immovable.	Leader has not established boundaries for behavior.
11.0 Time/Task/Project Management			
11.1 Consistently manages time in relationship to priorities	Leader clearly establishes daily priorities and objectives. Leader distinguishes between interruptions that are (a) important, (b) urgent, or (c) represent distractions. Leader aligns organizational priorities and daily activities. Leader removes/delegates non-essential tasks. Leader engages in calendar analysis to assess use of time.	Leader establishes daily priorities and objectives. Leader is usually successful at distinguishing between interruptions that are (a) important, (b) urgent, or (c) represent distractions. Leader generally aligns organizational priorities and daily activities. Leader occasionally removes/delegates non-essential tasks. Leader is learning to engage in calendar analysis to assess use of time	Leader’s daily objectives appear haphazard and not prioritized. Leader is always involved with urgent interruptions, even if they are unimportant. Leader does not align organizational priorities and daily activities. Leader sees no need to assess his/her daily use of time since he/she has been busy all day.

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Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
11.2 Sets clear objectives and coherent plans for complex projects	Leader plans projects using clear and written lists of milestones, deadlines, and persons responsible.	Leader is becoming successful at planning projects using clear and written lists of milestones, deadlines, and persons responsible.	Leader's project and team management is haphazard or nonexistent. There is little or no evidence of lists of milestones and deadlines.
11.3 Manages resources to complete projects	Leader is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.	Leader usually manages the selection of resources, meeting deadlines, frequent communication and supporting if necessary.	Leader does not manage nor is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.
12.0 Technology			
12.1 Demonstrates use of technology to improve communication, teaching, and learning	Leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.	Leader is personally proficient in technology and advocates for the use of instructional technology.	Leader does not display personal competence in technology applications and does not link the installation of technology to specific teaching and learning objectives.

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 20

EDUCATION EVALUATION TOOL(S)

Rubrics for

Enhancing

PROFESSIONAL PRACTICE: A FRAMEWORK FOR TEACHING

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- [Meet the Author – Charlotte Danielson](#)

DOMAIN I: PLANNING AND PREPARATION

Component Ia: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN I: PLANNING AND PREPARATION
Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.

DOMAIN I: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN I: PLANNING AND PREPARATION
Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN I: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

DOMAIN I: PLANNING AND PREPARATION
Component Ie: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN I: PLANNING AND PREPARATION
Component Ie: Designing Coherent Instruction (continued)

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN I: PLANNING AND PREPARATION
Component If: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •
Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION
Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Noninstructional records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Noninstructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism *(continued)*

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 21

**FACILITY MEMORANDUM OF UNDERSTANDING OR PROOF
OF INTENT TO SECURE FACILITY AND BRIEF DESCRIPTION
OF LOCATION, SIZE, AMENITIES**

WHITE-SPUNNER

REALTY

July 28, 2016

Dr. Ed Richardson
Alabama Charter School Commission
P. O. Box 302101
Montgomery, Alabama 36130-2101

Dear Commissioner Richardson,

The Mobile Education Foundation contacted me this spring to begin looking for a Charter School location in Mobile, AL. It was my honor to begin working with them on this project, as charter schools are something that I think are critically important to education in the state of Alabama. Also, I am well aware of how leaders in education, business, the non-profit and government have tremendous admiration and respect for the Mobile Area Education Foundation. Their long track record (over twenty-five years) is well-documented in the city, the state, the region and in the nation.

It has been my pleasure to have worked with the foundation on the lease of their present office. They have been in that office for over 5 years, and the landlord has been extremely pleased with the arrangement. The staff is extremely professional, and the Foundation has been a model tenant. It is without hesitation that I am happy to represent them in this transaction.

On a personal level, I have been extremely impressed with Dr. Jeremiah Newell. His vision of the Accel Day and Evening Academy is amazing. More amazing is his understanding of how to make it work, his organizational skills and his tenacity. That is a winning combination. Those of us who conduct their business in Mobile understand the importance of providing high quality public education to EVERY student. This proposed Charter School is a critical piece of achieving that goal.

Thank you so much for your thoughtful consideration of this project.

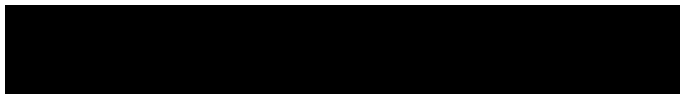
Sincerely,



Marietta M. Urquhart
Commercial Sales and Leasing

WHITE-SPUNNER

REALTY



July 28, 2016

Mr. Justin Toomey
Sterling Properties



RE: Letter of Intent for GM&O Building

Dear Allan,

My client, the Mobile Area Education Foundation, would like for me to present a letter of intent for the GM& O building located at [REDACTED] My clients (Lessee) asked that I present their proposal for lease of approximately 13,000 sf located on the first and third floors of the building. This will serve as their expression of intent to lease to my client (tenant) such space located in the City of Mobile, and State of Alabama on the terms and conditions as outlined below:

NAME OF LESSEE: Mobile Area Education Foundation

ADDRESS OF LESSEE: [REDACTED]

TELEPHONE NUMBER: [REDACTED]

LEASED PREMISES: 2 suites on fist floor and entire West wing of third floor

SQUARE FOOTAGE: Approximately 13,000 sf

LEASE RATE: \$15 pfs

LEASE TERMS: Payable in monthly installments due on the first of the month in advance.

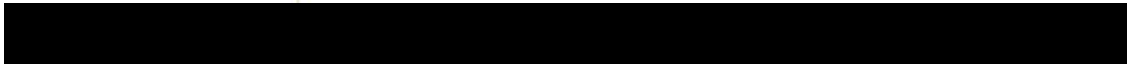
TERM OF LEASE: 5 years

COMMENCEMENT DATE: August 1, 2017

OPTIONS TO RENEW: 1 (5) year option at a 3% increase in lease rate

TENANT FINISH: Landlord will provide a tenant allowance for the replacement of some carpet, addition of bathrooms as necessary, and the reconfiguration of some of the space with dividing walls.

INTENDED USE: Charter School (High School)



July 28, 2016

LANDLORD EXPENSES: Landlord to provide utilities, and pay insurance, and taxes. Landlord is responsible for HVAC. Landlord to provide garbage removal. Landlord to provide outside maintenance and current building security.

TENANT EXPENSES: Tenant will provide janitorial for the space as well as security for the space.

OTHER: This Letter of Intent is dependent on the approval of the charter school for this site by state, federal and local authorities.

BROKERAGE: A brokerage fee will be paid to Sterling Properties per agreement with the landlord. Such fee will be split equally with White-Spinner Realty. (agent for the tenant.)

This letter is non-binding on all parties and subject to an executed lease. An executed lease will be contingent upon approval by the Alabama Building Commission that this property meets the requirements to serve as an Alabama Charter School. It is understood that either party may withdraw under this letter of intent without liability to the other party.

I appreciate this opportunity to present this proposal on behalf of my clients, the Mobile Area Education Foundation. Please do not hesitate to call if you have questions.

Sincerely,

A handwritten signature in blue ink that reads "Marietta M. Urquhart". The signature is written in a cursive style.

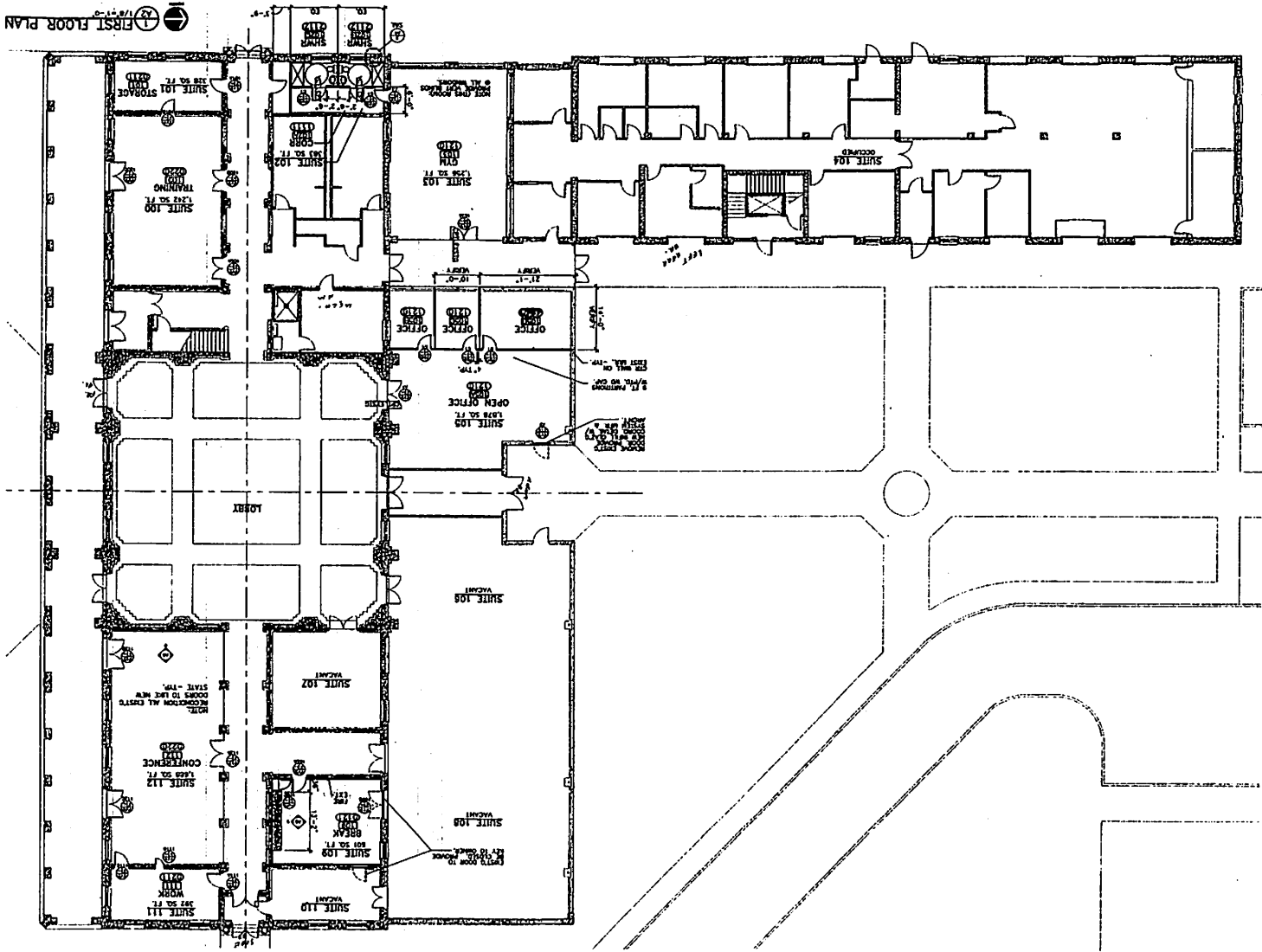
Marietta M. Urquhart
White-Spinner Realty

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 22

**SUPPORTING DOCUMENTS PROVIDING DETAILS OF
FACILITY**

FIRST FLOOR PLAN



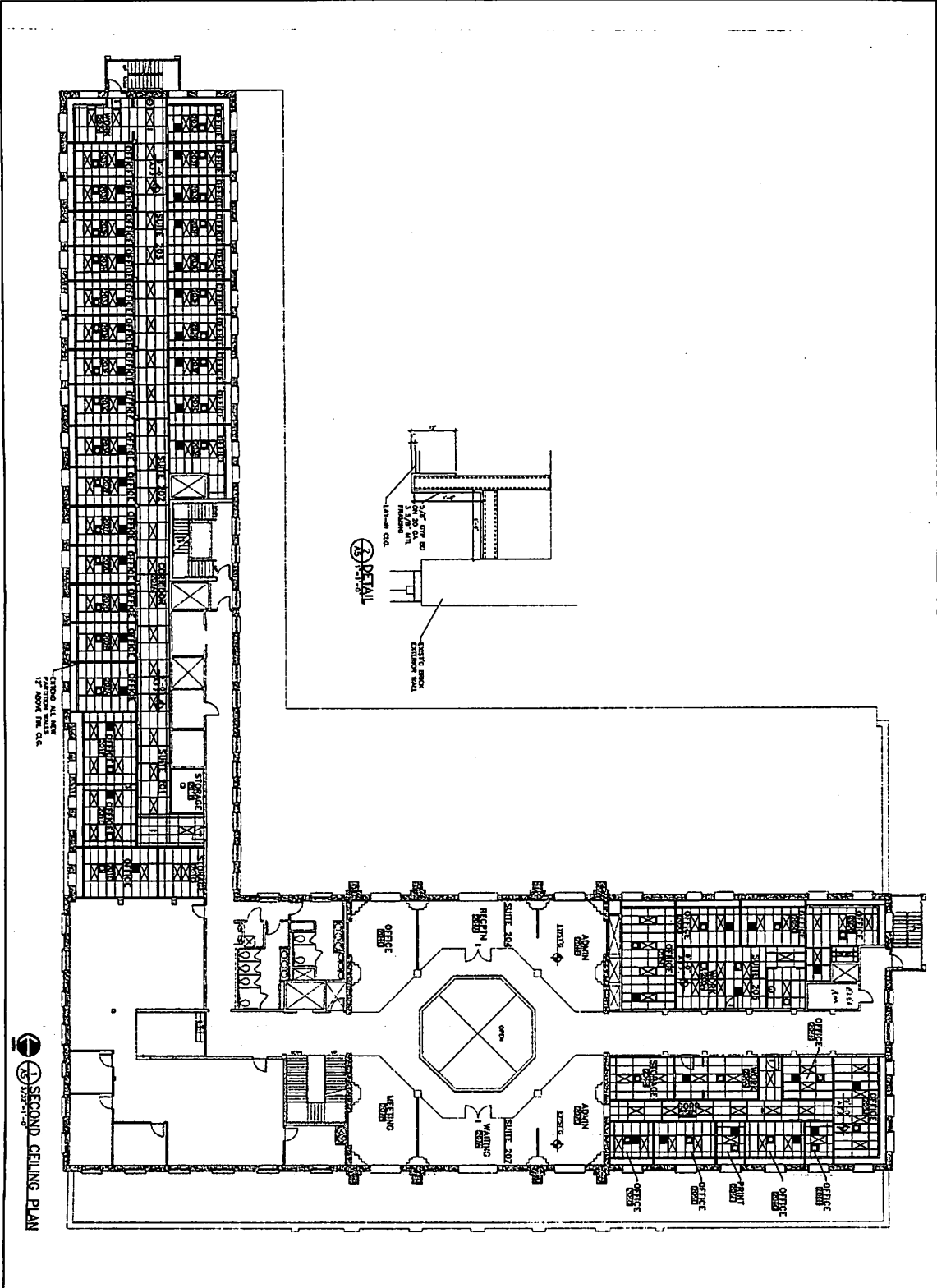
LEGEND

- WALL TYPES
- FLOOR FINISH
- CEILING FINISH
- LIGHT FIXTURES
- MECHANICAL EQUIPMENT
- FURNITURE
- DOOR SCHEDULE
- WINDOW SCHEDULE
- STAIRS
- ELEVATORS
- MECHANICAL ROOMS
- ELECTRICAL ROOMS
- TELEPHONE ROOMS
- JANUARY
- RESTROOMS
- STORAGE
- VACANT
- OCCUPIED
- TRAINING
- CONFERENCE
- BREAK ROOM
- OFFICE
- OPEN OFFICE
- LOBBY
- STORAGE
- TRAINING
- STORAGE

PROJECT: G.M. & O. BUILDING S.A.R.P.C. MORLE, MA. JOB NO. 0401 DATE: 1 MARCH 2004

SHEET

A2



1 SECOND CEILING PLAN



LEGEND
 WALL THICKNESS
 1/2" = 1/2" on plan
 1/4" = 1/4" on plan
 1/8" = 1/8" on plan
 1/16" = 1/16" on plan
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The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 23

DETAILED START-UP PLAN FOR ACCEL

Attachment 23: Detailed Start-Up Plan

Accel Start-Up Plan			2016										2017								
Task	Details	Manager	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	
Application Process																					
RFP	Write charter application	CEO/COO	X	X	X	X															
RFP	Submit charter	MAEF/MPCS					X														
RFP	Capacity Interviews	Charter Founding Team					X	X													
RFP	Community Outreach	Charter Founding Team	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Organization																					
Finance	Establish contractual arrangement and procedures between MAEF/MPCS	MAEF/MPCS					X	X	X	X											
Finance	Establish financial controls and procedures	CFO						X	X	X											
Finance	Identify fund sources for start-up funds	MPCS/Charter Founding Team			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Governance	Finalize nonprofit tax exemption	CFO					X	X	X	X	X	X									
Governance	Recruit additional board members	CEO/MPCS					X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Governance	Approve bylaws and board policies	MPCS					X	X	X	X											
Hiring/Training	Recruit and hire principal	CEO/COO/MPCS Board							X	X	X	X	X	X	X						
Hiring/Training	Recruit and hire school leadership team	CEO/COO/MPCS Board/Principal								X	X	X	X	X	X	X					
Hiring/Training	Recruit and hire teachers/counselors	CEO/COO/MPCS Board/Principal								X	X	X	X	X	X	X					
Hiring/Training	Recruit and hire non-instructional	CEO/COO/MPCS Board/Principal									X	X	X	X	X	X					

Accel Start-Up Plan			2016										2017							
Task	Details	Manager	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep
	staff																			
Hiring/Training	Host Summer Retreat/School Planning														X	X	X	X		
Outreach/ Recruitment	Develop plans to recruit families	COO								X	X	X	X							
Outreach/ Recruitment	Lead community outreach efforts, including 1-on-1 meetings with parents, CBOs, community leaders, political leaders; conduct regular open houses and information nights at community organizations, local middle schools, houses of worship. Place advertisements in local print and social media.	CEO/COO/MPCS Board/Principal							X	X	X	X	X	X	X	X	X	X	X	X
Outreach/ Recruitment	Develop family involvement policies, family surveys, and family contracts, with support from community and develop plan for family events	COO									X	X	X	X	X	X	X	X	X	X
Outreach/ Recruitment	Develop a plan to communicate with families regarding dates of information nights and other	COO										X	X	X	X					

Accel Start-Up Plan			2016										2017							
Task	Details	Manager	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep
	important events																			
Outreach/ Recruitment	Conduct lottery, if needed	MPCS Board													X	X	X			
Academics																				
Curriculum	Review and refine all curricular materials, including lesson plans, assessments, rubrics, and projects, to ensure full alignment with all Alabama State Standards.	COO/Principal/ Lead Teacher													X	X	X	X	X	
Special Education	Determine and secure most appropriate resources for special education program delivery.	Principal/COO																		
Communication	Schedule and conduct parent information nights forenrolled students. Discuss program and expectations.	Principal																X	X	X
Operations																				
Facilities	Source, identify, conduct due diligence, finance and secure facility in partnership with White-Spinner Realty and funders	CEO						X	X	X	X	X	X	X	X	X	X	X	X	X
Facilities	Conduct necessary renovations	CEO/Realtor												X	X	X	X	X	X	X
Facilities	Schedule final	COO												X	X	X	X	X	X	X

Accel Start-Up Plan			2016										2017							
Task	Details	Manager	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep
	health, safety, and occupancy expectation																			
School Operations	Select vendors for food, transportation, supplies	CFO													X	X	X	X	X	X
Administration	Conduct review of Policies	CFO																		
Administration	Develop school safety, emergency, and fire procedures	COO													X	X				
Technology	Purchase and set up hardware (computers/smart boards) and software	COO														X	X	X	X	X

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 24

ACCEL'S TRANSPORTATION PLAN

Attachment: 24 – Transportation and Auxiliary Services

Accel will focus its resources to support students' academic and social success. It will maximize partnerships within the community to ensure auxiliary services are provided at the highest quality possible and in the most economic fashion.

Transportation:

In a diverse school, serving families across the region, some families of Accel students will have the means to get their children to school, while others will not. Accel will use its transportation budget to provide transportation support to its at-risk students – those who need it the most. We plan to locate the school close to the students without means to get to school and as close as possible to the interstate and public transit lines.

Additionally, we are prepared to provide transportation options based on the specific needs of our students. We are committed to locating our facility near a public transit bus line. We will provide discounted or free Wave transit bus passes to the students who are eligible for free or reduced-price lunch. When necessary, we will also contract with a bus company to provide transportation to any extra-curricular events.

Food Service:

Accel will partner with local caterers to provide healthy, appealing lunch options to students daily. The food will come pre-prepared by the caterer. The caterer will serve the food at the school's onsite cafeteria/multipurpose room. During the evening, Accel will provide snacks for students during their 4 hour school schedule. Accel will comply with all federal, state, and local laws for food safety and handling in schools.

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 25

**MOBILE AREA EDUCATION FOUNDATION INSURANCE
COVERAGE**

**SCHOOL INSURANCE COVERAGE INCLUDING DESCRIPTION
AND LEVELS OF COVERAGE**

Attachment 25 – Accel Day and Evening Academy Sample Insurance Coverage

MAEF Public Charter Schools shall secure and maintain insurance to protect Accel Day and evening Academy from claims that may arise from operations. MAEF Public Charter School will obtain types of insurance and coverage levels commensurate with other public and independent school in Alabama, and in accordance with national best practices for charter schools.

It shall be MAEF Public Charter School’s responsibility, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

Type	Sample Coverage
General Liability, including Fire Liability	\$1,000,000 per Occurrence, \$3,000,000 Aggregate
Directors and Officers Liability	\$5,000,000 Primary, \$6,000,000 for 1 st Excess, \$10,000,000 for 2 nd Excess
Educators Legal Liability	\$1,000,000 per Occurrence
Student Accident	\$1,000,000 per Occurrence, \$3,000,000 Aggregate
Commercial Auto Liability Insurance	\$1,000,000
Workers Compensation	The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

Additionally, MAEF Public Charter Schools make proper indemnities in its contracts with external vendors.

CNA Connect

Renewal Declaration

POLICY NUMBER [REDACTED]	COVERAGE PROVIDED BY TRANSPORTATION INSURANCE COMPANY [REDACTED]	FROM - POLICY PERIOD - TO 10/01/2015 10/01/2016
------------------------------------	---	--

INSURED NAME AND ADDRESS
Mobile Area Education Foundation
Ms. Carolyn Akers
[REDACTED]

AGENCY NUMBER 076989	AGENCY NAME AND ADDRESS THAMES BAITRE INSURANCE [REDACTED]
--------------------------------	---

BRANCH NUMBER 380	BRANCH NAME AND ADDRESS ATLANTA BRANCH GLENRIDGE HIGHLANDS [REDACTED]
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This policy becomes effective and expires at 12:01 A.M. standard time at your mailing address on the dates shown above.

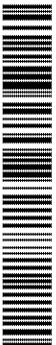
The Named Insured is an Association.

Your policy is composed of this Declarations, with the attached Common Policy Conditions, Coverage Forms, and Endorsements, if any. The Policy Forms and Endorsement Schedule shows all forms applicable to this policy at the time of policy issuance.

The Estimated Policy Premium Is	\$2,414.00
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Terrorism Risk Insurance Act Premium	\$24.00
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Audit Period is Not Auditable



POLICY NUMBER**INSURED NAME AND ADDRESS**

Mobile Area Education Foundation
 Ms. Carolyn Akers

PROPERTY COVERAGE**LIMIT OF INSURANCE**

The following deductible applies unless a separate deductible is shown on the Schedule of Locations and Coverage.

Deductible: \$1,000

Business Income and Extra Expense Coverage
 Business Income and Extra Expense

12 Months Actual Loss Sustained

Business Income and Extra Expense - Dependent Properties \$10,000

Employee Dishonesty \$250,000

Forgery and Alteration \$250,000

LIABILITY COVERAGE**LIMIT OF INSURANCE**

Liability and Medical Expense Limit - Each Occurrence \$2,000,000

Medical Expense Limit -- Per Person \$10,000

Personal and Advertising Injury \$2,000,000

Products/Completed Operations Aggregate \$4,000,000

General Aggregate \$4,000,000

Damage To Premises Rented To You \$300,000

Employment Practices/Fiduciary Liability Retroactive Date: 10/01/2010 \$10,000
 EPLI Deductible: \$0

Hired Auto Liability \$1,000,000

Nonowned Auto Liability \$1,000,000

POLICY NUMBER

[REDACTED]

INSURED NAME AND ADDRESS

Mobile Area Education Foundation
Ms. Carolyn Akers

[REDACTED]

SCHEDULE OF LOCATIONS AND COVERAGE

LOCATION 1 **BUILDING** 1

[REDACTED]

Construction: Masonry Non Combustible

Class Description: Charitable Foundations

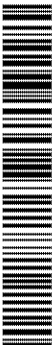
Windstorm or Hail Deductible: \$5,000

Windstorm or Hail Business Income Special Deductible: 72 HOURS

PROPERTY COVERAGE

LIMIT OF INSURANCE

Accounts Receivable	\$25,000
Business Personal Property	\$92,190
Electronic Data Processing	\$50,000
Equipment Breakdown	\$92,190
Fine Arts	\$25,000
Ordinance or Law - Demolition Cost, Increased Cost of Construction	\$25,000
Seasonal Increase: 25%	
Sewer or Drain Back Up	\$25,000
Valuable Papers & Records	\$25,000



POLICY NUMBER

INSURED NAME AND ADDRESS

Mobile Area Education Foundation
Ms. Carolyn Akers

ADDITIONAL INTEREST SCHEDULE

LOCATION 1 BUILDING 1

Type: Designated Person or Organization

Additional Interest Name and Address:

CITY OF MOBILE

Type: Designated Person or Organization

Additional Interest Name and Address:

BOARD OF SCHOOL COMMISSIONERS OF MOBILE COUNTY

Type: Designated Person or Organization

Additional Interest Name and Address:

SMG MOBILE CONVENTION CENTER

Type: Designated Person or Organization

Additional Interest Name and Address:

MOBILE COUNTY COMMISSION

LOSS PAYEE SCHEDULE

All loss payees as their interests may appear in the Covered Property.

The following provisions apply in accordance with the insurable interest of the loss payee: Loss Payee

Description of Property: Any Covered Property in which a loss payee, creditor or lender holds an interest, including any person or organization you have entered a contract with for the sale of Covered Property.

INSURER: TWIN CITY FIRE INSURANCE COMPANY

ONE HARTFORD PLAZA, HARTFORD, CONNECTICUT 06155

NCCI Company Number: 14974

Company Code: 7



POLICY NUMBER: [REDACTED]
Previous Policy Number: [REDACTED]
HOUSING CODE: DV

Suffix	
LARS	RENEWAL
	14

1. Named Insured and Mailing Address: MOBILE AREA EDUCATION FOUNDATI
(No., Street, Town, State, Zip Code)

[REDACTED]

FEIN Number: 582005291

State Identification Number(s):

The Named Insured is: PARTNERSHIP

Business of Named Insured: CIVIC ASSOCIATIONS - NOT FOR P

Other workplaces not shown above: SEE ATTACHED SCHEDULES

2. Policy Period: **From** 01/01/16 **To** 01/01/17
12:01 a.m., Standard time at the insured's mailing address.

Producer's Name: THAMES BATRE INSURANCE/PHS

[REDACTED]

Producer's Code: 251270

Issuing Office: THE HARTFORD

[REDACTED]

Total Estimated Annual Premium: \$5,367
Deposit Premium:
Policy Minimum Premium: \$712 AL (INCLUDES INCREASED LIMIT MIN. PREM.)

Audit Period: ANNUAL **Installment Term:**
The policy is not binding unless countersigned by our authorized representative.

Countersigned by *Suean S. Castaneda*
Authorized Representative

11/14/15
Date

3. A. Workers Compensation Insurance: Part one of the policy applies to the Workers Compensation Law of the states listed here: AL

B. Employers Liability Insurance: Part Two of the policy applies to work in each state listed in Item 3.A. The limits of our liability under Part Two are:

Bodily injury by Accident	\$1,000,000	each accident
Bodily injury by Disease	\$1,000,000	policy limit
Bodily injury by Disease	\$1,000,000	each employee

C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here:

ALL STATES EXCEPT ND, OH, WA, WY, US TERRITORIES, AND STATES DESIGNATED IN ITEM 3.A. OF THE INFORMATION PAGE.

D. This policy includes these endorsements and schedule:

WC 99 00 05 WC 00 04 21D WC 00 04 22B WC 99 03 66 WC 00 04 14
WC 00 04 19

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

Classifications Code Number and Description	Premium Basis Total Estimated Annual Remuneration	Rates Per \$100 of Remuneration	Estimated Annual Premium
---	--	---------------------------------------	--------------------------------

(SEE ATTACHED SCHEDULES)

INCREASED LIMITS PART TWO (9812) 1.40 PERCENT			72
TO EQUAL INCREASED LIMITS MINIMUM PREMIUM (9848)			78
TOTAL PREMIUM SUBJECT TO EXPERIENCE MODIFICATION			5,292
AL - INTRA EXPERIENCE MODIFICATION 010091055			.920
PREMIUM ADJUSTED BY APPLICATION OF EXPERIENCE MODIFICATION			4,869
TOTAL ESTIMATED ANNUAL STANDARD PREMIUM			4,869
EXPENSE CONSTANT (0900)			240
TERRORISM (9740)	642,800	.020	129
CATASTROPHE (9741)	642,800	.020	129
TOTAL ESTIMATED ANNUAL PREMIUM			5,367

Total Estimated Annual Premium:	\$5,367
Deposit Premium:	
Policy Minimum Premium:	\$712 AL (INCLUDES INCREASED LIMIT MIN. PREM.)

Interstate/Intrastate Identification Number: / 010091055

Labor Contractors Policy Number:

NAICS: 813319
SIC: 8641



SCHEDULE OF OPERATIONS

This Schedule of Operations forms a part of the policy effective on the inception date of the policy unless another date is indicated below:

INSURER: TWIN CITY FIRE INSURANCE COMPANY

Company Code: 7

Policy Number: [REDACTED] **Schedule Number:** 01-01-01

Effective Date: 01/01/16 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Location Address of operations covered by this schedule:

MOBILE AREA EDUCATION FOUNDATI
[REDACTED]

NAICS: 813319

FEIN: 582005291 UIN:

SIC:

NO. OF EMPL: 000011

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

Classifications Code Number and Description	Premium Basis Total Estimated Annual Remuneration	Rates Per \$100 of Remuneration	Estimated Annual Premium
8868 SCHOOL - PROFESSIONAL EMPLOYEES & CLERICAL	642,800	.80	5,142

Countersigned by _____
Authorized Representative

Form WC 99 00 05 (1) Printed in U.S.A.

Process Date: 11/14/15

Policy Expiration Date: 01/01/17



SCHEDULE OF OPERATIONS

This Schedule of Operations forms a part of the policy effective on the inception date of the policy unless another date is indicated below:

INSURER: TWIN CITY FIRE INSURANCE COMPANY

Company Code: 7

Policy Number: [REDACTED] **Schedule Number:** 01-01-02

Effective Date: 01/01/16 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Location Address of operations covered by this schedule:

MOBILE AREA EDUCATION FOUNDATI
[REDACTED]

NAICS: 813319

FEIN: 582005291 **UIN:**

SIC:

NO. OF EMPL:

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

Classifications Code Number and Description	Premium Basis Total Estimated Annual Remuneration	Rates Per \$100 of Remuneration	Estimated Annual Premium
8868 SCHOOL - PROFESSIONAL EMPLOYEES & CLERICAL	IF ANY	.80	
TOTAL CLASS PREMIUM			5,142
INCREASED LIMITS PART TWO (9812) 1.40 PERCENT			72
TO EQUAL INCREASED LIMITS MINIMUM PREMIUM (9848)			78
TOTAL PREMIUM SUBJECT TO EXPERIENCE MODIFICATION			5,292
AL - INTRA EXPERIENCE MODIFICATION 010091055			.920
PREMIUM ADJUSTED BY APPLICATION OF EXPERIENCE MODIFICATION			4,869
TOTAL ESTIMATED ANNUAL STANDARD PREMIUM			4,869
EXPENSE CONSTANT (0900)			240
TERRORISM (9740)	642,800	.020	129
CATASTROPHE (9741)	642,800	.020	129
TOTAL ESTIMATED ANNUAL PREMIUM			5,367

Countersigned by _____ Authorized Representative

Form WC 99 00 05 (1) Printed in U.S.A.

Process Date: 11/14/15

Policy Expiration Date: 01/01/17

DATE ISSUED

February 11, 2016

AUTHORITY REF. NO.

UMR# [REDACTED]

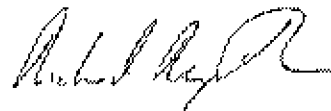
PREVIOUS NO.

THIS DECLARATION PAGE IS ATTACHED TO AND FORMS PART OF CERTIFICATE PROVISIONS (FORM SLC3 USA)

ITEM	NUMBER CIB-PROP16-00331			
1	Name of Assured Mobile Area Education Foundation [REDACTED]			
2	EFFECTIVE <input checked="" type="checkbox"/> 12:01 A.M. <input type="checkbox"/> 12:00 NOON	BOTH DAYS AT STANDARD TIME	FROM: January 22, 2016 TO: January 22, 2017	
3	Insurance is effective with certain	NAME OF INSURERS UNDERWRITERS AT LLOYD'S, LONDON.	AMOUNT OR PERCENT See Form No. LL 10 3/97 OR 100 %	
4	AMOUNT \$400,000 TIV	COVERAGE Property-Special Form Excluding Theft * 25% of Premium is Deemed Fully Earned at Inception of the Policy, and is Not Refundable.	RATE \$1.10	PREMIUM \$4,400.00*
	This contract is registered and delivered as a surplus line coverage under the Alabama Surplus Line Insurance Law.		Total Premium Surplus Lines Tax Policy Fee	\$4,400.00 \$279.00 \$250.00
	Surplus Lines Licensee <u>James A Gresham</u> License Number <u>A666858</u>		POLICY TOTAL: \$4,929.00	
5	FORMS AND ENDORSEMENTS: 150P, LSW 1135B, CP 00 10 04 02, CP 00 90 07 88, CP 03 21 06 07, CP 04 50 07 88, CP 10 30 04 02, CP 10 33 06 95, MAP, LSW1001, NMA 1191, NMA 1331, NMA 1998, NMA 2340, NMA 2802, WEH Asbestos Endt, NMA 2962, LMA 3100, LMA 5021, LMA 5219, NMA 2915, NMA 2918, SLC-3			
6	Service of Suit may be made upon: MESSERS MENDES & MOUNT 750 7TH AVENUE NEW YORK, NY 10019			

AmWINS Access Insurance Services

By



**COMMERCIAL PROPERTY COVERAGE PART
DECLARATIONS**

POLICY NO. [REDACTED]

EFFECTIVE DATE: January 22, 2016

LOCATION/DESCRIPTION OF PREMISES				
<u>PREM NO.</u>	<u>BLDG NO.</u>	<u>LOCATION</u>	<u>CONSTRUCTION</u>	<u>OCCUPANCY</u>
1	1	[REDACTED]	Frame	Vacant Building

COVERED PROPERTY						
INSURANCE AT THE DESCRIBED PREMISES APPLIES ONLY FOR COVERAGES FOR WHICH A LIMIT OF INSURANCE IS SHOWN.						
<u>PREM NO.</u>	<u>BLDG NO.</u>	<u>COVERAGE</u>	<u>CAUSE OF LOSS</u>	<u>LIMITS</u>	<u>RATE</u>	<u>COINS.</u>
1	1	Building	Special	\$400,000	\$1.10	80%ACV

BUSINESS INCOME			
<u>PREM NO.</u>	<u>BLDG NO.</u>	<u>MONTHLY LIMIT OF INDEMNITY</u>	<u>MAXIMUM PERIOD OF INDEMNITY</u>

MORTGAGEE/LOSS PAYEE	
<u>PREM NO.</u>	<u>BLDG NO.</u>

DEDUCTIBLE: \$5,000 Per Claim
Per CP0321 Wind/Hail on Total Insured Value

PREMIUM
PREMIUM FOR THIS COVERAGE PART: \$4,400.00

THESE DECLARATIONS ARE PART OF THE POLICY DECLARATIONS CONTAINING THE NAME OF THE INSURED AND POLICY PERIOD.

**Travelers Casualty and Surety Company of America
Hartford, Connecticut**
(A Stock Insurance Company, herein called the Company)

THE THIRD PARTY LIABILITY INSURING AGREEMENTS ARE WRITTEN ON A CLAIMS-MADE BASIS. THE THIRD PARTY LIABILITY INSURING AGREEMENTS COVER ONLY CLAIMS FIRST MADE AGAINST INSURED DURING THE POLICY PERIOD. THE LIMIT OF LIABILITY AVAILABLE TO PAY SETTLEMENTS OR JUDGMENTS WILL BE REDUCED BY DEFENSE EXPENSES, AND DEFENSE EXPENSES WILL BE APPLIED AGAINST THE RETENTION. THE COMPANY HAS NO DUTY TO DEFEND ANY CLAIM UNLESS DUTY-TO-DEFEND COVERAGE HAS BEEN SPECIFICALLY PROVIDED HEREIN.

ITEM 1	NAMED INSURED: Mobile Area Education Foundation D/B/A: Principal Address: [REDACTED]
ITEM 2	POLICY PERIOD: Inception Date: August 27, 2015 Expiration Date: August 27, 2016 12:01 A.M. standard time both dates at the Principal Address stated in ITEM 1.
ITEM 3	ALL NOTICES OF CLAIM OR LOSS MUST BE SENT TO THE COMPANY BY EMAIL, FACSIMILE, OR MAIL AS SET FORTH BELOW: [REDACTED] Mail:Travelers Bond & Specialty Insurance Claim [REDACTED]
ITEM 4	COVERAGE INCLUDED AS OF THE INCEPTION DATE IN ITEM 2: <u>Third Party Liability Insuring Agreements</u> <input checked="" type="checkbox"/> Network and Information Security Liability <input checked="" type="checkbox"/> Communications and Media Liability <input checked="" type="checkbox"/> Regulatory Defense Expenses <u>First Party Insuring Agreements</u> <input checked="" type="checkbox"/> Crisis Management Event Expenses

- Security Breach Remediation and Notification Expenses
- Computer Program and Electronic Data Restoration Expenses
- Computer Fraud
- Funds Transfer Fraud
- E-Commerce Extortion
- Business Interruption and Additional Expenses

Only the Insurance Agreements marked with " " is included in this policy.

ITEM 5

Third Party Liability Insuring Agreements

A. Network and Information Security Limit of Liability	\$1,000,000	for each Claim
B. Communications and Media Limit of Liability	\$1,000,000	for each Claim
C. Regulatory Defense Expenses Limit of Liability	\$500,000	for each Regulatory Claim
Retention:	\$10,000	for each Claim under Insuring Agreement A.
	\$10,000	for each Claim under Insuring Agreement B.
	\$10,000	for each Regulatory Claim under Insuring Agreement C

First Party Insuring Agreements

	Limit of Insurance	Retention
D. Crisis Management Event Expenses	\$250,000 for each Single First Party Insured Event	\$10,000 for each Single First Party Insured Event
E. Security Breach Remediation and Notification Expenses	\$250,000 for each Single First Party Insured Event	\$10,000 for each Single First Party Insured Event
F. Computer Program and Electronic Data Restoration Expenses	\$250,000 for each Single First Party Insured Event	\$10,000 for each Single First Party Insured Event
G. Computer Fraud	\$250,000 for each Single First Party Insured Event	\$10,000 for each Single First Party Insured Event
H. Funds Transfer Fraud	\$250,000 for each Single First Party Insured Event	\$10,000 for each Single First Party Insured Event
I. E-Commerce Extortion	\$250,000 for each Single First Party Insured Event	\$10,000 for each Single First Party Insured Event
J. Business Interruption and Additional Expenses	\$250,000 for each Single First Party Insured Event	

If "Not Covered" is inserted opposite any specified Insuring Agreement above, or if no amount is included in the Limit of Insurance, such Insuring Agreement and any other reference thereto is deemed to be deleted from this **CyberRisk Policy**.

CyberRisk Policy Aggregate Limit: \$1,000,000

	<p>The CyberRisk Policy Aggregate Limit for each Policy Period is applicable to all Insuring Agreements.</p> <p>Prior and Pending Proceeding Date: August 27, 2014</p> <p>Retroactive Date: August 27, 2014</p> <p>Continuity Date: August 27, 2014</p> <p>Waiting Period (hours): With respect to Insuring Agreement J: 24</p>
ITEM 6	<p>PREMIUM FOR THE POLICY PERIOD:</p> <p>\$3,004.00 Policy Premium</p> <p>N/A Annual Installment Premium</p>
ITEM 7	<p>TYPE OF CLAIM DEFENSE:</p> <p><input type="checkbox"/> Reimbursement</p> <p><input checked="" type="checkbox"/> Duty-to-Defend</p> <p>Only the type of CLAIM DEFENSE marked "<input checked="" type="checkbox"/>" is included in this policy.</p>
ITEM 8	<p>EXTENDED REPORTING PERIOD:</p> <p>Additional Premium Percentage: 75 %</p> <p>Additional Months: 12</p> <p>(If exercised in accordance with section <i>IV. CONDITIONS APPLICABLE TO ALL INSURING AGREEMENTS</i>, T. 2. Extended Reporting Period)</p>
ITEM 9	<p>RUN-OFF EXTENDED REPORTING PERIOD:</p> <p>Additional Premium Percentage: Not Applicable</p> <p>Additional Months: Not Applicable</p> <p>(If exercised in accordance with section <i>IV. CONDITIONS APPLICABLE TO ALL INSURING AGREEMENTS</i>, S. CHANGE OF CONTROL)</p>
ITEM 10	<p>FORMS AND ENDORSEMENTS ATTACHED AT ISSUANCE:</p> <p>AFE-19004-0115; AFE-19008-0115; ACF-7006-0511; CYB-3001-0710; CYB-19001-0112; CYB-19004-0313; CYB-19017-0315; CYB-7000-0710</p>

THE DECLARATIONS, THE APPLICATION, THE CYBERRISK POLICY, AND ANY ENDORSEMENTS ATTACHED THERETO, CONSTITUTE THE ENTIRE AGREEMENT BETWEEN THE COMPANY, THE ENTITY NAMED IN ITEM 1 OF THE DECLARATIONS, AND ANY INSURED.

Countersigned By _____

IN WITNESS WHEREOF, the Company has caused this policy to be signed by its authorized officers.

Attached to and Forming Part of Policy Number

Effective date of Endorsement

08/12/2014

Issued to

MOBILE AREA EDUCATION FOUNDATION

**GENERAL
CHANGE ENDORSEMENT**

This endorsement modifies insurance provided under the following:

- BLUE CHIP POLICY**
- FINANCIAL INSTITUTIONS BLUE CHIP POLICY**
- HEALTH CARE INSTITUTIONS BLUE CHIP POLICY**
- PUBLICLY TRADED COMPANY BLUE CHIP POLICY**
- NON - PROFIT ORGANIZATION BLUE CHIP POLICY**

Agent: Thames Batre Insurance

Mobile, AL 36660-0989

Authorized Representative Signature

	Additional Premium	Return Premium
Due at Endorsement Effective Date:	N/A	N/A

Subsequent Annual Installments are Increased Decreased by \$ _____.

Revised Annual Policy Premium is \$ _____.

It is agreed that the policy is amended as indicated by

Named Insured amended to:

Principal Address amended to:

Items added as specified below:

Items deleted as specified below:

All other provisions of the policy remain unchanged except as herein expressly modified.

Part I Declarations - Directors, Officers, Trustees and Organization Liability Coverage

Item 1. Insured Entity:

MOBILE AREA EDUCATION FOUNDATION

Principal Address:



Item 2. Policy Period: from 12:01 a.m. 05/15/2014 to 12:01 a.m. 05/15/2017 local time at the address set forth in Item 1. of the General Declarations

Item 3. Limit of Insurance: \$ 1,000,000 in the aggregate

Optional Defense Outside Limits Coverage Applicable Not Applicable

Item 4. Deductible: \$ 1,000 each "claim"

Item 5. Retroactive Date: N/A

Item 6. Prior and / or Pending Date: 05/15/2000

Item 7. Total Annual Premium for this Coverage Part: \$ 1,766

Part II Declarations - Employment Practices Liability Coverage

Item 1. Insured Entity:

MOBILE AREA EDUCATION FOUNDATION

Principal Address:



Item 2. Policy Period: from 12:01 a.m. 05/15/2014 to 12:01 a.m. 05/15/2017 local time at the address set forth in Item 1. of the General Declarations

Item 3. Limit of Insurance: \$ 1,000,000 in the aggregate

Optional Defense Outside Limits Coverage Applicable Not Applicable

Optional Third Party Wrongful Acts Coverage Applicable Not Applicable

Item 4. Deductible: \$ 1,000 each "claim"

Item 5. Retroactive Date: N/A

Item 6. Prior and / or Pending Date: 05/15/2014

Item 7. Total Annual Premium for this Coverage Part: \$ 510

Part III Declarations - Trustee and Fiduciary Liability and Employee Benefits Administration Coverage

Item 1. Insured Entity:

COVERAGE NOT PURCHASED AS OF POLICY INCEPTION DATE.

Principal Address:

Item 2. Policy Period: from 12:01 a.m. _____ to 12:01 a.m. _____ local time at the address set forth in Item 1. of the General Declarations

Item 3. Limit of Insurance: \$ _____ in the aggregate
Optional Defense Outside Limits Coverage Applicable Not Applicable

Item 4. Deductible: \$ _____ each "claim"

Item 5. Retroactive Date: _____

Item 6. Prior and / or Pending Date: _____

Item 7. Total Annual Premium for this Coverage Part: \$ _____

Part IV Declarations - Internet Security Coverage

Item 1. Insured Entity:

COVERAGE NOT PURCHASED AS OF POLICY INCEPTION DATE.

Principal Address:

Item 2. Policy Period: from 12:01 a.m. _____ to 12:01 a.m. _____ local time at the address set forth in Item 1. of the General Declarations

Item 3. Limit of Insurance: \$ _____ in the aggregate

Item 4. Deductible: \$ _____ each "claim"

Item 5. Retroactive Date: _____

Item 6. Prior and / or Pending Date: _____

Item 7. Total Annual Premium for this Coverage Part: \$ _____

These Declarations together with the completed "proposal", all applicable Coverage Parts, the General Provisions and any accompanying endorsements shall constitute the contract between the "policy insureds" and The Cincinnati Insurance Company.

Various provisions in this policy restrict coverage. Read the entire policy carefully to determine rights, duties and what is and is not covered.

Countersigned _____ (Date) By _____ (Authorized Representative)

The Acceleration (Accel) Day and Evening Academy

ATTACHMENT 26

**BUDGET NARRATIVE INCLUDING DETAILED DESCRIPTION
OF ASSUMPTIONS AND REVENUE AND EXPENSE
ESTIMATES, ETC.**

**Attachment 26: Budget Narrative
Accel Day and Evening Academy
PROJECTED BUDGET FOR THE INITIAL 5-YEAR CHARTER PERIOD**

SUMMARY

Total Revenue	2,266,800	2,417,920	2,417,920	2,493,480	2,644,600
Total Expenses	2,262,316	2,357,671	2,393,098	2,476,125	2,632,166
Net Income	4,484	\$60,249	24,822	17,355	12,434
Revenue Per Pupil	7,556	7,556	7,556	7,556	7,556
Expenses Per Pupil	7,541.05	7,367.72	7,478.43	7,503.41	7,520.47

Description of Assumptions

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2017-18	2018-19	2019-20	2020-21	2021-22

ENROLLMENT PROJECTIONS

300 Students	320 Students	320 Students	330 Students	350 Students
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Projected Enrollment

REVENUE

LOCAL TAXES

Local Property Tax	-	-	-	-	-
Other Local Taxes	-	-	-	-	-

TOTAL LOCAL TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
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With current law, we assume no local tax revenues

LOCAL SUPPORT - NON-TAX

Gifts Grants, and Donations (Local)	-	-	-	-	-
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- Currently, we assume no grants or donations. However, MAEF/MPCS will fundraise. Additional costs will be used to further expand the program

TOTAL LOCAL SUPPORT - NON-TAX	\$ -	\$ -	\$ -	\$ -	\$ -
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STATE REVENUE

State Per Pupil	1,651,500	1,761,600	1,761,600	1,816,650	1,926,750
-----------------	-----------	-----------	-----------	-----------	-----------

Amount of per pupil is \$5,505 based upon Mobile County State PPE Allocation

TOTAL STATE REVENUE - GENERAL PURPOSE	\$ 1,651,500	\$ 1,761,600	\$ 1,761,600	\$ 1,816,650	\$ 1,926,750
--	---------------------	---------------------	---------------------	---------------------	---------------------

FEDERAL REVENUE - GENERAL PURPOSE

FEDERAL REVENUE - GENERAL PURPOSE	615,300	656,320	656,320	676,830	717,850
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Amount of per pupil is \$2,051 based upon Mobile County Federal PPE Allocation

TOTAL FEDERAL REVENUE - GENERAL PURPOSE	\$ 615,300	\$ 656,320	\$ 656,320	\$ 676,830	\$ 717,850
--	-------------------	-------------------	-------------------	-------------------	-------------------

TOTAL REVENUE	\$ 2,266,800	\$ 2,417,920	\$ 2,417,920	\$ 2,493,480	\$ 2,644,600
----------------------	---------------------	---------------------	---------------------	---------------------	---------------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

School Principal	85,000	86,700	88,434	90,203	92,007
AMP Director	55,000	56,100	57,222	58,366	59,534

Based upon average cost for local salary scales and assumes 2.0% cost of living raise annually

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 140,000	\$ 142,800	\$ 145,656	\$ 148,569	\$ 151,541
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INSTRUCTIONAL PERSONNEL COSTS

Lead Teacher	55,000	56,100	57,222	58,366	59,534
Teachers (5)	225,000	229,500	234,090	238,772	243,547

Additional Teacher for Growth	-	45,000	45,900	46,818	47,754
-------------------------------	---	--------	--------	--------	--------

Adds additional teacher in second year
Adds additional teacher in fifth year

Specialty Teachers (Evening Part-Time)	56,700	56,700	56,700	75,600	75,600
--	--------	--------	--------	--------	--------

Assumes 6 evening part-time fully certified educators for first three years and 8 for final two years to address school growth

Aides	-	-	-	-	-
Guidance Counselor	55,000	56,100	57,222	58,366	59,534

Advocate Counselors	180,000	183,600	187,272	191,017	194,838	Assumes 4 advocate counselors
Additional Advocate Counselor for growth		45,000	45,900	46,818	47,754	Adds additional advocate in second year
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 571,700	\$ 672,000	\$ 684,306	\$ 715,758	\$ 773,561	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Registrar/Office Manager	28,000	28,560	29,131	29,714	30,308	
Custodian	25,000	25,500	26,010	26,530	27,061	
Security	25,000	25,500	26,010	26,530	27,061	
Cafeteria	25,000	25,500	26,010	26,530	27,061	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 103,000	\$ 105,060	\$ 107,161	\$ 109,304	\$ 111,491	
TOTAL PERSONNEL EXPENSES	\$ 814,700	\$ 919,860	\$ 937,123	\$ 973,632	\$ 1,036,592	
PAYROLL TAXES AND BENEFITS						
						Includes estimated fringe and benefits rate of 28% to include taxes, insurance, and teacher retirement system
Fringe benefits of 28%	228,116	257,561	262,394	272,617	290,246	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 228,116	\$ 257,561	\$ 262,394	\$ 272,617	\$ 290,246	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 1,042,816	\$ 1,177,421	\$ 1,199,518	\$ 1,246,249	\$ 1,326,838	
CONTRACTED SERVICES						
						Covers per student cost for Apex Learning online courses for students. Estimates are based upon 300 (year 1), 320 years 2&3), 330 (year 4) and 350 (year 5) concurrent users.
Apex Learning	45,000	50,000	50,000	50,000	60,000	
Jobs for the Future	50,000	100,000	100,000	100,000	100,000	Professional Development and On-site Coaching
Mobile Area Education Management Fee	292,000	306,600	321,930	338,027	354,928	Contract with MAEF (parent company of subsidiary) to cover the cost of administrative/executive services, legal services, audit/finance services, business operations services, and marketing/communications services
TOTAL CONTRACTED SERVICES	\$ 387,000	\$ 456,600	\$ 471,930	\$ 488,027	\$ 514,928	
SCHOOL OPERATIONS						
Classroom / Teaching Supplies & Materials	3,000	3,500	3,500	3,500	4,000	\$500 per full-time teacher annual allocation
Textbooks / Workbooks	7,500	15,000	15,000	17,500	17,500	Cost of materials for Success classes and dual enrollment
Supplies & Materials	30,000	32,000	32,000	34,000	35,000	100 cost per student for student/teacher school materials
Equipment / Furniture	30,000	20,000	15,000	15,000	15,000	Cost of desks, furniture, instructional equipment
Telephone	10,000	10,000	10,000	10,000	10,000	
Technology	200,000	93,750	93,750	93,750	125,000	Year 1 costs cover the purchase of 125 computers to launch the school; Year 2-4cover costs of new computers for growth, smart boards, and on-going maintenance/replacement; Year 5 covers cost of replacing out of warranty computers from year 1.
Transportation (student)	54,000	59,400	59,400	62,100	70,200	Cost of monthly student bus passes for 33% of students. Assuming 1/3 of students will take public transit to school
Student Services	15,000	16,000	16,000	16,500	17,500	Assuming \$50 average per student allocation for student services.
Office Supplies	20,000	20,000	20,000	20,000	20,000	Cost of copying and office supplies
Staff Development	15,000	20,000	20,000	25,000	25,000	Cost professional development trainings, conferences, consultants, and meetings
Student Recruitment / Marketing	-	-	-	-	-	Cost to be covered by MAEF contract
School Meals / Lunch	67,500	94,500	94,500	94,500	94,500	Cost of student meals based upon estimate of \$2.5 per student (150 day students) and \$3 per student with estimate of 175 day students Years 2-5

Travel (Staff)	5,500	12,000	15,000	15,000	15,000	
TOTAL SCHOOL OPERATIONS	\$ 457,500	\$ 396,150	\$ 394,150	\$ 406,850	\$ 448,700	
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	
Building and Land Rent / Lease	225,000	225,000	225,000	225,000	225,000	Assumes \$15 price per square foot and 15000 square feet
Repairs & Maintenance	-	-	-	-	-	Costs to be covered in lease
Equipment / Furniture	30,000	15,000	15,000	15,000	15,000	Costs of purchase of desks, tables, etc.
Utilities	36,000	36,000	36,000	36,000	36,000	Assumes \$3,750 in utilities monthly
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 291,000	\$ 276,000	\$ 276,000	\$ 276,000	\$ 276,000	
RESERVES / CONTINGENCY	75,000	100,000	75,000	75,000	75,000	Plan to build a reserve fund of \$400,000 (2 months operating)
TOTAL EXPENSES	\$ 2,253,316	\$ 2,406,171	\$ 2,416,598	\$ 2,492,125	\$ 2,641,466	
NET OPERATING INCOME (before Depreciation)	\$ 13,484	\$ 11,749	\$ 1,322	\$ 1,355	\$ 3,134	31,045
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
NET OPERATING INCOME (including Depreciation)	\$ -	\$ -	\$ -	\$ -	\$ -	

Year 1 Cash Flow Contingency

Action 1:

Reduce teacher, counselor staffing, and food, materials, supplies, and transportation to reflect student enrollment

Saves \$100,000.00 at 20% reduction

Action 2:

Negotiate all inclusive lease

Saves \$45,000.00

Action 3:

Reduce MAEF contract in Year 1 to reflect smaller enrollment figures

Saves Remaining Deficit Amount

**Attachment 26: Budget Narrative
Accel Day and Evening Academy
PROJECTED BUDGET FOR START-UP COSTS**

SUMMARY

Total Revenue	400,000
Total Expenses	320,596
Net Income	4,404
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up Costs 2016-17

REVENUE

LOCAL TAXES

Local Property Tax	-
Other Local Taxes	-

TOTAL LOCAL TAXES \$ -

LOCAL SUPPORT - NON-TAX

State Start-Up Funds Grant	75,000	We assume Accel charter school will be awarded a state charter school start-up grant in the amount of \$75,000
Gifts Grants, and Donations (Local)	325,000	MAEF will raise this amount from the local community over the course of the year for start-up efforts.

TOTAL LOCAL SUPPORT - NON-TAX \$ 400,000

STATE REVENUE

State Per Pupil	-
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TOTAL STATE REVENUE - GENERAL PURPOSE \$ -

FEDERAL REVENUE - GENERAL PURPOSE

FEDERAL REVENUE - GENERAL PURPOSE	-
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TOTAL FEDERAL REVENUE - GENERAL PURPOSE \$ -

TOTAL REVENUE \$ 400,000

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Based upon hiring of school principal and AMP Director in May 2017/ Covering three months of salary

School Principal	21,250
------------------	--------

AMP Director	13,750	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 35,000	
<hr/> <hr/>		
INSTRUCTIONAL PERSONNEL COSTS		
Lead Teacher	8,800	Cost of Lead Teacher for Month of July
Teachers (5)	18,675	Cost of teachers for month of July
Guidance Counselor	8,800	Cost of guidance counselor for month of July
Advocate Counselors	28,800	Assumes 4 advocate counselors hired in June to assist with recruitment
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 65,075	
<hr/> <hr/>		
NON-INSTRUCTIONAL PERSONNEL COSTS		
Registrar/Office Manager		
Custodian		
Security		
Cafeteria		
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	
<hr/> <hr/>		
TOTAL PERSONNEL EXPENSES	\$ 100,075	
<hr/> <hr/>		
PAYROLL TAXES AND BENEFITS		Includes estimated fringe and benefits rate of 28% to include taxes, insurance, and teacher retirement system
Fringe benefits of 28%	28,021	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 28,021	
<hr/> <hr/>		
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 128,096	
<hr/> <hr/>		
CONTRACTED SERVICES		
Mobile Area Education Management Fee	120,000	Contract with MAEF (parent company of subsidiary) to cover the cost of administrative/executive services, legal services, audit/finance services, business operations services, and marketing/communications services. MAEF will direct a;; start-up efforts.
TOTAL CONTRACTED SERVICES	\$ 120,000	
<hr/> <hr/>		
SCHOOL OPERATIONS		
Staff Development	5,000	Cost professional development trainings, conferences, consultants, and meetings
TOTAL SCHOOL OPERATIONS	\$ 5,000	
<hr/> <hr/>		
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Building and Land Rent / Lease	112,500	Assumes \$15 price per square foot and 15000 square feet for six months (Feb-July)

Utilities	22,500	Assumes \$3,750 in utilities for Feb-July
TOTAL FACILITY OPERATION & MAINTENANCE	<u>\$ 135,000</u>	
RESERVES / CONTIGENCY		
TOTAL EXPENSES	<u>\$ 388,096</u>	
NET OPERATING INCOME (before Depreciation)	<u>\$ 11,904</u>	11,904
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	<u>\$ -</u>	

Start-Up Cash Flow Contingency

Action 1:

Reduce Facility Operation and Maintenance from 6 months to 3 months by beginning lease in April instead of February

Saves \$67,500.00

Action 2:

Hire only two advocate counselors in June, instead of four.

Saves \$14,400.00

Action 3:

Carry-over expenses of MAEF contract into Year 1 Budget

Saves Remaning Deficit Amount

Attachment 26: Accel Day and Evening Academy Budget Narrative

Enrollment

Grade Level	Number of Students					
	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	At Capacity 20-__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	50	50	50	60	80	
10	90	90	90	90	90	
11	90	90	90	90	90	
12	70	90	90	90	90	
	300	320	320	330	350	

Accel will open with 300 students in grades nine through twelve. It will add 20 students in year two, ten students in year four, and 20 more students in year 5 to reach its optimum size of 350 students.

Key Revenue Sources

The budget has been built on the average per pupil rates for Mobile County Public Schools. However, the school has not budgeted any portion of local tax dollars because of the uncertain availability of those funds.

State and Federal Funding

State Per Pupil Allocation	\$ 5,505
Federal Per Pupil Allocation	\$2,051
Local Per Pupil Allocation	\$0

Start-Up Funding

MAEF Public Charter Schools anticipates raising \$400,000 in start-up funding during the planning year. It anticipates that \$75,000 of these funds will come from dollars allocated for charter school start-up funding through the Alabama Legislature. It will then raise \$320,000 in funds for the charter. The Mobile Area Education has a long history of fundraising to support public school efforts. It has strong existing relationships with local and national funders. During FY 2015, MAEF

raised \$198,000 in support of its activities. Initial discussions with funders have revealed promising interests. Thus, the founding team believes a goal of \$320,000 to be a conservative estimate for the school's planning year.

Key Expenses

Staffing Plan

Staffing Projections	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Principal	1	1	1	1	1
Lead Teacher	1	1	1	1	1
AMP Director	1	1	1	1	1
Teachers	5	6	6	6	7
Guidance Counselors	1	1	1	1	1
Advocate Counselors	4	5	5	5	5
Office Manager/ Registrar	1	1	1	1	1
Custodian	1	1	1	1	1
Security	1	1	1	1	1
Total Staff	16	18	18	18	19

Salary Compensation

Initial Salary Range	Minimum	Average	Maximum
Principal	75,000	85,000	95,000
Lead Teacher	50,000	55,000	60,000
AMP Director	50,000	55,000	60,000
Teachers	40,000	45,000	55,000
Guidance Counselors	50,000	55,000	60,000
Advocate Counselors	35,000	45,000	50,000
Office Manager/ Registrar	25,000	28,000	30,000
Custodian	22,000	25,000	27,000
Security	22,000	25,000	27,000

All salaries projections in this budget are based upon the average salary column for each position.

Benefits

Total benefits are figured at 28%. These figures are in line with the current benefit amounts paid in local school districts, such as Mobile County Public Schools. These benefits include the cost of workers compensation, taxes, PEEHIP insurance program, and participation in the Alabama Teacher Retirement System (TRS).

Books and Online Content

The majority of learning will happen through the Apex Learning Program. MAEF has received a quote for 300 students at \$45,000. Estimates increase over the five years as enrollment increases. Student textbooks for dual enrollment courses are also budgeted at approximately \$100 per student on average.

Technology

Costs of technology are figured at \$1000 per student to provide access to the appropriate 1:1 laptop technology for Apex Learning.

Transportation

Costs of transportation are based upon an estimated 1/3 of the student body taking public transportation through the Wave Transit System during the school year. Monthly bus passes are \$60.

Facilities

Facilities are figured at a leased cost of \$15 per square foot including taxes and insurance. The ideal building size is an estimated 15,000 square feet. Additionally, \$3,000 per month are budgeted for costs of utilities. MAEF will seek to negotiate the lease price to include the cost of utilities each month, thus realizing a cost savings.

Contractual

MAEF Public Charter Schools will contract with the Mobile Area Education Foundation for executive and administrative services including CEO, COO, communications, marketing, human resources, information technology, finance, and payroll services. The cost of the contract will be negotiated between MAEF and MAEF Public Charter Schools based upon actual expenses.

Jobs for the Future, a national expert in designing schools for off-track youth, will lead professional development and technical assistance for the school. These expenses cover the costs of travel and staff time for Jobs for the Future.

Cash Reserves/Management

Over the course of the five years, MAEF Public Charter Schools will build a 2-month operating cash reserve to ensure strong financial operations. Additionally, at no time will the school experience a negative cash balance.

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 27 EVIDENCE OF COMMUNITY SUPPORT

Attachment 27: Evidence of Community Partnerships

MAEF Public Charter Schools has begun the process of building community support for Accel Day and Evening Academy. The following community leaders have been informed about the Accel Proposal:

Elected Officials

Honorable Troy L. Ephraim, Mayor of Prichard
Honorable Sandy Stimpson, Mayor of Mobile

Education Leaders

Kathy Odom, Superintendent of Chickasaw City School System
Martha Peek, Superintendent of Mobile County Public School System
Dr. Reginald Sykes, Interim President, Bishop State Community College

Community and Business Leaders

Karen Outlaw Atchison, Community Volunteer
Robbie Baker, Hancock Bank
Shayla Jones Beaco, City of Mobile
Raymond Bell, Bell Law Firm, P.C.
Talma Carstarphen, Envision Healthcare Corporation
Alvin Hope II, Maynard Cooper Gale
Glenn Hodge, Mobile County Commission
Marlon Jones, 100 Black Men of Greater Mobile
Mike Marshall, Community Volunteer
Jesse McDaniel, Alabama Education Association
Melissa Morrissette, LLB & B Inc.
Scott Posey, AM/NS Calvert
Cindy Nelms, Mobile Works
John Siebt, PNC Bank
Bill Sisson, Mobile Area Chamber of Commerce
Carol Statter, Infirmary Health
Jill Stork, Alabama Power
Jim Walker, Goodwyn, Mills & Cawood
Bestor Ward, J.L. Bedsole Foundation
Lissa Watkins, Community Volunteer
Contina Woods, Regions Bank

OFFICE OF THE MAYOR



July 19, 2016

Dr. Ed Richardson
Alabama Public Charter School Commission
Alabama State Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101

Dear Commissioner Richardson:

I am writing in strong support of the Mobile Area Education Foundation's (MAEF) application for the Accel (Acceleration) Day and Evening Academy as the first Charter School serving Mobile County and surrounding areas. MAEF brings the ideal combination of a 25 year track record of success in improving public school outcomes for all students and most especially those in need of additional help and support.

MAEF's charter school will build on the success of the Evening Education Options Program (EEOP) that was established in 2008. Accel will target students who are 16 or older and have fallen behind in high school, dropped out, or otherwise desire a different option to graduate ready for college and the workforce in our area. Accel will prepare a truly diverse student body for success regardless of their background or preparation level.

Furthermore, MAEF is doing this in partnership with a deeply rooted local educator and leader- Dr. Jeremiah Newell. Dr. Newell received his B.S. in Secondary Education/Language Arts from the University of South Alabama and a Doctorate of Educational Leadership from the Harvard Graduate School of Education in Cambridge, Massachusetts. Dr. Newell is the Chief Operating Officer for MAEF where he leads all aspects of the organization's operations and programs to meet its mission to improve public education in the greater Mobile area. Before his current role, Dr. Newell served as a Harvard Fellow at the Rhode Island Department of Education. Dr. Newell brings a wealth of knowledge about charter schools and education from his rich experiences in both of these locales.

As Mayor of Mobile, I have had the privilege of working with MAEF on several initiatives during my tenure and have found them to be successful in their pursuits. There is nothing more important to the vibrancy of our city than a well-educated populace. I consider Accel to be an important part of our future strategy on engaging all of our youth in multiple yet, successful pathways toward a prosperous life.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, which appears to read 'W. Stimpson'.

William S. Stimpson
Mayor

July 27, 2016

Dr. Ed Richardson
Alabama Public Charter School Commission
Alabama State Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Commissioner Richardson:

On behalf of the Mobile Area Chamber of Commerce, I am writing to support the Mobile Area Education Foundation's (MAEF) charter school application to open an accelerated day and evening academy (Accel) that will serve the entire Mobile community and surrounding area. The vision of the Accel Academy is to re-engage and inspire youth to unlock their academic potential and graduate high school as a lifelong learner, ready for college, career, and civic life.

The Accel Day and Evening Academy is uniquely designed to prepare the community's most vulnerable youth for the workplace and careers of the 21st century. Mobile's designation as a leading manufacturing community of steel, aerospace, and maritime demonstrate our evidence of need in getting all of our youth prepared and on a pathway to a prosperous future.

I represent the Chamber of Commerce on MAEF's Board of Directors and know them to have a 25 year track record of support for the Mobile County Public School System. The Accel Day and Evening Academy will serve as an option for students that need help and support as they navigate a formidable course of action. Our past partnerships with MAEF and the Mobile County Public School System prove that as a community we are stronger when we all work together.

Providing a high quality public education to every student in Mobile County is critical to a productive society that affords every child the full range of opportunities for life. It just makes good business sense.

Thanks for your strong consideration of this application.

Sincerely,

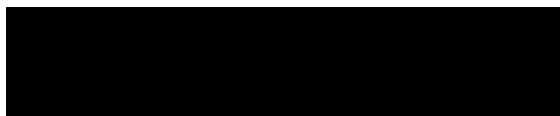


William B. Sisson
President and CEO

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City of Prichard



"The City of Champions"

Troy Ephraim
Mayor

Philip Stiell
Chief of Staff

July 25, 2016

Dr. Ed Richardson
Alabama Public Charter School Commission
Alabama State Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101

Dear Commissioner Richardson:

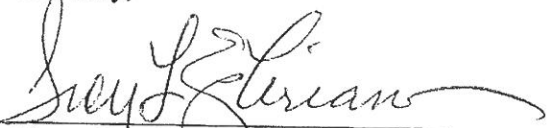
The City of Prichard is extremely supportive of the Mobile Area Education Foundation's (MAEF) application for the Accel (Acceleration) Day and Evening Academy as the first charter school serving Mobile County and surrounding areas. This charter school will build on the success of the Evening Education Options Program (EEOP) and target students who are 16 or older and have fallen behind in high school, dropped out, or otherwise desire a different option to graduate ready for college and the workforce in our area.

As Mayor of the City of Prichard, I know there is no greater determination of the economic vitality of an individual, family, or community than the quality of education young people receive. I am a strong sponsor of using best practices in education to ensure youth who need more support, receive that support. The Accel Day and Evening Academy promises to do just that. Furthermore, it will provide critical opportunities to get our young people connected with greater employment and postsecondary training.

The Mobile Area Education Foundation boasts a wonderful track record and reputation in our community for pushing the education envelope. It has been a tireless supporter of our public schools. For 25 years, it has embraced innovative practices and worked to ensure all students, but especially those who are the most disadvantaged, get access to the best education possible. I have no doubt that MAEF's relentless focus on equity and excellence will translate to the success of thousands of youth in Prichard and the surrounding areas through the Accel Day and Evening Academy.

Thank you for your consideration.

Sincerely,



Mayor Troy L. Ephraim

TLE/jng

Acceleration (ACCEL) Day and Evening Academy

ATTACHMENT 28

MOBILE AREA EDUCATION FOUNDATION'S BOARD OF
DIRECTORS

Mobile Area Education Foundation Officers and Directors 2016-2017

President	Mark Spivey BB&T Bank
Vice-President	Robert Baker Hancock Bank
Secretary/Treasurer	Jim Walker Goodwyn, Mills & Cawood

Directors

Karen Outlaw Atchison Community Volunteer	Jesse McDaniel Alabama Education Association
Shayla Jones Beaco City of Mobile	Rob McGinley McDowell, Knight, Roedder & Sledge, LLC
Raymond Bell Bell Law Firm, P.C.	Melissa Morrisette LLB & B Inc.
Matthew Brown Alabama State Board of Education	Monica Motley Alabama School of Mathematics & Science
Talma Carstarphen Envision Healthcare Corporation	Henry O'Connor Jones Walker LLP
Chris Comstock Outokumpu	Martha Peek Mobile County Public School System
Glenn Hodge Mobile County Commission	Scott Posey AM/NS Calvert
Mike Marshall Community Volunteer	John Seibt PNC Bank

Bill Sisson
Mobil Area Chamber of Commerce

Carol Statter
Infirmiry Health

Jill Stork
Alabama Power

Don Stringfellow
Mobile County Board of School Commissioners

Scott Tindle
Gulf Coast Ducks

Lissa Watkins
Community Volunteer

Contina Woods
Regions Bank

Emeritus

Ann Bedsole
Sybil Smith Charitable Trust

Bay Haas
Mobile Airport Authority

Michael D. Fitzhugh
South Alabama Bank of Mobile

Carolyn Akers
Mobile Area Education Foundation



Carolyn Akers is the Chief Executive Officer of the Mobile Area Education Foundation. Since the founding of MAEF in 1992, she has emerged as a leader among advocates for education on the state, regional and national levels.

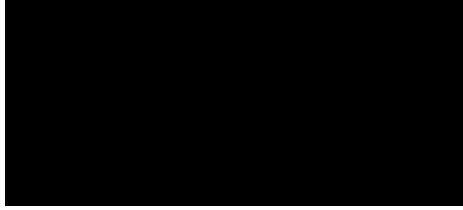
In Mobile, Carolyn serves on a number of community boards and commissions and is a graduate of Leadership Mobile and Leadership Alabama. She has received Leadership Alabama's Outstanding Alumnus Award and *The Little Red Schoolhouse* Award from the Council for Leaders in Alabama Schools (CLAS), the statewide organization of school leaders.

She has served on the steering committees of Mobile United, Envision-Coastal Alabama and the state A+Research and Education Foundation. She was appointed to serve as chairman of Mayor Sam Jones' Education Task Force, Mayor Sandy Stimpson's Transition Team and as co-chair of Governor Bob Riley's State of Alabama Education Task Force. Currently, she sits on the Board of Directors for the A+Research and Education Foundation, the John F. Will Scholarship Foundation and the Alabama Region Nine Southwest Alabama Workforce Development Council.

Other awards include: the prestigious national McKee Award for Partners in Education, the 2001-2002 Southeastern Association of Elementary School Principals Award for Outstanding Contributions to Public Education, the 2002 Lillian McGowin/AFP for Outstanding Civic Leader, and the 2005 Wendy D. Purifoy Award which recognizes distinguished contributions by a local education foundation to create conditions of learning that benefit all children. In 2012, Carolyn was named Alabamian of the Year by the Anniston Star.

Carolyn is a graduate of the University of Alabama, with a B.S. in Biology and Chemistry and a Master's in Microbiology.

Karen Outlaw Atchison



Karen Outlaw Atchison is a lifelong Mobilian and a graduate of Julius T. Wright School for Girls. She attended Mary Baldwin College and graduated from the University of Alabama in 1974 with a B.S. in Home Economics. An active community volunteer, she has served as Chairman of the Board of the Mobile History Museum, Treasurer of the Junior League of Mobile, Secretary of the Alabama Humanities Foundation Board and is a graduate of Leadership Mobile and Leadership Alabama.

Presently Karen is Chairman of the Board of Visit Mobile, Secretary of the Mobile Symphony Orchestra board and also serves as a member the boards of MAEF, Barton Academy Foundation and Spring Hill College.

She is married to Mobile attorney James E. Atchison and has a son Dru Walsh and three step sons, Derek, Daryl and Bowdoin Atchison.

G. Robert Baker, Jr.

Family: Wife Melissa H. Baker – former varsity girl’s basketball coach at St. Paul’s Episcopal School and now girl’s tennis coach
 Daughter Eleanor “Ellie” Elizabeth Baker
 Son Robert “Hayes” Baker

Work History:

Whitney Bank / Hancock Bank

2011-Present Regional President for Alabama / North West Florida
2000 Senior Vice President and South Alabama Region President
2001 Recipient of Whitney’s Golden Clock Award for Management Excellence
1994-1999 Served in a number of Retail Banking and Business Banking management positions. Maintained a significant commercial portfolio while managing lines of business. Served on bank-wide Retail and Business Banking Committees

AmSouth Bank

1994 Manager of Business Banking for South Alabama Region
1991-1993 Commercial Loan Officer
1990-1991 Branch Manager at Hillcrest Office
1988-1990 Branch Manager at Springhill Office
1987-1988 Management Trainee

Education:

1994 Master of Business Administration Tulane University
1987 Bachelor of Arts Rhodes College Major: Business Administration/Economics; Awards: Cum Laude, Phi Beta Kappa, ODK, Seidman Trophy Recipient (scholar/athlete award), National Football Foundation
Scholar Athlete Award

Community Activities:

2015-Present Leadership Alabama board member

2015-Present Business Council of Alabama board member

2009-Present St. Paul’s Episcopal School board member; currently Vice Chair

United Way of Southwest Alabama 2000-2010 Trustee, Chairman of Planning Council 2000-2004; Campaign Cabinet Member 2002-present; Campaign Chair 2006; Vice Chair of Board of Trustees 2007; Chair of Board of Trustees 2008-2009

Mobile Area Chamber of Commerce-Board Member 2005-2008; Chairman of the Board 2011

Rotary Club of Mobile Sunrise-President 2004-2005; Paul Harris Fellow Recipient 2004; Vice President 2003-2004; previously served as director and Secretary of club

Mobile Arts and Sports Association (aka Senior Bowl) 2003-2010, Present-Secretary of Board; Chairman of Senior Bowl Quarterback Club-2002-2004;

Ronald McDonald House-2006-2008, Board Member

Mobile Touchdown Club 2007 President; 2005, Second Vice President; 2004, Treasurer; 2003, Secretary; 2002, Board Member

1998 Graduate of Leadership Mobile


2011 Graduate of Leadership Alabama

Trinity Episcopal Church-2007, Vestry Member; 2006-2009, Treasurer, 2005-2008

Hobbies:

Fishing, Golf, Tennis, Snow Skiing, Exercising

Shayla Jones Beaco
Senior Director, City Planning
City of Mobile



Shayla Beaco is Mobile's Senior Director of City Planning. As the co-chair of the Map for Mobile development process, and with a background in both planning and community outreach, as well as her understanding of the vision set forth by the mayor for Mobile's future, she will work to provide continuity and further develop the City of Mobile's implementation strategies with the new comprehensive plan.

Beaco was promoted to Senior Director of City Planning in January 2016, but she first stepped on the mayor's executive team in 2013 as the Senior Director of Community Affairs charged with public outreach and citizen engagement.

Before coming to the City in 2013, she worked in the City of Mobile's long-range planning division where she coordinated the City's Smart Growth initiative and land use planning efforts. From there, she was hired by the City of Prichard as the director of community and economic development, and later went on to work for the Mobile Area Chamber of Commerce charged with long-range strategic planning efforts for the coastal Alabama region.

Shayla graduated from Spring Hill College in 1997 with a bachelor's degree in political science and from Auburn University with a master of community planning in 1999. She is married to Rory Beaco, and they have two children.

TALMA M. CARSTARPHEN



◆ PROFESSIONAL OVERVIEW

Talma M. Carstarphen is a dedicated, versatile professional with over 25 years of professional experience across marketing and sales disciplines including communications, proposal management, professional writing, public relations, advertising, business development, and event management. After graduating from the University of Montevallo, Talma returned to Mobile to pursue a career in media advertising. Her involvement with notable clients and local media led to a position in local politics, working with former Mobile Mayor, Mike Dow's last successful campaign. From there, Talma worked for a national legislative research firm focused on gathering constituent opinion and delivering it to Congressmen in Washington, D.C. Since, Talma has worked for a leading national healthcare company and most currently manages proposal development for the organization.

◆ QUALIFICATIONS

- Over 20 years of successful sales experience including retail sales, advertising sales and promotion, fund development and event support solicitation
- Skilled in identifying ideal customers and cultivating progressive relationships to meet sales goals
- Thoughtful and organized leader able to motivate teams to high performance with perspicacity, training and support, accountability, and clearly articulated goals
- Proposal, project, and presentation manager with years of experience in Request for Proposals (RFP) analysis, strategic development, subject matter expert review, document organization, writing, editing, layout and design, and production
- Public relations and event management professional with extensive experience organizing and planning community events through tasks including creation of support, promotional, and sales collateral, logistics and event management, budget planning and strategy, media relations and news item development, and sales efforts and incentives
- More than a decade of advertising account territory management including organization, presentation, consultation, and service
- Excellent written, visual and verbal communication skills with the ability to clearly detail concepts, share ideas and transfer knowledge to diverse teams
- Fiscally aware change agent able to analyze resource deployment in light of overall goals to effectively meet objectives
- Knowledgeable in several software applications, including Microsoft based applications, and able to use computer to manage, organize, and present information for optimal results

◆ PROFESSIONAL HISTORY

2003-present

American Medical Response

National Proposal Manager
Director of Business Development, South Region
National Manager, Business Development
Regional Account Manager (served in this role twice)
Director of Business Development
Account Executive

Progressive career with the nation's leading medical transportation provider. Numerous professional highlights include successfully motivating a team to regain market share in a declining market, supporting district, regional, and national sales teams to meet top line revenue and transport goals, and managing a team of writers and sales professionals to improve lead generation, marketing communications development and proposal win rate in competitive bid processes. Most recently reporting to the Chief Executive Officer of the South Region and serving as Director of Business Development for the largest geographic territory in the company's national footprint. This role includes supporting over 25 business development professionals and over 20 operations and business unit leaders through strategic development for opportunities, sales training and support, and internal policy compliance.

2001-2003

TMC-The Marketing Consultant

Owned and operated consulting firm assisting clients in a number of marketing, sales and public relations needs including strategic planning, advertising campaign development, public relations, new business launches, media planning including internet and social media, proposal management, event planning and sales training.

2001-2003

Representative, National Write Your Congressman, Inc.

Managed Mobile territory for legislative research firm and conducted presentations to local business owners. Sales generated from 100% cold-calling environment. Tasks included preparation for daily presentations, time and territory management, assembling of client testimonials, and reporting of research results to firm.

2001

Director of Event Planning and Volunteer Services, Mayor Mike Dow Campaign

Responsible for planning and execution of campaign events including media-related events, headquarters openings, and fundraisers. Duties include volunteer coordination and management, donor and sponsor acquisition and solicitation, and promotional communications development with a successful outcome for mayoral candidate. Managed numerous contact and mailing databases, coordinated concessions and entertainment, as well as event logistics needs for numerous events.

Professional History continued

1999-2001 *Director of Special Events, WPMI NBC 15 & WJTC UPN 44*

Represented television network affiliates as director and planner of special events. Duties included all tasks related to event management from developing concept, to building sales tools for staff, to promoting, planning, and monitoring event. Worked on synergy projects across Clear Channel Mobile, Alabama, sales teams in both television and radio, creating client-specific promotional packages that included air time across both mediums and needed proposal and presentation development.

Account Executive, WJTC UPN 44

Developed proposals, sales packages and client incentive programs while aiding in producing television campaigns for clients. Excelled at relationship development to maintain and improve client billing monthly. Tasks included managing account list and securing new business.

1993-1999 *Account Executive, The Mobile Register*

Managed and developed display advertising sales territory with a monthly average of over 80 active accounts with a geographical territory in downtown Mobile, Alabama and a categorical territory of advertising agency accounts, including several high-profile accounts. Also managed and interfaced with regional and national clients in the finance and healthcare industries. Worked closely with local government clients and public relations firms managing campaigns for political figures. Developed advertising campaigns and related strategies for local and national accounts. Consulted accounts in creative development and media planning. Developed sales proposals and presentations and other creative support messages for sales efforts. Served as the daily newspaper's representative on numerous community boards including the USA Saenger Theater Advisory Board and the Mobile Symphony.

◆ PROFESSIONAL ACTIVITIES

- Member of several American Medical Response committees, including but not limited to:
 - Campaign Advisory Team
 - Business Retention Advisory Team
 - Social Media Research Group
 - Undocumented Aliens Research Group
 - Mission, Vision and Strategy Development Team

- Member Case Management Society of the Gulf Coast
 - Board of Directors, Training Chair

- Speaker for Public Relations Council of Alabama Toolkit Seminars

- Member of Mobile Area Chamber of Commerce

- Member of Alpha Kappa Psi Professional Business Fraternity since 1990

- Member of the Advertising Federation of Greater Mobile, the local chapter of the American Advertising Federation, since 1995
 - Second Vice-President, Membership chairperson
 - First Vice-President, Programs chairperson
 - Diversity Chairperson
 - First Vice-President, Programs chairperson
 - ADDY chairperson

- Coordinated several promotions and public relations campaigns for The Mobile Register including Mobile Mysticks sponsorship, Mobile BayBears sponsorship, and WALA - FOX 10's Oprah Winfrey "Watch and Win" contest

- Organized and conducted sales training seminars for partners such as the United Way of Southwest Alabama's loaned executive program

- Planned and executed community events for WPMI NBC 15 & WJTC UPN 44 including WJTC's Junior Jubilee and WPMI's Spirit of Giving

◆ COMMUNITY INVOLVEMENT and PERSONAL ACTIVITIES

- Mobile Area Education Foundation, board member and executive committee member
 - Board of Directors, Governance Chair
- Junior League of Mobile, member and board member
 - Board of Directors, Planning and Research Council Vice President
 - Board of Directors, Strategic Planning Chair
 - Board of Directors, Governance Chair
 - Board of Directors, Recording Secretary
 - Community Funders' Forum, member and researcher
 - Training Chair
 - Christmas Jubilee, Arrangements volunteer
 - Interfaith Hospitality Network / Family Promise volunteer
 - Community Assistance Fund committee
 - Youth Leadership Scholarship committee
 - Project Development volunteer
 - Mobile Area Chamber of Commerce's Corporate Volunteer Service Award, Co-Chair
- New Hope Baptist Church, member
- YWCA (Young Women's Christian Association), board member
- Mobile BayKeeper's Grandman Triathlon, Safety Officer
- Mobile Symphony, board member and Vice-President of Marketing
- Mobile Theatre Guild, board member, committee for Bon Temps Mobile
- USA Saenger Series, advisory board member
- Historic Homes Tour, tour guide and board member
- American Cancer Society Relay for Life, team leader and participant
- Juvenile Diabetes Foundation campaign, co-chairperson for The Mobile Register
- United Way of Southwest Alabama, member of Communications Committee and member of Allocations Committee
- Leadership Mobile Communications Committee, member
- Area Corp of the Salvation Army, Holiday Committee, member

◆ HONORS and AWARDS

- EmCare CEO Award, 2011
- Junior League of Mobile's Leadership Academy graduate, 2010
- American Medical Response Innovator of the Year, 2003 and 2008
- American Medical Response Account Executive of the Year, 2004
- American Medical Response Certificates of Appreciation and Recognition, 2003-2008
- 2000 Recipient of the President's Award from the Advertising Federation of Greater Mobile
- 2000 Winner of the first Clear Channel Communications of Mobile Synergy Sales Award
- 1998 graduate of Leadership Mobile
- Mobile Register's Top Salesperson from January to June 1996

- Winner in the American Advertising Federation's Club Achievement Competition
 - First Place, District Level, Membership, 1997
 - First Place, National Level, Programs, 1998
 - First Place, District Level, Diversity, 1999
 - First Place, National Level, Diversity, 1999
 - First Place, District Level, Communications, 2000
 - First Place, District Level, Programs, 2000
 - Second Place, National Level, Programs, 2000

◆ EDUCATION

- Bachelor of Science in English, minor in marketing, University of Montevallo
- Completed two Dale Carnegie Sales Training Courses
- Miller Heiman Consultative and Strategic Sales Training
- Junior League of Mobile's Leadership Academy graduate
- Grant Writing Course, University of West Florida
- Alabama Strengthening Communities Projects, Mobile Capacity Academy
- Taking You and Your Organization to the Next Level, Studer Group

◆ REFERENCES

Gladly shared and available upon request. Please contact me at [REDACTED] or at [REDACTED]

Chris L. Comstock, CSP
Manager of Human Resources
HRS Department
Outokumpu

Outokumpu Stainless USA, LLC
One ThyssenKrupp Drive



Chris is the current Manager of Human Resources at Outokumpu Stainless USA located in Calvert, AL. He began his career with U. S. Steel in 2001 after receiving his business degree.

He was first assigned as Staff Supervisor of Safety and Industrial Hygiene at U. S. Steel's Fairfield Works in Birmingham. Through his work efforts, he was promoted to Corporate Safety Specialist in Pittsburgh and then to Corporate Manager of Safety and Industrial Hygiene for the company's tubular division in Texas.

Chris was contacted, by then ThyssenKrupp Stainless, in early 2008 to serve as their EHS Manager for the new Greenfield project in Calvert, AL. After 3.5 years of performing this role, and achieving the best safety record in the corporation for the same period of time, Chris accepted the role of Manager of Training and Development for the company. From this assignment, he then was selected to serve as the Manager of Human Resources for the site.

Within his current role, Chris is responsible for recruiting and onboarding, training and development, performance management and succession planning, team member relations, internal communications and state budget planning.

Chris currently serves on the Board of Directors for:

- SAWDC (South Alabama Workforce Development Council)
- MAEF (Mobile Area Education Foundation)

Chris also continues to serve on the Governor's Safety Committee and is a frequent speaker at the state's annual conference.

Chris is a proud graduate of Robertsdale High School, Faulkner State Community College and the University of South Alabama.

Glenn L. Hodge
Deputy County Administrator
Mobile County Commission



Number of years with the County: 27 years

Hometown: Youngstown, Ohio

Graduate: University of Pittsburgh, April 1975
Pittsburgh, PA.

B.A. Economics

Southwest Alabama Police Academy, May 1993
Faulkner State College
Bay Minette, AL.
Class President

Northeast Alabama Law Enforcement Academy, June 2009

Jacksonville State University
Jacksonville, AL.

Number of years in Mobile, Al: 35 years

Retired Military, Oct 2004: 20 years

United States Coast

Guard Reserve

Gulf Strike Team
Activated after 9/11

Married: Cheryl E. Hodge

Children: (4)

Shadia Anderson, Daughter
Jared Hodge, Son
Jason Hodge, Son
Joshua Hodge, Son

Grandchildren (5)

Zoe Anderson
Caleb Anderson
Hannah Anderson
Isaac Hodge
Jacob Hodge

Hobbies:

Gun Range
Kayaking
Golf

Michael S. Marshall



Mike Marshall started working at the Mobile Press Register as a copy boy in 1973, and did just about every job there is to do in a newsroom,, including serving as executive editor of the paper from 1999 to 2013. He then worked as director of statewide commentary for Alabama Media Group before leaving the company in 2015.

A past president of the Alabama Press Association, Marshall served as chairman of the board of public radio station WHIL and chairman of the board of the Salvation Army of Coastal Alabama. He has done volunteer work for numerous other civic and charitable organizations.

Mike and his wife Anne live in Mobile's historic Oakleigh Garden District. They have three grown children, two of whom also live in Mobile.

Jesse McDaniel

UniServ Director, District 27
Alabama Education Association



Jesse grew up in Montgomery and graduated with honors from Robert E. Lee High School. During his teenage years he was proud to earn the distinction of becoming an Eagle Scout. Jesse attended Auburn University where he earned a bachelor’s degree in Political Science and a master’s degree in Public Administration. After college, Jesse went to work for the Alabama State Employees Association and later for various political campaigns. In late 2011, he was hired by the Alabama Education Association to represent public school workers in Mobile County. In the last two years, Jesse was appointed by the Mobile City Council to serve on the Mobile Tree Commission and by the Mobile County Education Association to serve on the MAEF board of directors. Jesse and his wife Amber reside in midtown with their two daughters and they worship at Dauphin Way United Methodist Church.

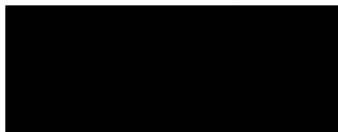
MCDOWELL KNIGHT

MCDOWELL KNIGHT ROEDDER & SLEDGE, LLC



ROBERT. B. MCGINLEY, JR.

McDowell Knight Roedder & Sledge



EMAIL



EDUCATION

- University of Alabama
School of Law, Juris
Doctor, 2000, cum laude
 - Alabama Law Review
 - Elected Chief Justice,
Honor Court

ROBERT. B. MCGINLEY, JR.

Mr. McGinley's business acumen has been honed since his undergraduate days at Washington & Lee, where his chosen curriculum included a major emphasis on economics and finance. Those skills propelled him to an in-house position with an internet business directly after law school, followed by years of practice in the financial transactions practice group in King & Spalding's Atlanta office. Since returning to Mobile in 2004, he has continued to refine his skills with years of experience representing the interests of businesses in a variety of transactions and commercial matters requiring litigation.

Recent significant cases and transactions include:

- Represented a defendant in a series of arbitration hearings involving securities fraud, with all cases resulting in the dismissal of the defendant
- Represented banks in numerous real estate and asset-backed loans, including:
 - a \$20,000,000+ loan to a local hospital
 - a loan of approximately \$5,000,000 to a carpet supply company
 - a \$4,000,000+ loan to a commercial developer
- Represented a local business seeking to purchase millions of dollars in assets, located across the US and China, from a troubled business
- Represented various businesses in multi-million dollar tax valuation disputes with the Mobile County Board of Equalization

- Bench and Bar Honor Society
- Washington & Lee University, Bachelor of Arts, Williams School of Commerce, 1995

AREAS OF PRACTICE

- Real Estate
- Employment and Labor
- Commercial and Business Litigation
- Finance and Banking

- Represented a group of physicians in the sale of partnership interests and the establishment of a new practice

Mr. McGinley seeks to offer each client high-quality and efficient services suitable to the size and scope of each transaction or case. He is married to a former attorney, and together they are parents to two daughters and a son. The McGinleys are members of Dauphin Way United Methodist Church.

PROFESSIONAL ORGANIZATIONS

- Alabama State Bar
- Mobile Bar Association
- State Bar of Georgia
- Mississippi Bar Association

CIVIC AND CHARITABLE ORGANIZATIONS

- Mobile Area Education Foundation
 - Board of Directors, 2009-present
- Mobile Symphony Orchestra
 - Board of Directors, 2012-present
- Mobile Area Chamber of Commerce
 - Board of Advisors, 2008-present
- Leadership Mobile
 - Graduate, Class of 2012
- Washington & Lee Alumni Association
 - President, Mobile Chapter

Melissa Cope Morrissette



Business



Mobile



Education

- Graduate St. Paul's Episcopal School
- B.A. Sweet Briar College (History)

Work History-

- Presently –Co-Owner/ Vice President- LLB&B Inc. Real Estate
- Pharmaceutical Sales and Management Experience
- Paralegal Lyons, Pipes, and Cook
- U.S. Senate Judiciary Committee

Current Volunteer/Community Affiliations

- St. Paul's Episcopal School Board of Directors; Chair, Vice Chair, Secretary
- Leadership AL Board of Directors
- USA Center for Real Estate and Economic Development Board
- USA Mitchell College of Business Advisory Board
- Industrial Development Board of the City of Mobile
- Industrial Park Board of Mobile County
- Mobile Area Education Foundation
- Member Mobile, Alabama, and National Association of Realtors
- Member Gulf Coast Multiple Listing Service

Past Volunteer/Community Affiliations-

- Junior League of Mobile- Board of Directors, Corporate Solicitations Chair
- Heart Association Board Of Directors
- Volunteer Mobile- President, and Board of Directors
- Friends of the Museum of the City of Mobile – President, and Board of Directors
- Mobile Association of Realtors- ARPAC Auction Committee; Board of Directors, Secretary, Treasurer, Vice-President, and President 2010
- Alabama Association of Realtors Board of Directors
- St. Paul's Episcopal Church Vestry
- Distinguished Young Women National Board, Development Chair
- Mobile Area Education Foundation Board of Directors
- Mobile Realtors Charitable Foundation Board; Founder and Chair
- Wells Fargo Advisory Board
- Member Mobile Rotary Sunrise; Board of Directors
- Mobile Area Association of Realtors 100th Anniversary Chair
- Graduate Leadership Mobile 1992
- Graduate Leadership Alabama 2011
- Mobile Area Chamber of Commerce Board of Directors
- 2008 Chamber Chase Chair
- National Society of Colonial Dames Member

Family

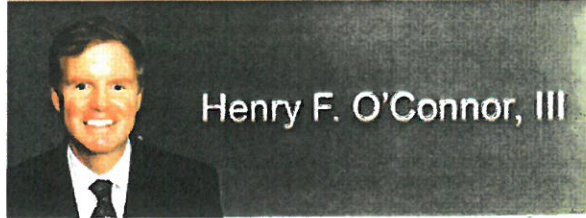
- Married to Clifton I. Morrissette
- Children: Clifton Jr, (28); William (26); and Seline (18)

Monica R. Motley, Ph.D.
President
Alabama School of Mathematics & Science



Dr. Monica Motley is the President of the Alabama School of Mathematics & Science. It is the only fully public and residential high school in the state. Previously, Monica served as the Director of Student Services at ASMS. Monica majored in Elementary Education at Alabama State University and received her master's degree in School Counseling from the University of South Alabama. She received her doctoral degree in Counselor Education & Supervision and Educational Leadership graduate level certification from Auburn University. Her professional experience includes 18 years in the education field as an elementary teacher, elementary and secondary school counselor, college professor, and school administrator.

Monica enjoys serving her community. She serves on the boards of Mobile United, the Mobile Area Education Foundation, Alabama State University Foundation, and the Alabama Counseling Association. She also serves on the Board of Trustees for the United States Sports Academy.



Partner



Areas of Practice

Banking & Financial Services
Business & Commercial Transactions
Real Estate: Land Use, Development
& Finance

Education

University of Virginia School of Law,
J.D., 1994
Dartmouth College, 1990, *cum laude*

Bar Admissions

Alabama
Louisiana

Henry O'Connor is a partner in the firm's Business & Commercial Transactions Practice Group and has more than two decades of leadership experience in the legal, real estate, and financial services industries. Mr. O'Connor advises investors, owners, operators, developers, borrowers, and lenders in the full spectrum of commercial transactions, including purchases, sales, mergers and acquisitions, private equity investments, and other financing matters.

Prior to joining Jones Walker, Mr. O'Connor served as President of the Mobile, Alabama market for Trustmark National Bank following its merger with BancTrust Financial Group, Inc. At BancTrust, he served as Executive Vice President - Director of Corporate Strategy and coordinated the merger with Trustmark. Prior to this, he was a Managing Director of IPC Capital Partners, a private investment firm focused on real estate and other alternative asset investments.

Mr. O'Connor began his career in private practice. During this time, he served for nine years as managing member and a name partner of the law firm he co-founded in New Orleans, specializing in commercial real estate acquisition, development and finance. Mr. O'Connor was also a partner in a privately-held developer of select-service hotels in Louisiana.

Mr. O'Connor is deeply involved in the business and civic communities of greater Mobile. He serves currently as a member of the Executive Committee of the United Way of Southwest Alabama and on the board of the Mobile Area Education Foundation. Mr. O'Connor is also a member of the Advisory Boards of Trustmark National Bank – South Alabama Region and Southern Community Capital, respectively, and is member of the regional advisory board of Leadership Alabama. He previously served on the board of directors of the Mobile Area Chamber of Commerce and the Community Foundation of South Alabama.

Scott Posey, Director of Communications

Having worked in public, private and non-profit communications in Alabama, Louisiana and northwest Florida for over 25 years, Scott was named Director of Communications for ThyssenKrupp Steel USA in January 2008 prior to the Calvert, Alabama's facility's construction. In 2014, the then operational facility was acquired by a joint venture of ArcelorMittal and Nippon Steel & Sumitomo Metal Corporation, the world's first and second largest steel producers, and renamed AM/NS Calvert.



He is responsible for all aspects of internal and external communications and corporate responsibility for the state-of-the-art steel processing facility which has an annual production capacity of 5-million tons of exposed and non-exposed material for the automotive, pipe and tube, appliance and steel service center industries. The facility employs approximately 1,700 team members and is the second largest industrial employer in the region.

Prior to joining the facility, he held communications and governmental affairs related executive management positions at the Mobile Area Chamber of Commerce and the State of Alabama Public Service Commission.

A native of Andalusia, Alabama, he is a graduate of Auburn University with a Bachelor of Arts in Communications. He currently serves on the Board of Directors for the Mobile Area Education Foundation, Board of Trustees for the Gulf Coast Exploreum and Science Center and the President's Advisory Council for Bishop State Community College.

Biographies



John M. Seibt, Sr.
Vice President
Relationship Manager, Corporate and Institutional Banking

Experience: Mr. Seibt currently manages a portfolio of commercial banking and middle market relationships for PNC Bank, servicing the credit, cash management and investment needs of his clients and is involved in developing new client relationships. In addition to these responsibilities, he supports the business development efforts of his Bank partners in Retail, Private Client, Asset Management, and Capital Markets.

He started his banking career in 1995 with Whitney Bank in their Management Training Program and has held positions in Retail, Business Banking and Commercial Banking throughout his career.

Education: Received his B.S. in Business Administration (Finance) in 1995 from Auburn University.

Professional and Civic Affiliations: Member of Mobile Area Chamber of Commerce Board of Advisors, Member Mobile Area Education Foundation Board of Directors, Member Mobile United Steering Committee and Graduate of Leadership Mobile 2014, Past President American Cancer Society Board of Directors Mobile, AL

Mark L. Spivey



Title

Vice President
Commercial Banking
BB&T Corporation

[REDACTED]

[REDACTED]

Experience

Mark Spivey has been in banking for 14 years and has worked with BB&T for the past 3 years where he currently serves as Vice President for their Commercial Banking Department in Mobile, AL. As a Commercial Banker, Mark's focus is helping businesses achieve their goals by assisting customers in analyzing problems and proposing banking solutions. He has served as a Commercial Relationship Manager, Business Banker, Credit Analyst, and Branch Manager during his banking career.

Date of Birth

September 4, 1979

Birthplace

Montgomery, AL

Education

B.S., Finance/Banking, University of South Alabama (Magna Cum Laude)
Master of Business Administration, University of South Alabama (Magna Cum Laude)

Affiliations

- President, Mobile Area Education Foundation
- Board Member, United Cerebral Palsy
- Board of Advisors, University of South Alabama College of Education
- Board of Advisors, University of South Alabama Mitchell College of Business
- Mobile Area Chamber of Commerce Chamber Chase Campaign
- Mobile Bay 40 Under 40 in 2012
- Sunrise Rotary Club of Mobile
- Senior Bowl Committee
- Mobile Touchdown Club
- MS Leadership Mobile Class of 2011
- 2016 Graduate and Class President of Leadership Mobile

Carol Statter
SHRM-CP, PHR

Workforce Development Coordinator
Infirmiry Health



A native of Mobile, Carol Statter has more than 30 years of experience in human resource management and recruiting. She has been employed with Infirmiry Health since 2001 and serves as its Workforce Development Coordinator. Ms. Statter holds a B.S. in Business Management from the University of South Alabama and is active in University organizations, serving on the College of Education Advisory Council and as founding member of the Jag-Gals, an athletic booster club.

Ms. Statter serves on the board of the Mobile Area Education Foundation and the Southern Alabama Area Health Education Center. She is also a member of the Mobile Education Commission. For a number of years, she has served on the board of the Mobile Society for Human Resource Management and the Alabama State SHRM Council. With more than 11 years of service, Ms. Statter is now the Chairman of the Bay Area Healthcare Coalition, a group of leading hospitals, clinics, healthcare providers, community colleges, private training providers and universities who have partnered to promote healthcare careers in the region through programs such as Summer Scrubs and the Health Occupations Career Fair, which are designed to assist high school students in their search for career options for the future. In addition, Ms. Statter, a Southwest Alabama Workforce Development Council member, has been involved with SAWDC since its inception and serves on the Steering Committee and as a World Leader for the annual SAWDC Worlds of Opportunity Career Expo.

Ms. Statter also serves on the Mobile County and Baldwin County Public School Career Technical Advisory Boards. She is a past member of the Executive Advisory Board of the Mobile Chapter of the Alabama Governor's Council on Employment of People with Disabilities and was recognized as the Council's 2013 State Advocate of the Year. Ms. Statter continues her work to promote employment of people with disabilities by serving as the business liaison to the Project SEARCH programs with Mobile and Baldwin County Public Schools.

Jill Stork

Alabama Power/Area Manager



Jill Stork is a native of Bayou La Batre, AL, located on the coast in South Mobile County. Upon graduating high school, she moved to Tuscaloosa where she attended the University of Alabama and earned her bachelor's degree in Electrical Engineering in 1995.

Jill has worked for Alabama Power Company since 1995, when she started as a distribution engineer responsible for designing overhead and underground facilities to serve residential, commercial and industrial customers. Throughout her career, she has worked in three of the six Divisions at Alabama Power Company in roles of increasing responsibility. These roles include Engineering and Line Crew Supervisor, Operations Manager, Distribution Control Center Manager and her current position as Area Manager for Mobile Division. In her previous leadership roles within Distribution Operations, Jill provided leadership in the design, construction and maintenance of distribution facilities. She also had the opportunity to lead multiple storm restoration teams to assist other utilities located in Texas, Louisiana, Arkansas, Georgia and Maryland after hurricanes, ice-storm and tornados. As Distribution Control Center Manager, she was responsible for overseeing the safe and efficient operations of the Distribution System in Mobile Division which includes smart grid technology and an integrated distribution management system.

In her current role as Area Manager, Jill is responsible for providing leadership and managerial direction for the Business Office operations, and external affairs responsibilities, for the Mobile Division.

She serves on the Board of Directors for the Gulf Coast Region of the American Red Cross, the Board of Directors for the Mobile Area Chamber of Commerce where she is Vice-Chair of Workforce Development, the Board of Directors for the Southwest Alabama Workforce Development Council and is a Board Member of the Mobile Area Education Foundation.

Jill and her husband, Chad, have four children and can usually be found on the sidelines cheering them on in their many extracurricular activities. They are members of the First Evangelical Methodist Church in Bayou La Batre.

Jim Walker, AIA

Goodwyn Mills and Cawood, Inc.
Vice President of Architecture, Mobile

Education	1990 – 1991 Mississippi Gulf Coast Community College – Gautier Campus Bachelor of Architecture, Mississippi State University School of Architecture – Class of 1995
Registration	Registered Architect in Mississippi, Alabama, and Florida
Certifications	American Institute of Architects, NCARB, LEED GA, SAME
Volunteer Experience	Executive Member, Secretary/Treasurer – MAEF - Mobile Area Education Foundation, Joined Board in 2013, Executive Member since 2015 Saraland Lions Club, Member since 2012
Leadership Training	2007 PSMJ Project Manager Boot Camp 2008 Dale Carnegie Leadership Training 2016 Leadership Mobile
Computer Skills	Microsoft Word, Excel, Power Point, AutoCAD

Work Experience September, 2005 – Present Goodwyn Mills and Cawood, Inc.
Jim is the Vice President of Architecture for the Mobile Office and is responsible for the overall management of a diversified portfolio of project types and clients. Jim has been employed with Goodwyn Mills and Cawood for the last 10.5 years and has over 20 years of experience in managing an extensive assortment of project types that include educational, K-12 and post-secondary, governmental, municipal, financial, commercial, multi-family, and high-end residential to name a few. Jim has experience with new construction as well as renovation and retrofit projects and has implemented over 300 million dollars' worth of construction over his career. Over the years Jim has earned a reputation as a collaborative team leader working with Owners, Engineers, and Contractors providing creative solutions to complex problems.

Jim's day to day responsibilities include business development, client management, project management, developing project budgets and schedules, project development cost estimating, office management, billing, and billing projections, and strategic planning.

Jim is responsible for a total staff of 10 which includes 2 Registered Architects, 1 Project Manager, 2 Architect Interns, 1 Architect Summer Intern, 2 Construction Administrators, and 2 Administrative Staff.

Jim is a native of Gautier, Mississippi and has spent his entire 20 year professional career practicing architecture in the unique environment of the Gulf Coast.